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Inclusive sports for children

SPORT4EQUALITY

Small scale partnership in sport

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Current national situations and good practices
Case of Spain, Serbia and North Macedonia

Introduction

Inclusion is very important component for healthy development of any society. It begins with inclusion and diversity in social care, health care, education, culture, recreation, sports etc. In this analysis we will focus on the importance of inclusion in sport and recreational activities for children, by assessing the current national situation in Spain, Serbia and North Macedonia. Before we look into national situations and good practices, we would give brief overview of the importance of inclusion and some key components that can suggest the level each country pays efforts and attention to increase inclusion in sports.

When we speak about inclusion in sport activities, important aspect is the infrastructure, or also used term sports ecosystem. That shows how well thought and planned are the fields, starting from the access to them, to how well are they settled for use by different backgrounds of people, and especially children. Additional important aspect is the kind of games and activities are offered in such centers and educational institutions, that can offer same opportunities for all children, regardless of their background, gender, physical readiness or some disability. Different extracurricular activities, but especially sports, have big impact on bringing people together, compete, but also support and cherish their differences and passions. By supporting and encouraging diversity and inclusion in sports, society makes safe ground for tolerance and inclusiveness, accompanied with respect for every individual. Last, and also very important, this kind of diversity and inclusion adds to the socio-economic benefits in the society.

In order to promote and achieve inclusion in any society, we need to have dedication and support on different levels and many stakeholders, like all participants in

the sports activities, coaches, teachers, parents, administrations and also very important players are the policymakers, that support inclusive policies and money allocation to make inclusion possible, both on infrastructural level as well as on implementation level. To achieve inclusion and diversity, each society should embrace:

- Diversity: sports activities should enable participation of members with different and diverse backgrounds, and enable atmosphere that celebrates diversity. This is important for inclusion of disabilities, but also all the other differences that one individual can bring to the group.
- Barriers for participation: Educational units and sports units should make sure that their facilities are accessible for all, this should be done systematically on the state level, so all kids and parents can enjoy the benefits of sports and inclusion for personal development.
- Education: Teachers, coaches, parents and kids should have education on diversity, its importance and benefits, so they can all together fight against stigmatization and exclusion of some individuals. Decrease and eliminate prejudices and discrimination, and all together create safe and inclusive sports environment.
- Identification and belonging: sports and educational units must dedicate part of their mission to create sense of belonging to some group/sport activity, by promoting encouragement, engagement, provide support and appropriate treatment for all participants.

In sum, inclusion and diversity are basics for creating safe and encouraging sports environment for all. By grasping differences, and finding ways to encourage participation of all children, we are creating empowering and inclusive society in the long run. When it comes specifically to the question of children in sports and inclusivity, again we come across the importance of ensuring equal access and opportunities for participation. Some basis for that in terms of kids are:

- Adaptive and Inclusive Sports Programs: There's a recognizable extension in versatile and comprehensive sports programs custom-made to children with inabilities. These programs offer a wide extend of sports exercises adjusted to diverse capacities, giving openings for children with incapacities to take an interest and exceed expectations in sports.
- Educational system: More and more educational institutions are incorporating inclusive education and sports for all in their programs, however, there is a lot to be done in many developing countries to improve this situation. These curricula are tailored in such a way that encourages culture of inclusivity from early ages, when children do not have accepted the societal etiquettes and accept the differences as normal.
- Awareness and Advocacy: There is mindfulness of the significance of inclusivity in sports, fueled by backing endeavors and awareness-raising campaigns. Organizations, competitors, and influencers are utilizing their publicity to advocate for inclusivity, and to empower all children, regardless of their background situation take an interest in sports.
- Unified Sports and Inclusive Teams: This approach, bringing together children with and without disabilities participate in same sports activities is more popular lately. This is first step of right inclusion and acceptance of differences, that leads to understanding the differences and making friendships among different children.
- Facilities and Equipment: This is also very important aspect in the process of creating safe and inclusive environments for all, making sure that the equipment and requisites are suitable and safe for all.
- Diversity and Representation: this is tailored towards disabilities, but also towards different marginalized groups, from less fortunate backgrounds, that if given better and equal conditions can show high motivation and outperforming results. So, this goal is towards breaking the barriers for all children, no matter social or any other background.

How is the situation with inclusion in sport in our countries of interest?

