

Wheelchair hockey and inclusion: An emotional and relational analysis in lower secondary school

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Abstract:

This study explores the effectiveness of wheelchair hockey (floorball played in wheelchairs) as an educational tool for promoting school inclusion and enhancing emotional well-being in lower secondary school students. The research involved a total of forty students, equally divided into an experimental group and a control group. Each group included an equal number of students with permanent motor disabilities, ensuring a balanced representation. The study adopted a mixed-methods approach, combining both quantitative and qualitative tools to obtain a comprehensive understanding of the outcomes. Quantitative data were collected using the Strengths and Difficulties Questionnaire (SDQ) and the Inclusive Classroom Climate Scale (ICCS), while qualitative insights were gathered through semi-structured interviews with students and teachers. The educational intervention lasted twelve weeks and integrated wheelchair hockey activities with structured moments of collaborative and reflective practice. The programme aimed to foster empathy, cooperation, and mutual respect among participants. The results demonstrated a significant improvement in emotional self-regulation, sense of belonging, and quality of peer relationships within the experimental group, as compared to the control group. Students involved in the wheelchair hockey programme reported greater levels of engagement, understanding of diversity, and participation in classroom dynamics. Teachers also observed a more inclusive climate and improved social interactions. These findings suggest that inclusive sports such as wheelchair hockey can serve as powerful pedagogical tools to support the development of social-emotional skills and to promote inclusive values in educational settings. The study confirms the transformative value of inclusive physical education activities in fostering equity, participation, and positive relational climates in schools. Future research may further investigate the long-term effects of such interventions and their applicability in different educational contexts.

Key Words: Disability, ICCS, Adolescence, Adapted Physical Education.

Introduction

In recent decades, inclusive education has become a priority for education systems in many countries, which are urged to promote schools that are fair, welcoming and attentive to the value of diversity. In this context, the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006), ratified by Italy in 2009, stresses the right of all students to an inclusive education that promotes the full development of their individual potential, regardless of their physical or cognitive conditions.

In the school context, one of the most challenging but also promising areas for achieving inclusion is physical education. Sport has the potential to be a privileged educational space for building meaningful relationships, promoting well-being and valuing differences (Goodwin, 2001; Brittain, 2016). Despite this, traditional physical activities often tend to exclude, even implicitly, students with disabilities, favouring models that focus on performance and competitiveness (Bailey et al., 2009; Haegele & Sutherland, 2015). The need to rethink physical education in an inclusive way therefore emerges as a pedagogical priority.

According to Booth and Ainscow (2011), inclusion is not limited to ensuring access to school spaces, but involves a review of practices, content and relationships so that every student feels fully part of the educational community. In this sense, sport can become a "laboratory for active citizenship" (Galligani, 2020), where mutual respect, solidarity and a sense of belonging can be learned.

Adapted sport is one of the most effective responses to the challenge of inclusion in physical education. Adapted sport refers to a range of physical and sporting activities designed to be accessible to people with a range of physical, sensory or cognitive disabilities and to promote active participation and leadership for all (Sherrill & Hutzler, 2006).

In the school context, the introduction of adapted sport makes it possible to overcome the architectural, symbolic and methodological barriers that have traditionally hindered the participation of students with disabilities. Recent studies confirm that participation in inclusive physical activity programmes leads to improvements in self-efficacy, quality of interpersonal relationships and emotional well-being (Lieberman & Houston-Wilson, 2018; Goodley, 2013; Martin, 2013).

According to the bio-psycho-social model of disability proposed by the ICF (WHO, 2001), disability is not just an individual medical condition, but the result of the interaction between the person and the environment. Therefore, the school environment - including the physical environment - can become a factor of disability or a lever for emancipation. Movement, play and physicality then become tools for reconfiguring the participation of students with disabilities, enhancing their potential and building new identity narratives (Goodwin & Watkinson, 2000; Kavanagh, 2012). Among the many adapted sports, wheelchair hockey (also known as wheelchair floorball) stands out for its structural characteristics that make it highly inclusive. The game can be played with both manual and power wheelchairs and is based on accessible rules, a small field and lightweight equipment, making it suitable for students with very limited mobility (IWAS, 2020). In schools, this sport offers the opportunity for equal participation, where functional differences are neutralised by a deliberate design focused on cooperation and fair play.

