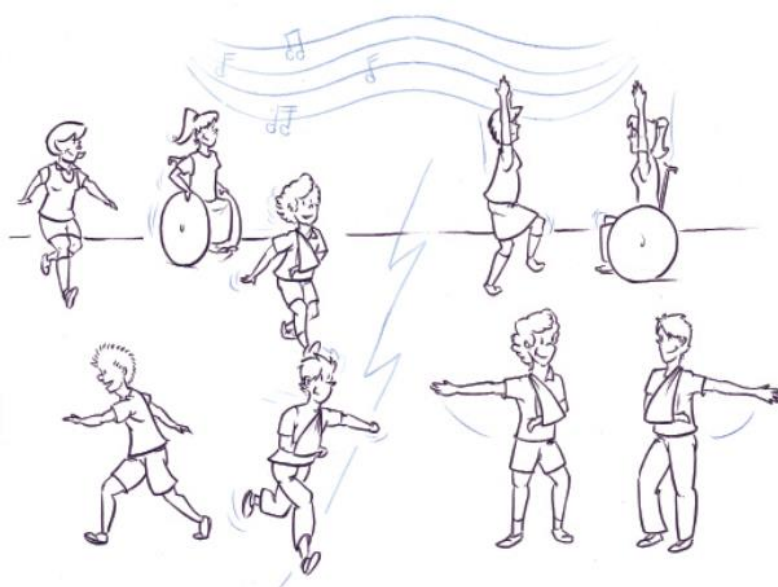


S4D Activity SDG 10 Inclusion: “Mirroring”

This S4D Activity example shows how sport can be used to strengthen the competence of change of perspective and empathy 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
Moving	Warm-up, cool down	15 min.	All ages, mixed abilities group	Any safe area of ground or space (as flat and clean as possible)	N/A

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Social competence: Change of perspective and empathy	Motor competences: coordination Technical competences: coordinate movements that mirror the other person Tactical competences: adapt movements to the ability of both participants
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... anticipate how exclusive behaviour might affect others. ... imagine themselves as part of different groups or in a different role. ... interact with and respect different people, and feel empathy for their situation and feelings.	<i>After the training session children/youth are able to:</i> ... adapt movements to everyone’s abilities. ... reflect on their own abilities and how these can contribute to the team. ... engage with all participants and create an inclusive atmosphere.



¹ Reference: [Manual Different. Just like you.](#) , p. 75

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](#).

S4D Activity SDG 10 Inclusion: “Mirroring”

Description
<ul style="list-style-type: none"> • The group walks slowly around the space. When the music stops or a whistle is blown, players have to get into pairs and stand facing one another. • One player makes a movement, and the other player has to try to copy it as if they were a mirror.
Variations
<ul style="list-style-type: none"> • If you do not have music or a whistle, you can call out “freeze” or “statue.” • If players are visually impaired, one partner can make a ‘statue’ out of the other partner who then remains in that position for a short while (Important: make sure everyone is comfortable with being touched). • If players have hearing impairments, use a visual sign that has been agreed upon by the group.
The Reflection in 4 Steps
<p>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:</p> <p>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.</p>
<p>Step 1: REFLECT - Ask the participants about their experiences during the S4D Activity:³</p> <ul style="list-style-type: none"> • What movements did you do? Can you demonstrate them? • Was it easy to mirror the other person? What movements were harder/easier to mirror? • What kind of movements were you able to adapt and how?
<p>Step 2: CONNECT - Make a connection to daily-life situations:</p> <ul style="list-style-type: none"> • What kind of differences can you see amongst the people in your community? • How can these differences influence people’s everyday lives? • Why is it important to understand the differences in our community? How can this influence our behaviour?
<p>Step 3: APPLY - Ask them about specific actions:</p> <ul style="list-style-type: none"> • People from different walks of life have different needs. How can you approach individuals and find out about their needs? What questions can you ask them? • How can you adapt your behaviour to match those needs? • How can you make others feel welcome in your environment? What would you change and why?
<p>Step 4: ACTION - Agree with the participants on specific actions</p> <p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Do some research on your close community and answer the following questions: <ul style="list-style-type: none"> ○ Where do all the people come from? ○ What are the differences and what are similarities? ○ How does each of them contribute to your community? ○ Why is everyone important?

³ All questions listed are examples and can be replaced.