Before we begin with the country analysis of Spain, Serbia and North Macedonia, we must say that all three countries pay a lot of effort and resources to foster inclusivity, but as the countries are in different developmental, socio-economics, educational levels, and also different timings when they start the inclusion programs, the level of inclusion are different.

The case of Spain

In Spain, according to the national statistical body, around 9.5% of its population live with some disability. Only, about 28% of that population practices some kind of sport in their free time. And out of those 28% active population only 30% are women. Unfortunately, there is no data on young people and children living with disability in Spain.

Spain has very strong and active programs and policies aimed towards achieving and promoting inclusion and diversity in sports for children and people with disabilities in general. They are incorporated in their national laws and strategies. National strategy on inclusion of people with disabilities in sports activities has several articles that are important for promotion of inclusion in sports. They are specifically tailored towards promoting public policies to encourage people with disabilities to participate in all areas of sports. That has to be incorporated in the sport federation statutes as well, with accompanying bodies-sports commissions for people with disabilities. That should ensure promotion of specific sports and their adoption to the model acceptable for all.

Of interest for us is Article 90, of the law for Sports, that in focus has the Promotion of physical activity and sports for children and adolescents. For creating programs and policies for this specific group Administration for promotion of physical activities and sport under condition of effective equality is in charge. Main aim of this is

to establish and promote public policies that will enable and encourage practice of sports by children and youth with any kind of disability.

Another very important aspect for establishing safe grounds for inclusion and equality is appropriate skills and knowledge of the people involved in the processes on different levels, but especially skills and knowledge of the sports professionals and trainers. With this all the technical and educational personnel in Spanish sports federation is entitles to undertake continuous training, ensuring their permanent skills and knowledge update, and their enabling to work with children and other athletes with disabilities.

By the laws, all sports programs in Spain must include finances for models and infrastructure that meets and reflects the needs of people with disabilities that want to practice sports. Main instrument for this implementations are the so called Sports Development Programs, that Spanish sports federation use to agree on objectives, priorities, programs and action plans to finance and structure the resources to ensure equal rights for all. All sports programs should also ensure equal opportunities, non-discrimination and accessibility to all their facilities.

In line with previously mentioned continues training for skills and knowledge, the training curricula should be updated and appropriate for all interested parties, including disabilities. In this process, they must take into account knowledge about teachers have the necessary knowledge of physiology, hygiene, biomechanics, nutrition, social sciences and other areas related to health, including the application of physical activity and sport in the treatment and prevention of illnesses, with special reference to the specific needs of women and men, minors, the elderly and persons with disabilities. There is also formal Vocational Training Studies- Teaching and Socio-Spots Animations (TEAS) that is high level vocational training that includes modules called Physical-sports activities for social inclusion and is specifically made for people with disabilities.

In sum, Spain takes very active role in promoting inclusion in sports for children with taking different initiatives, but also taking some legal measures that will ensure implementation of the policies and programs. Additionally, the presence of organizations like Special Olympics Spain, adapted sports programs, inclusive education policies, and community involvement shows active contribute to creating a more inclusive and accessible environment for children of all abilities to enjoy sports and physical activities. We can draw several key points:

- Government support: Spanish government shown solid and determined support for inclusive sports and sports facilities, by putting in place laws and policies that will enable healthy grounds for solid financial planning, resource allocation, and active support for organizations and sports staff that provide inclusion for all.
- Special Olympics Spain: is one of the main organizations in each country, including Spain in promotion inclusiveness in spots for children with physical and intellectual disabilities. Their programs are well tailored to ensure taking out the maximum potential of each individual participating in sport activities.
- Adapted Sports Programs: Spain has variety of sports activities suitable for children with disabilities, like wheelchair basketball, blind football, para-athletics and similar.
- Inclusive Education: Inclusive sports activities are integral part of Spanish school curricula, with inclusion of adoptive sports practices and making sure that children of all abilities can participate in school sports activities.
- Community Involvement: Awareness of the local communities and sports clubs in Spain is very high with the matter of inclusion and equality, hence take active role in promotion of inclusive sports for all abilities. Many of them offer inclusive programs, or special events that bring athletes with different abilities together to do sports.

The case of Serbia

In Serbia, according to the national statistical body, around 8% of its population live with some disability. Only, about 25% of that population practices some kind of sport in their free time. And out of those 25% active population around 30% are men, and only 20% are women. Unfortunately, there is no data on young people and children living with disability in Serbia.