According to Thomas and Smith (2009), sports such as wheelchair hockey allow for a redefinition of the roles traditionally assigned to students with disabilities, who are no longer mere 'observers' or 'recipients of support', but become active and recognised protagonists within the dynamics of the game. This change has a significant impact on self-image and identity construction, positively influencing school motivation and the quality of peer relationships (Hutzler, 2003).

Several studies conducted in school and Paralympic contexts have shown that regular wheelchair hockey contributes to the development of residual motor skills and the improvement of eye-hand coordination, but also to the strengthening of social skills such as leadership, conflict management and assertive communication (Rimmer & Marques, 2012; Brittain, 2016). The sport is based on a strategic and dynamic structure that requires collaboration, tactical thinking and adaptability - all valuable transferable skills in the school environment.

School inclusion cannot be separated from the promotion of psychological well-being. As Zins et al. (2004) and Goleman (1995) point out, emotional and social skills are fundamental components of school learning, on a par with cognitive skills. Self-awareness, empathy, stress management and the ability to build positive relationships are all skills that are closely related to school participation and educational success, especially for students in vulnerable situations.

Recent literature (Shapiro et al., 2011; Di Palma et al., 2016) confirms that inclusive sport contributes to the development of emotional intelligence, acting both on self-perception and on the ability to read and respect the emotions of others. In particular, the practice of sport in cooperative contexts promotes the activation of empathic dynamics, the sharing of emotions and the construction of a positive school climate (Zanobini & Usai, 2015). The perception of being part of a group, recognised and valued, is one of the main predictors of well-being at school (UNESCO, 2017).

In the case of students with motor disabilities, participation in structured sport with an inclusive approach helps to counter the risk of isolation and marginalisation and instead promotes processes of agency and empowerment (Block & Obrusnikova, 2007; Itkonen, 2017). Sport thus becomes a space for positive visibility, where it is possible to construct new narratives of oneself based on capabilities rather than limitations.

In light of the above considerations, there is a clear need to investigate the effectiveness of inclusive sport programmes in the Italian school context, which is still too often anchored in performance models. Despite international policy recommendations (WHO, 2018; UNESCO, 2017) and a growing body of scientific literature on the value of adapted sport, there is a lack of empirical studies that systematically analyse the emotional and relational effects of inclusive sport in schools, especially in lower secondary schools. This study fits into this perspective by proposing an educational intervention based on wheelchair hockey, aimed at a class that is heterogeneous in terms of motor disabilities.

The objective is twofold: on the one hand, to measure the impact of this practice on the emotional well-being and perceptions of inclusion of the students involved; on the other hand, to explore the relational and identity dynamics activated through cooperative participation in the game.

To this end, a mixed-methods approach was adopted, integrating quantitative and qualitative tools to capture both measurable outcomes and the subjective experiences of students and teachers. The aim is to offer an original contribution to pedagogical reflection on inclusion, promoting sport as a formative and relational space capable of fostering authentic participation and mutual recognition.

Research aim

Analysing the impact of a wheelchair hockey educational programme on socio-emotional well-being and perceptions of school inclusion among students with and without motor disabilities, through a comparison between an experimental group and a control group engaged in traditional physical activities.

Method

The study adopted a parallel group experimental design with pre- and post-intervention measures, supplemented by an exploratory qualitative component. This choice is in line with mixed methods research models, which are considered particularly suitable for investigating complex educational phenomena such as school inclusion (Creswell & Plano Clark, 2011). The decision to combine quantitative and qualitative data stems from the need to capture both measurable changes in terms of well-being and perceptions of inclusion, and the subjective transformations experienced by the pupils involved. As Denzin and Lincoln (2018) argue, only the integration of numbers and narratives can convey the complexity of real educational processes.

Study Sample

The study sample consisted of 40 students (mean age: 12.1 years; SD: 0.6) enrolled in two second year classes of lower secondary school, selected through purposive sampling.

- Experimental group (n = 20): Students participating in an educational programme based on wheelchair hockey; includes 6 students in wheelchairs (diagnosis: paraplegia, myelomeningocele, lower limb amputation).
- Control group (n = 20): Students following a traditional physical education programme; includes 6 students with comparable motor impairments.

