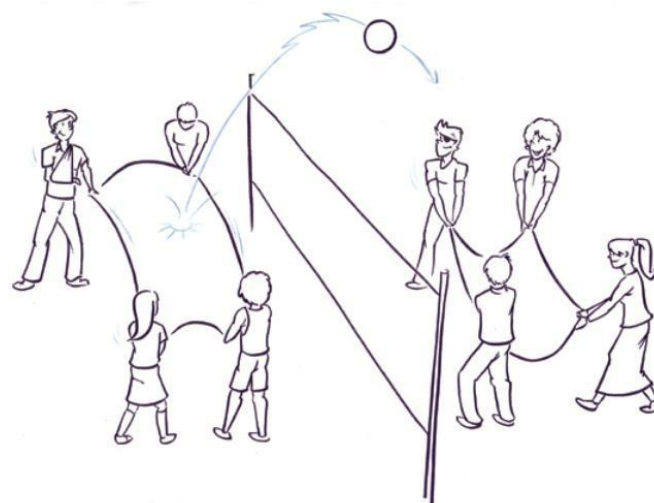


S4D Activity SDG 10 Inclusion: “Blanket-Volleyball”

This S4D Activity example shows how sport can be used to strengthen the competence of cooperation 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
Ballgame	Main Part	40 min.	All ages, mixed ability groups	Any safe area of ground or space (as flat and clean as possible)	Light-weight ball, net or other barrier, sheets or blankets

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Social competence: Cooperation	Motor competences: coordination Technical competences: catch and throw the ball with the blanket in a target-oriented manner Tactical competences: communicate tactics with team members during the game and coordinate movements within the team
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... learn about the positive effects of having a strong sense of belonging. ... enjoy being in a place where they can cooperate and feel secure. ... work together with others respectfully and inclusively, helping others also gain a sense of belonging.	<i>After the training session children/youth are able to:</i> ... adapt techniques to fit all abilities. ... support other participants and help them understand rules and techniques. ... engage with all participants and create an inclusive atmosphere.



¹ Reference: [Manual Different. Just like you.](#), p. 78

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: “Blanket-Volleyball”

Description

- Divide players into groups of 3 to 6 players.
- Each team has a sheet or blanket. Two teams play against each other.
- The aim is to use the sheet to throw the ball across the net and catch it.
- If a ball is dropped, the other team scores a point.

Variations

- Use more balls in the game.
- Play with or without a net.
- Have more players around each blanket.
- Use a beach ball which may make the game easier.
- If using a net makes the game too difficult, draw lines on the ground instead.

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:¹

- How did you coordinate the movements within the team? Did you decide collectively or did someone take charge?
- When was it easy to catch and throw the ball with the blanket? When was it more difficult?
- How did your team cooperate? What would you change next time?

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

- How do you like working in teams? Can it make tasks easier?
- What is important when cooperating in a team? (e.g. respectful communication, being aware of the ability of others)
- Have you ever been excluded from cooperating in a team? What was the reason and how did that make you feel?

¹ All questions listed are examples and can be replaced.



Step 3: APPLY - Ask them about specific actions:

- What conditions are necessary in order to create a safe space in which everyone feels included and open to cooperate?
- How can you find out why someone does not want to cooperate? How do you approach that person?
- How can you encourage others to be cooperative? (e.g. include everyone according to their abilities)

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:

Have a look around your community and identify three situations in which cooperation is important. Try to answer these questions: ○ Who is included and why? ○ Was the goal achieved? ○ How can cooperation be improved?