Over the years Serbia has undertaken many actions and policies to increase and ensure inclusion of children and people with disabilities in different activities, including sports. Financed directly from the government, there are 5 key pillars in the national inclusion strategy:

1) stimulating and inclusive workshops for people with disabilities and activities that contribute to ensuring the equality of people with disabilities and raising awareness about people with disabilities for their full participation in the life of the wider social community;

2) participation of persons with disabilities in recreational and competitive sports events;

3) improving the accessibility of information and removing communication barriers;

4) strategic projects in the field of accessibility (installation of sound signaling 509 traffic lights in all 17 city municipalities, installation of ramps at facilities of associations of persons with disabilities and public facilities) fully adapted to persons with disabilities;

5) adaptation, reconstruction and furnishing of facilities used by associations of persons with disabilities.

Looking at the second pillar, the inclusion in recreational and competitive sport events, to address the problem, they first analyzed the actual situation, and main conclusion was that there was barrier due to accessibility. That was basic problem for most of the pillars, but especially for sports and participation in recreational activities, due to the fact that children were not able to access the facilities, or if they manage to access, still there will be problem in participating in the activities, due to not adequate equipment. That was problematic not only because of the participation, but also was acting discouraging in the inclusion process. When we talk about people with disabilities and their right to access the physical environment, services and products, accessibility is also associated with human rights and legal mechanisms for their protection, and at the same time it is associated with the term "Universal Design" which implies accessibility for all people regardless of whether they have a disability or not. Accessibility is a prerequisite for independent living, full and equal participation of persons with disabilities in society and unlimited exercise of all human rights and basic freedoms, equally with others and applies to persons with any type of disability. Serbia, put in action national platform that is advocating for indoor and outdoor amenities, that should, among others, include spaces and facilities for social interaction, recreation, cultural and sports activities. Accessibility mostly refers to physical and informational accessibility.

In sum, Serbia takes active role in promoting inclusion in sports for children with taking different initiatives, but also taking some legal measures that will ensure implementation of the policies and programs. Additionally, the presence of organizations like Special Olympics Spain, adapted sports programs, inclusive education policies, and community involvement shows active contribute to creating a more inclusive and accessible environment for children of all abilities to enjoy sports and physical activities. Despite these efforts, there may still be challenges to overcome, such as ensuring sufficient funding and resources for inclusive sports programs, addressing attitudinal barriers, and expanding access to sports opportunities in rural areas. We can draw several key points:

- Support from the Government: Serbian government has shown dedication to promoting inclusivity in sports for children by implementing policies and initiatives aimed at providing equal opportunities for all children to participate in sports activities. This includes allocating resources and funding to support inclusive sports programs and infrastructure.
- Civil Society involvement: The civil society, is very often important partner and voice of the marginalized and less fortunate. In line with that, the civil society in Serbia plays very important role in improving the conditions for inclusive sports for children, by working in partnership with the government, sports federations and all involved stakeholders.
- Inclusive Sports Programs: There are several programs and initiatives in Serbia that try to improve the inclusion of children with disabilities, offering a wide range of sports activities adapted to their needs. These programs aim to promote physical activity, social inclusion, and overall well-being.
- Infrastructure: Significant effort has been made to make sports facilities more accessible to children with disabilities. This includes ensuring that facilities are wheelchair-friendly, providing adaptive equipment, and making accommodations to accommodate different needs.

The case of North Macedonia

Some estimates showed that almost 15% of the population in North Macedonia live with some disability. There is a lot of discussions and effort put into making life of these individuals better and easier, but despite the huge effort and dedication, there is still a lot to be done. The need for improvement are not only infrastructural, but also financial and in terms of assistance and support that should be systematically available for all in need.

Participation in sports activities for the individuals with disabilities still very challenging, regardless if the disabilities are physical od intellectual. Needless to say, the

topic is very important but also very complex, so inclusive participation in sport activities, also means thorough and well planned activities, with professionals that understand the needs and nature of the specific disabilities, so they can encourage and empower. In contrary, it may have negative effect on the development of the individual with any kind of disability. Children with disabilities need well planned activities with carefully managed efforts and appropriate physical action.