The inclusion and exclusion criteria were defined following guidelines found in the literature on adapted physical activity (Tafari et al., 2019; Rimmer & Marques, 2012):

- Absence of cognitive impairments
- Ability to follow simple instructions
- Stable clinical condition
- Informed consent of parents and consent of pupils

Families were involved in preliminary meetings to ensure transparency and informed consent to the project, in accordance with the ethical criteria set out in the Declaration of Helsinki (WMA, 2013).

Evaluation Tools

a) Quantitative Tools

- SDQ - Strengths and Difficulties Questionnaire (Goodman, 1997): a widely validated tool for assessing psychosocial functioning in young people. Used to measure prosocial emotions, relationship problems, internalising and externalising symptoms.
- ICCS - Inclusive Classroom Climate Scale (Rix et al., 2013): a scale that measures perceptions of inclusivity in the school environment in terms of participation, recognition, collaboration and mutual support.

Both tools were administered before and after the intervention, with individual support for students with alternative communication needs.

b) Qualitative Tools

Semi-structured interviews were conducted with:

- 10 pupils (5 with disabilities, 5 without) from the experimental group
- 2 PE teachers (one for each group).

The interviews focused on topics such as:

- Emotional experiences related to play;
- Relationships with peers;
- Sense of belonging;
- Perceived changes.

Data were transcribed and analysed using an inductive thematic approach (Braun & Clarke, 2006) using NVivo 14 software.

Educational Programme

The data were transcribed and analysed using an inductive thematic approach (Braun & Clarke, 2006), using NVivo 14 software. The educational intervention based on wheelchair hockey was organised into a 12-week module, with two weekly sessions of 60 minutes each, included in the normal physical education timetable. The methodological structure followed an instructional progression logic, divided into three phases (initial, intermediate and advanced), each with specific objectives and inclusive instructional strategies, in line with the principles of universal design for learning (CAST, 2018) and inclusive pedagogy (Booth & Ainscow, 2011):

1. Initial (1-3): motor skills and familiarisation with rules and wheelchairs.
2. Intermediate (4-8): cooperative games, technical exercises, role rotation.
3. Advanced (9-12): mini-tournaments, emotional storytelling, self-evaluation.

Phase 1 – Familiarisation and physical literacy (week 1-3)

Aims:

- Reduce performance anxiety and fear of the wheelchair;
- Encourage postural adaptation and control of the wheelchair;
- Promote knowledge of the basic rules of wheelchair hockey.

Activities:

- Discovery games with wheelchairs: driving courses of increasing difficulty, slalom between cones, laps around the field with changes of direction and stops.
- Emotional driving exercises: each pupil describes the emotions associated with using a wheelchair (even by those who do not use one in everyday life) and shares them with the group.
- Rules workshop: participatory explanation of the basic rules of adapted floorball, using pictures, visual aids and practical simulations.

Tools:

- Sports wheelchairs (manual and electric), provided in collaboration with a local sports association.
- Lightweight plastic sticks, floorball balls made of foam.
- Cones, hoops and coloured tape to mark out routes.

Adaptations:

- All students, including those without disabilities, use wheelchairs for physical activities, in accordance with the principle of 'universal accessibility' (Rimmer & Marques, 2012).
- Instructions are given both verbally and through visual aids (pictograms, demonstrations) in accordance with the principles of UDL (CAST, 2018).

Theoretical Rationale: This stage responds to the need to build a common motor and emotional base, reducing the stress of novelty and promoting a climate of psychological safety (Goleman, 1995; Goodwin, 2001). Physical and symbolic literacy allows students to enter the game with greater awareness and relational openness (Zanobini & Usai, 2015).

Phase 2 – Technical-cooperative learning (week 4-8)

Aims:

- Consolidate basic motor skills and techniques;
- Develop communication, turn-taking and team spirit;
- Promote fairness in relationships through role rotation.

Activities:

- Paired exercises: passing with the bat, retrieving the ball in motion, cooperative offensive and defensive actions.
- Cooperative challenges: '10 passes without losing the ball', 'goal after at least 3 different passes', games with shared objectives.
- Role rotation: each lesson assigns a different role to each pupil (captain, strategist, referee, observer, timekeeper).

Tools:

- Low net (40 cm), movable goals, coloured bibs.
- Cards for recording passes, reflective diaries for self-assessment.
- Mobile whiteboard with graphic representations of tactics.

Adaptations:

- Simplified rules: no physical contact, neutral zones where throwing is not allowed.
- Frequent feedback, mediated by emotional self-monitoring sheets and short post-activity circle times.

