

S4D Activity SDG 10 Inclusion: “Over-Under”

This S4D Activity [example](#) shows how sport can be used to strengthen the competence of responsibility in relation to inclusion of persons with disability. More teaching and learning materials (manuals, training session, activities etc.) related to the topic of “Sport and inclusion” can be found [HERE](#).

Category S4D Activity ¹	Phase	Duration	Target Group	Setting	Equipment/Materials
Ball Game	Main Part	40 min.	All ages, mixed ability groups (visually-impaired and non-impaired)	Any safe area of ground or space (as flat and clean as possible)	Cones, goal ball/a ball that makes a noise when in motion, blindfold for visually non-impaired participants

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Social competence: Goal Orientation	Motor competences: Coordination, flexibility Technical competences: being able to pass and receive the ball Tactical competences: communicate within the team to pass the ball precisely, help team mates to move to the front
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... understand the value of achieving and reaching a goal. ... think of how social cohesion and disability inclusion influences their ability to achieve that goal. ... resist distractions and keep track of their personal goals regardless of their personal backgrounds and abilities.	<i>After the training session children/youth are able to:</i> ... understand their role within the team and how they can contribute to achieving goals. ... make tactical changes that will support their teammates. ... understand the importance of inclusive team work in order to achieve their goal.



Description
<ul style="list-style-type: none"> • Players are divided into two teams with a team captain. • Both teams put on blindfolds. • Teams line up behind their team captain and stand with their legs apart. • At the signal, the captain passes the ball through his/her legs to the person behind, and so on.

¹ Reference: [Manual Different. Just like you.](#) , p. 79

² S4D Competences should be part of every S4D Activity and S4D Training Session. Please find [HERE](#) a collection of S4D competences children and youth can gain through their participation in S4D Activities and Training Sessions related to *Inclusion*. To get an idea how we define *S4D Competences, Life Competences/Skills, Sporting Competences* and *Learning Objectives*, please have a look in our [Glossary](#).

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- The person at the back of the line picks up the ball and moves to the front of the line.
- The player then passes the ball back again. This is repeated until the captain has received the ball at the end of the line and is back at the front. The team then calls “Finish.”
- Team members may help the person moving to the front of the line, by guiding him/her with their hands.
- Limit the size of each team to 10 players

Variations

- As a variation, players can alternate with passing the ball through their legs or over their heads (“over-under”).
- Allow players to move to the front without the blindfold on until they have gained the confidence to leave them on.
- Use regular balls (such as footballs or basketballs) to increase difficulty.
- Use other objects instead of a ball.

The Reflection in 4 Steps

Coaches can decide if the reflection takes part after the activity or at the end of the session. There are many ways of conducting a reflection. [HERE](#) you will find a guideline including examples of ways/methods how a reflection can be done and how participants can be organized. However, the coach can also use her/his own variations depending on the number of participants and space available. The following are suggested questions to help guide the reflection part of the described S4D Activity:

Before starting the reflection, gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion.

Step 1: REFLECT - Ask the participants about their experiences during the S4D Activity:³

- How did you pass and receive the ball?
- What helped you in walking towards the front of the line?
- What was important for the team to achieve the overall goal?

Step 2: CONNECT - Make a connection to daily-life situations:

- How do you feel when you reach a certain goal? How does this influence your sense of belonging in your community?
- How can inclusive behaviour help to achieve goals?
- In what environments is inclusion particularly important to achieve goals? (e.g. schools, community).

Step 3: APPLY - Ask them about specific actions:

- How can you help others to reach their goals? How can your own abilities contribute?
- Who can you include in achieving your own goals?
- How can you make inclusion part of your own goals?

Step 4: ACTION - Agree with the participants on specific actions

To deepen the participants understanding of the topic and its relevance in their daily life, give them one or two tasks (“homework”) to do before the next training session.

Examples:

Create an inclusive study group in school for your next assignments. Be aware of everyone’s abilities and help each other accordingly.

³ All questions listed are examples and can be replaced.