Important thing to point is that the sport professionals, educators and technicians, sport medicine as well as psychology, are key partners in promoting and improving sports participation and physical activation for people with disability. This is because inclusion is multilevel process, and should be address on different levels too. In North Macedonia, we do not only have problems with inclusion of children with disabilities in sport activities, but also in many cases in the overall education system. That is because as mentioned above, we lack accessible infrastructure, along with well-trained professionals and educators that can make this inclusion smooth and possible. Although there are special schools, they are only available in few locations, and the rest of the country follows inclusive education for all abilities. By the laws and procedures, in these cases the school and the municipality should provide plan and personal assistant that would work closely with these children on their inclusion. However, the evidence from the field show that in many cases such assistance is not provided, or due to the financial means they quit after some time. But also in the cases where such inclusion and assistance is available, is not in whole, in a sense that the assistance are there to support their educational advance and make sure children of interest are catching up as much as possible in line with their ability for learning. However, they are not always trained to help them with the physical activities and participation in sports as part of the curriculum. One thing is that they are not trained, also sports teachers have limited knowledge in working with such individuals. In many cases, the physical access to the sports facilities and equipment is also challenge.

Lack of inclusive sports education, along with very limiting data on people living with disabilities, even less of people with disabilities being active in sport and sports activities requires higher policy engagement. It is evident that this must be systematically addressed, and it is not enough to have personal enthusiasm and will. In particular, there is lack of counseling centers and facilities that can support physical activity from the early ages for people with disabilities, which is very important for development in children, having in mind that many of people with disabilities are having more sedentary habits. Here we should stress out the importance of the health care workers that should initiate and support more physical activities for these individuals.

Key issues that arise for children with disabilities are mainly coming from several neglected aspects by the society:

- Bad infrastructure and difficult or impossible access of people with disabilities to the sports facilities.
- Lack of specialized education in inclusion of people with disabilities in the sport activities.
- Limited financial support by the communities.
- Lack of legal framework, that will ensure some level and quality of special inclusive sports. Current legal framework, has some aspects on antidiscrimination, but not real actions for better inclusion.

There is new strategy for right of people with disabilities 2022-2030 for whose development many stakeholders were involved, in particular 27 organizations of persons with disabilities, all UN agencies in North Macedonia and the EU Delegation. The strategy has been drafted in accordance with the principles of the UN Convention and its slogan "Nothing About Us Without Us". This Strategy is focusing on main issues mentioned in the section above:

- Promotion and visibility of persons with disabilities for their contributions and achievements in social life.

- Inclusion of persons with disabilities in cultural, sports and recreational activities at the national and local level.
- Expanding the number of sports for the active inclusion of people with disabilities.
- Promotion and development of new adaptive sports disciplines for people with disabilities.
- Promotion and development of sports disciplines for Paralympics and Special Olympics.
- Skilled and Knowledgeable Staff.

Key state institution, supporting these activities is the Ministry of Education and Science of North Macedonia, that created programs and courses for teachers and sport workers to better implement inclusive education. However, there is no specific evidence on the programs supporting better inclusion of children and youth with disabilities in sport and sports activities.

In sum, North Macedonia makes significant improvement in rising the awareness and promoting inclusion in sports for children with taking different initiatives. However, there are still many current challenges and areas for improvement, such as ensuring equal access to resources, infrastructure, special training and knowledge for inclusion in sport activities and finally, but as important as the previously mentioned, addressing societal attitudes towards disability. These are some of the key points we draw from the country analysis:

- Initiatives from the Government: Accepting the National strategy, and playing key role in its implementation. Showing open and strong dedication to encourage inclusive sports activities for children, by allocating resources that will help to increase the accessibility, availability and also knowledge of sport workers and educators on how to better support and include children with disabilities in the sports activities.
- Implementation of the National Strategy:

- Civil society activities: it is very important link in the chain to improve the situation with the inclusive sports and education. They are the first to start raising the awareness, along with other important stakeholders organized sports events, finding resources and means to improve the knowledge and skills of the coaches and volunteers, taking active role in lobbying and advocating for the rights of people, but especially of children with disabilities.
- Infrastructure: This is ongoing and long-term process, that should modify sports facilities, and make them accessible for children of all abilities. But also, to make sure that the equipment installed in these facilities is suitable and safe for children with disabilities.