Theoretical Rationale: Role rotation is consistent with the principles of cooperative learning (Johnson & Johnson, 2009), which promotes fairness and shared responsibility. As recent studies show (Block & Obrusnikova, 2007; Sherrill, 2004), shared technical learning strengthens interpersonal skills and mutual trust. The playful, cooperative context reduces competition, increases empathy and fosters a sense of positive interdependence (Hutzler, 2003).

Phase 3 – Consolidation, metacognition and narration (Week 9-12)

Aims:

- Strengthen sporting identity and perceived self-efficacy;
- Integrate technical, emotional and reflective skills;
- Encourage self-assessment and storytelling about experiences.

Activities:

- Mini-tournaments with mixed teams, organised by the students themselves.
- Matches with 'advanced' rules (e.g. silent zones, joker zones) to stimulate creativity and listening.
- Reflective circle time after the game, guided by structured questions ("When did you feel listened to? What would you do differently?").
- Individual or collective writing of sports and emotional logbooks.

Tools:

- Scoreboards with symbolic scores (e.g. points for cooperation, fair play).
- Self-observation grids for emotions.
- Video recordings for self-observation.

Adaptations:

- Teacher feedback is individualised and always focused on positive reinforcement and self-efficacy (Bandura, 1997).
- Teams are made up of students with and without disabilities, but are formed on the basis of emotional and relational criteria as well as functional ones.

Theoretical Rationale: Reflective self-evaluation and storytelling are powerful tools for identity building (Bruner, 1986). Emotional metacognition - supported by circle time and journaling - allows students to identify and transform their own journeys (Goodley, 2013; Denzin & Lincoln, 2018). Competitive play is reinterpreted as a space for expression and awareness rather than exclusion.

The control group followed a programme in line with ministerial guidelines (MIUR, 2012) divided into three modules:

- Weeks 1-4: endurance and strength circuits (bodyweight exercises, rope jumping);
- Weeks 5-8: competitive sports games (five-a-side football, simplified basketball);
- Weeks 9-12: mixed coordination, speed and balance courses.

The activities were only partially adapted for students in wheelchairs, without any specific inclusive interventions, reflective moments or significant participatory roles.

Results

Quantitative Results

In order to verify the effectiveness of the intervention, a repeated measures analysis of variance (ANOVA 2x2) was performed, taking into account the dimensions examined by the SDQ and ICCS instruments, with two main factors:

- Time: pre-intervention vs post-intervention
- Group: Experimental Group vs Control Group

The assumptions of normality and homogeneity of variance were verified using the Shapiro-Wilk and Levene tests.

ANOVA showed a significant increase in the experimental group:

Table 1: Strengths and Difficulties Questionnaire (SDQ)

Dimension	Group	Pre (M $\pm$ DS)	Post (M $\pm$ DS)	Δ (%)	p-value
Prosocial Emotions	Experimental	6,1 $\pm$ 1,3	10,9 $\pm$ 1,1	+78,6%	p < .01
Prosocial Emotions	Control	6,3 $\pm$ 1,2	7,5 $\pm$ 1,4	+19,0%	n.s.
Relationship Problems	Experimental	4,2 $\pm$ 1,0	2,7 $\pm$ 1,1	-35,7%	p < .05
Relationship Problems	Control	4,1 $\pm$ 1,1	4,0 $\pm$ 1,0	-2,4%	n.s.
SDQ total	Experimental	17,4 $\pm$ 2,6	12,5 $\pm$ 2,1	-28,2%	p < .01
SDQ total	Control	17,6 $\pm$ 2,8	16,7 $\pm$ 2,5	-5,2%	n.s.

- Prosocial emotions: significant increase in the experimental group (M = +4.8; p < .01) compared to the control group (M = +1.2; p = n.s.).
- Relationship problems: significant decrease only in the experimental group (p < .05).
- Total SDQ: significant overall improvement in the experimental group (F(1,38) = 7.91, p < .01).

The experimental group showed significant and broad improvements in all dimensions examined. In particular, the increase in prosocial emotions suggests a strengthening of empathic and relational skills, consistent with the findings of Goleman (1995) and Zanobini & Usai (2015). In contrast, the control group showed minimal changes that were not statistically significant.

