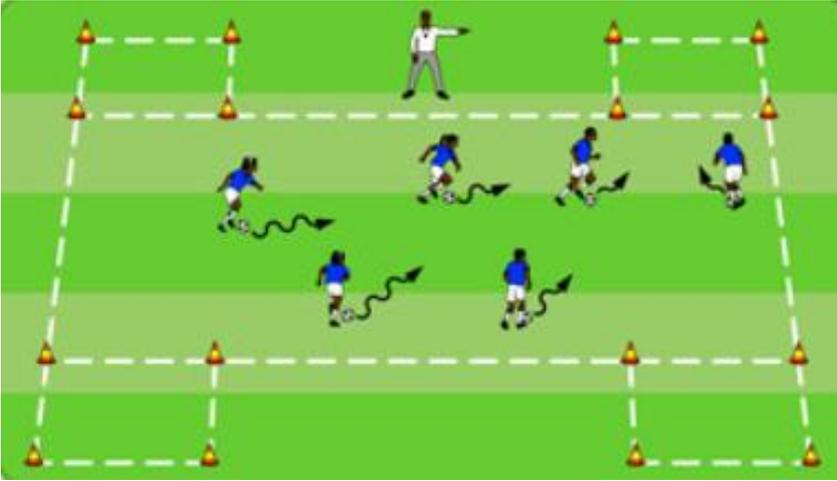


S4D Activity SDG 10 Inclusion: “Dribbling into the Squares”

This S4D Activity example shows how sport can be used to strengthen the competence of critical thinking 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
Running game	Main part	40 min.	All ages, mixed ability groups (visually impaired and non-impaired persons)	Marked square field	Balls, cones

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Methodological and strategic competence: Critical thinking	Motor competences: coordination, agility Technical competences: running by listening, being aware of surroundings, listening to each other Tactical competences: support each other during the game and adapt tactics so everyone can achieve the overall goal
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... identify inclusive and exclusive behaviours in their environment. ... critically reflect their own role, as role models, and how their own behaviour can contribute to inclusion and social cohesion. ... take necessary actions to build inclusive relationships.	<i>After the training session children/youth are able to:</i> ... develop an understanding for inclusion within the team and how actions of all members combined can lead to success. ... support each team member, focusing on each individual’s abilities ... adapt the pace of the game to the overall capabilities of the team



¹ Reference: [YDF Manual For Disability Inclusion, South Africa](#) , p. 54
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: “Dribbling into the Squares”

Description
<ul style="list-style-type: none"> • Mark off a big square field to play and a little square field at each corner, symbolising a goal. • All participants try to dribble the ball (not visually-impaired are blind-folded) into each corner goal without crashing into each other (carefully, the participants have to communicate and listen to each other). • The coach or one participant leads the group by clapping. • The game can be continued as long as desired.
Variations
<ul style="list-style-type: none"> • Divide the group into four different teams and each team has a different call or noise to follow into the right square.
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 call or noise did your team agree on? • How easy or difficult was it for team members to follow the noise? • How did you adapt your strategy to fit everyone’s ability? What could you improve next time?
<p>Step 2: CONNECT - Make a connection to daily-life situations:</p> <ul style="list-style-type: none"> • Where do you think exclusion stems from? Can everyone be excluded? If yes, for what reasons? • How inclusive is your environment? How inclusive is your social circle? Can you share an experience? • Whose responsibility is it to create an inclusive environment?
<p>Step 3: APPLY - Ask them about specific actions:</p> <ul style="list-style-type: none"> • What type of questions can you ask to understand what people need to feel included? • How can you tell if someone is being excluded? How can you step up in these situations? • How can you make others feel more included in your environment? How can you encourage others to be more inclusive?
<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"> • Create a mind map with the word inclusion: <ul style="list-style-type: none"> ○ Think of your own experiences regarding inclusion/exclusion. ○ What do you need from your environment to feel included? ○ Colour the most important words that stand out for you.

³ All questions listed are examples and can be replaced.