Conclusion

In conclusions, from the available data and research evidence for Spain, Serbia and North Macedonia, we can say that there is important increase in policies and activities that take place to foster inclusivity, but as the countries are in different developmental, socio-economics, educational levels, the level of inclusion is also different. Sharing good practices and learning from each other's experiences can further contribute to the advancement of inclusive sports globally

Spain has the highest level of inclusivity in sports activities, with several well developed programs and organizations fully dedicated to its implementation and further development. In this process, in Spain, there was well established partnership between Spanish government, along with NGOs and sports federations, have implemented policies and projects aimed at promoting inclusion in sports at both the national and community levels. There are inclusive sports clubs and events across the country catering to children of all abilities, and efforts have been made to integrate inclusive sports into school curriculums.

Serbia has mid-developed inclusion programs, with increased attention for further development in inclusive sports activities. Again, here we also spot good interaction between the key stakeholders, the government and its policies, NGOs, educational system and sports facilities, to make sure they put in place right policies that will enable children with disabilities to be able to participate in sports and use all the benefits of the sports facilities and requisites. Additionally, Serbia has been participating in international events and collaborations focused on promoting inclusive sports and sharing best practices.

North Macedonia, is also actively working on increasing and promotion of inclusion in sports for children, but the current situation is more limiting in terms of infrastructure, compared to Spain and Serbia. They have also created synergy between the government, NGOs and educational institutions, with joint forces to increase the awareness for the importance of inclusion, but more important for the importance of ensuring equal access for all. That includes appropriate and accessible sports fields, playgrounds and well trained educational individuals that can ensure that all the children receive appropriate treatment and attention, that will lead to inclusion in the first stage and better results in the long run.

Examples of good practices for inclusive sports for children:

- Providing accessible facilities and equipment.
- Offering a variety of sports options to cater to different interests and abilities.
- Providing trained coaches and staff who understand the needs of children with disabilities.
- Promoting awareness and acceptance of inclusion among peers and the community.
- Encouraging participation in mainstream sports as well as specialized adaptive sports programs

Some of the tradition games that can be used for inclusion:

- Wheelchair Basketball: Adapted from traditional basketball, this game allows children with mobility impairments to participate on equal footing.
- Unified Sports (e.g., football, volleyball, tennis, Ping-Pong): Teams consist of both disabled and non-disabled players, fostering inclusion and understanding among children.
- Goalball: A team sport designed for visually impaired athletes, played with a ball containing bells, relying on sound and touch for orientation
- Hopscotch: A classic game involving hopping through a series of squares drawn on the ground.
- Jump Rope: Children take turns jumping over a rope swung by two others, promoting coordination and agility.
- Hide and Seek: Players hide while one player seeks them out, fostering spatial awareness and strategic thinking.

Inclusive games for children

Although the benefits sport has on our overall health and wellbeing are well elaborated in the literature, and it is often believed that people in general are well aware of it, unfortunately around 30% of the population is physically inactive.

The benefits of physical activity is especially crucial among children and youth as it plays a crucial role in their physical, emotional and social development. It not only improves their overall health and wellbeing, but it also helps them build and sustain essential life skills such as resilience, leadership and teamwork.

However, the activity level of the youngest population is concerning. According to the Health Behaviour in School-aged Children's (HBSC) survey in 2017/2018, conducted in Europe and in Canada, only 15% of girls and 23% of boys at the age of 13 were physically active. The results for the 15 year-olds were even worse. Only 11% of girls and 19% of boys achieved the recommended level of 60 minutes of daily physical activity.

These results are devastating, especially because we can notice that over time, the active participation of children in physical activity is decreasing.

Moreover, this number is even lower among children with disabilities. Obesity is more common among this group of children than among the rest of their peers. This is also because the traditional sport programs very often exclude children based on their physical ability, cognitive differences, socioeconomic background, or other factors. This is the reason why **inclusive sports** matter and it is very important that we speak about it and help people understand its importance.

According to the Cambridge dictionary, inclusion is defined as *the act of allowing many different types of people to do something and treating them fairly and equally.*

When it comes to sports, **inclusion** means providing every child, regardless of its background or ability, the possibility to take part in physical activities. It emphasizes the idea that all children, whether they face cultural barriers, learning challenges or even physical disabilities, deserve to enjoy the same opportunities in sport as everyone else. By encouraging inclusivity in sport, we as a society, can create an environment where all children feel empowered and accepted, and where differences are celebrated and respected.

These games will serve any person, organization, teacher or parent who wants to contribute towards a more inclusive sport and society in general, by providing information about the inclusion spectrum, best practices for inclusive sport and examples of games which can be adapted depending on the group they are working with.