Table 2: Inclusive Classroom Climate Scale (ICCS)

Dimension	Group	Pre (M $\pm$ DS)	Post (M $\pm$ DS)	Δ (%)	p-value
Active Participation	Experimental	2,8 $\pm$ 0,5	3,45 $\pm$ 0,3	+23,2%	p < .001
Active Participation	Control	2,9 $\pm$ 0,6	3,05 $\pm$ 0,5	+5,2%	n.s.
Sense of Belonging	Experimental	2,7 $\pm$ 0,4	3,42 $\pm$ 0,3	+26,5%	p < .01
Sense of Belonging	Control	2,8 $\pm$ 0,5	2,9 $\pm$ 0,4	+3,5%	n.s.
Relationship Atmosphere	Experimental	3,0 $\pm$ 0,6	3,57 $\pm$ 0,4	+19,0%	p < .05
Relationship Atmosphere	Control	3,1 $\pm$ 0,5	3,2 $\pm$ 0,5	+3,2%	n.s.

- Active participation: 23% increase in the experimental group (p < .001).
- Sense of belonging: +26.5% in the experimental group (p < .01), unchanged in the control group.
- Relational climate: increase only in the experimental group (p < .05).

The improvements in the experimental group are consistent with the findings of Lieberman & Houston-Wilson (2018) and Block & Obrušnikova (2007) regarding the positive impact of inclusive sport on classroom climate. The increase in participation and sense of belonging confirms the effectiveness of wheelchair hockey as a tool for cohesion and educational co-responsibility.

Qualitative Results

The analysis of the interviews, carried out using the inductive thematic approach (Braun & Clarke, 2006), identified four main categories, each enriched by significant sub-themes that emerged from the processing of the narratives.

a) Perceived equality and normalisation of disability

A recurring theme was the breaking down of symbolic barriers between students with and without disabilities. The fact that everyone used a wheelchair created a truly 'equal' experience, which helped to change social perceptions and self-perceptions.

“When we were all in wheelchairs, there were no more 'different' people: we were just players.” (Able-bodied student, 12 years old)

This perception reflects what Thomas & Smith (2009) describe as 'performative inclusion', i.e. the possibility for students with disabilities to play an active and recognised role.

b) Transformative emotions and self-efficacy

Pupils with disabilities described the project as an opportunity to feel capable and visible, and to break the routine of passive assistance:

“At school they often help me, but here I helped my classmates to turn their wheelchairs properly. I discovered that I am useful.” (Student with motor disabilities).

These experiences confirm the value of sport as a tool for subjective empowerment, as highlighted by Goodley (2013) and Itkonen (2017). Students also reported an increase in self-esteem and motivation at school.

c) Roles and broad leadership

Role rotation - a central strategy of the intervention - was recognised as a stimulus for autonomy and responsibility. Pupils had a positive experience of leading or facilitating the group. “I didn't think I could explain the game, but then I was the coach for a day.”

(These dynamics of distributed leadership are fundamental to a sense of agency and social recognition (Bandura, 1997) and contribute to the construction of a positive identity within the group.

d) Changes observed by teachers

The teachers involved in the experimental group reported a clear improvement in the quality of relationships, in the participation of more introverted students and in their willingness to listen.

‘The quiet kid in the class started talking to everyone. Maybe it was because he finally felt like he was on equal footing in the wheelchair.’ (Physical education teacher)

In the control group, on the other hand, teachers noticed a more competitive atmosphere, with incidents of unintentional exclusion of students in wheelchairs.

Discussion

The results of this study have important implications for both pedagogy and everyday school practice. The wheelchair hockey programme had a significant impact on students' socio-emotional well-being and perceived inclusive climate, with clear differences between the experimental and control groups. These findings confirm both the educational effectiveness of adapted sport and the urgent need to reformulate school physical education practice with a truly inclusive approach.

Recent literature has criticised the adoption of purely 'physical' inclusive models, where the mere presence of students with disabilities in school settings does not guarantee real participation (Booth & Ainscow, 2011; Haegele & Sutherland, 2015). The data from our study, on the other hand, highlight how an intentionally designed environment - where difference is not 'accepted' but 'valued and empowered' - has tangible effects on students' sense of belonging and self-efficacy. Active participation based on the principles of equity and reciprocity is what distinguishes inclusion from formal integration (Galligani, 2020).