Inclusion Spectrum

The Inclusion Spectrum is an activity-centered approach to the inclusion of young people of all abilities in sport. It is about taking into consideration the diverse options available and adapting them to the needs, goals and capabilities of those involved.

Based on the Inclusion Spectrum, there are five different approaches that can be used in the process of the organization of a physical activity. This provides coaches with different options to adapt the activity to the needs and the level of those involved.



The Inclusion Spectrum (Black & Stevenson, 2012)
Source: https://icoachkids.org/learn/inclusion/the-inclusion-spectrum

When adapting the activity to the group, there are several factors that should be taken into consideration:

- The group we work with,
- The nature of the activity,
- The environment or the place where the activity will be played/performed,
- The equipment we have on disposal,
- The number of coaches'/facilitators' present.

There are five different types of activities based on the Inclusion Spectrum:

1. **Open Activity**

In an open activity, everyone involved does the same activity. There are minimal or even no adaptations to the environment or the equipment. These activities are inclusive by nature as they fit everyone's ability or needs.

2. **Modified Activity**

In this type of activity, all participants do the same activity, however the equipment, the space and the rules are adapted to the needs and the abilities of the individuals.

3. **Parallel Activity**

This is when everyone involved participates in the same activity or sport, however they train or play separately following their own pace and their ability level, usually working in groups.

4. **Separate Activity**

These are activities that are designed for peers or groups having the same level of ability.

5. **Disability Sport Activity**

These are the activities in which non-disabled children or young people play disability sports together with their disabled peers. This is also known as 'reverse integration'.

Best Practices for Inclusive Sports

In order to create a truly inclusive sports environment, it is important to focus on several best practices:

1. Adaptability: Each sports activity can be modified in order to suit various abilities. Sometimes it means changing the rules of the game, providing adaptive equipment or ensuring that the activity is safe and accessible to all.

2. Education and Training: Not everyone is aware of the inclusive practices, that is why coaches, teachers, facilitators or even parents should be trained in order for them to understand how they can contribute towards the creation of a supportive and diverse environment that will welcome everyone. This means they should be able to recognize individual needs, while also encouraging teamwork among the participants that are involved and providing personalized support.

3. Promote Social Interaction: Inclusive sports is not only about the physical activity itself, but it is also a way to foster social engagement among children and youth. When children are put in teams that are mixed-ability, when they are given some collaborative exercises or have to do peer mentoring they are also learning how to build relationships with other children from different backgrounds and abilities. They learn to accept differences and celebrate them.

4. Feedback from Participants: Implementing these practices is not enough. One important step in this whole process is the feedback we gather not only from the children involved, but also from their families. We shouldn't forget to ask them to share their experience with inclusive sports. This information will help us refine the programs, but also make them engaging and effective for everyone involved.

By implementing all these strategies, we not only embrace inclusivity, but we also help in creating a sports environment where every child, regardless of their background, can feel accepted, can thrive and enjoy all benefits that physical activity has to offer.

Warm-up exercises

Warming-up is important in any physical activity. It is especially important that children do some warm-up exercises before any type of activity in order to prevent injuries and improve performance.

Benefits of warm-up exercises

- **Improving blood circulation** - Warm-up exercises help increase the heart rate and pump more blood to the muscles which prepares them for any activity that follows.
- **Preparation for physical activity** - These activities signal to the body and to the mind that it is time to move. This also enables kids to focus on their movements and the activity that follows.
- **Reducing injuries** - It is especially important that children do some warm-up exercises before starting an activity so that their muscles become more resilient and reduce injuries.
- **Improved performance** - Warm-up exercises also help with improving the performance as the body is ready to move, play harder, run faster or even jump higher.

Legend

Purple mark - inclusive for persons with mental disability

Green mark - inclusive for persons with physical impairment

1. Day and nights

Target Group:
Children or participants of mixed abilities.
Number of Participants:
10-15
Duration:
5-10 minutes
Materials Needed:
Empty space

Step-by-Step Instructions:

- Ask everyone to form a circle or a line depending on the space you have
- Once you say "day" everyone should stay still, when you say "night" everyone should squat and stay down until you say "day" again.
- Start slowly and increase speed over time.

Note: You can play this warm-up exercise with or without excluding the ones that make mistakes.