The relational dimension emerges strongly both in the quantitative results (increase in the ICCS score in terms of climate and cooperation) and in the students' testimonies. In particular, the experience of the game allowed many of them to take on new roles, sometimes opposite to their usual ones: from "assistants" to leaders, from "excluded" to coordinators. This restructuring of social dynamics can be interpreted in the light of social identity theory (Tajfel & Turner, 1986), according to which group valorisation and collective participation foster a sense of positive identity.

As also suggested by Rix et al. (2013), inclusion is effective when it is co-constructed through active roles, visibility and mutual agency.

A crucial pedagogical element was the use of cooperative teaching strategies and role rotation (Johnson & Johnson, 2009), which allowed all students, including those with disabilities, to experience forms of protagonism, responsibility and reflexivity. The fact that each student took turns in the role of referee, strategist, observer or facilitator made it possible to deconstruct the implicit hierarchy between 'able-bodied' and 'fragile'

students and to value different skills (motor, communicative, empathic). This is in line with the Universal Design for Learning approach (CAST, 2018), which calls for the provision of multiple modes of engagement and action to include diversity.

The improvement in prosocial emotions measured by the SDQ is particularly relevant when placed within the framework of the so-called life skills promoted by the WHO (1993). The ability to cooperate, to put oneself in another's shoes, to manage emotions and conflicts are now considered central to the harmonious development of the individual. Sport, as an experiential and socially situated practice, is one of the most fertile areas for cultivating these skills (Zins et al., 2004; Goleman, 1995).

The significant increase in these aspects in the experimental group confirms that wheelchair hockey, when pedagogically mediated, can be a training ground for emotional and social growth. Another result worth highlighting is the role of reflective and narrative activities (logbooks, circle time, self-evaluation), which allowed students to emotionally rework the sporting experience. This increased their awareness of their own journey and recognition of their progress, key elements in the development of a competent subjectivity (Bruner, 1986; Morin, 2000). For students with disabilities in particular, these moments provided spaces for constructing alternative narratives of themselves based on competence, leadership and relational effectiveness.

The comparison with the control group highlights the limitations of traditional motor practices in generating real inclusion. Despite participating in physical activities, students with disabilities in the control group continued to experience a marginal or passive role, as revealed in the interviews. This confirms that inclusion is not an automatic result of coexistence, but requires planning, mediation and educational intention (Tafuri et al., 2019). The lack of differentiated and cooperative strategies has effectively maintained an unequal and unreflective status quo in the control group.

Conclusions

This study provides solid empirical evidence of the educational potential of wheelchair hockey, confirming what has already been highlighted in the literature on adapted sport: when the game is designed as a cooperative, reflective and accessible experience, it can become a powerful catalyst for inclusion and well-being. The results suggest that sport can and should be rethought as a tool for structural inclusion, not only through the removal of architectural barriers, but above all through educational design centred on equity, cooperation and reflection. Schools should adopt a systematic and deliberate approach, integrating adapted sporting practices into the regular curriculum and promoting the training of physical education teachers in this regard. The structuring of inclusive activities is not limited to the motor sphere, but can be a cross-cutting model for all teaching. The use of role rotation, emotional self-evaluation, storytelling and shared responsibility can also be replicated in different subject areas (e.g. workshops, cooperative learning, peer tutoring) and help to change the school culture towards more participatory and democratic approaches.

Sport, and movement in particular, becomes a tool for valuing the body as a site of learning, relationships and citizenship. Inclusive physicality breaks with the medicalised view of disability and introduces a pedagogy that focuses on the plurality of physical, relational and narrative expressions (Galligani, 2020). The body in a wheelchair is no longer a 'missing body' but an 'acting body' capable of producing meaning and relationships. In light of the evidence gathered, the following operational recommendations are proposed:

- Regularly include inclusive sports (such as wheelchair hockey) in curricula;
- Train teachers in adapted physical activity and cooperative strategies;
- Assess inclusion not only in terms of accessibility, but also in terms of participation, empathy and well-being;
- Promote school-community networks, involving Paralympic sports associations and educational research centres.

When conceived and taught in an educational manner, sport has the power to transform the ordinary into the extraordinary: it is not just a game, but an encounter; not just a movement, but a relationship; not just a discipline, but an education for freedom. From this point of view, wheelchair hockey is a social laboratory where every student, with or without a disability, can fully inhabit his or her educational space and rediscover the mutual enrichment of difference.

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