Adapted by Janta Voley

2. **Red light, green light**

Target Group:
Children or participants of mixed abilities.
Number of Participants:
10-15
Duration:
5-10 minutes
Materials Needed:
Empty space

Step-by-Step Instructions:

- One person plays the traffic light and stands at one end of the play area.
- When they say "green light," everyone else moves towards them until they say "red light," at which point everyone must freeze.
- Start slowly and increase speed over time to make it even harder.

Source, Adapted by Janta Voley

3. Simon says

Target Group:
Children or participants of mixed abilities.
Number of Participants:
10-15
Duration:
5-10 minutes
Materials Needed:
Empty space

Step-by-Step Instructions:

- Let everyone position themselves in a line
- Ask one child to be 'Simon' and to give commands to the others.
- If Simon says, "Simon says jump," everyone jumps. But if Simon just says "jump" without the prefix, those who jump are out.

Note: You can adapt the commands based on the ability of the group.

Source, Adapted by Janta Volej

4. Bicycle kicks

Target Group:
Children or participants of mixed abilities.
Number of Participants:
10-15
Duration:
5-10 minutes
Materials Needed:
Empty space

Step-by-Step Instructions:

- Lay on your back with your legs and feet in the air.
- Begin moving your legs like you are pedaling a bicycle.
- Start slowly, increasing the speed slowly. This activity warms up the muscles in your legs, as well as your abdominal muscles.

Source, adapted by Janta Volej

5. Touch your toes

Target Group:
Children or participants of mixed abilities.
Number of Participants:
10-15
Duration:
5-10 minutes
Materials Needed:
Empty space

Step-by-Step Instructions:

- You can do this warm-up stretch by standing with your legs shoulder-width apart.
- Lean forward by bending from your hips and reaching with your fingertips towards the floor. Reach as far as you can go, then stay there for 30 seconds.
- Repeat the exercise several times.

Note: You can also try this exercise by sitting with your legs stretched out in front of you, and leaning forward to touch your toes.

Source, adapted by Janta Volej

Games and group exercises

1. Reverse Musical Chairs

Objectives:
Learn how to be inclusive
Promote teamwork, problem-solving, and inclusivity.
Target Group:
Children or participants of mixed abilities.
Number of Participants:
10-15 participants.
Duration:
20-30 minutes (can be adjusted based on the group size and dynamics).
Materials Needed:
Empty space (open or closed), chairs, music

Step-by-Step Instructions:

- To begin with, place the chairs in a circle. Put one less chair than there are participants.
- Play some dancing music and let the group walk around the chairs. Tell them that they can dance while walking.
- Tell the group that when the music stops, they must quickly find a seat.
- Once everyone sits down apart from one person, tell them to use their imagination and find a way so that everyone has a seat. (They can sit on each other's laps, sit next to someone else on the same seat, or line the chairs up so that more people fit).
- Do a few more rounds, but remove a chair each time so that it becomes more difficult for them. Each time the group has to find a way to accommodate someone who would normally be excluded in a traditional game of musical chairs.

Debriefing:

- Ask the group whether they enjoyed the game
- Ask them what they liked about the game.
- Ask them how it feels to be excluded from a game and why might a disabled person be excluded.
- Ask them how it felt when they found a way for everyone to have a seat.

Source, adapted by PEL and Handball Club Belgrade



2. Tight Hands Game

Objectives:
Raise awareness about the importance of inclusion
Make children understand how others feel when excluded
Target Group:
Any target group
Number of Participants:
10-15 participants.
Duration:
20-30 minutes (can be adjusted based on the group size and dynamics).
Materials Needed:
Empty space (open or closed)

Step-by-Step Instructions:

- Begin by explaining that the group should act as if it is excluding someone. Have your group hold hands in a circle.
- One volunteer, who represents the outsider, tries to get into the circle through spaces between people. However, everyone else tries to keep him or her out. Remind the group to be gentle when blocking the outsider.
- When the outsider finds a way to enter into the circle, stop the game and ask for another volunteer.

Note: If you are working with a bigger group, you can have two or three outsiders at one time.

Debriefing:

- How did it feel to be an outsider?
- How did it feel to exclude someone?
- Did anyone want to let the outsiders inside the circle?
- Did you let them slip in? Why or why not?
- Why is it important to try to include everyone?

Source, adapted by PEL

3. The blind line

Objectives:

Encourage teamwork and raise awareness about its importance

Target Group:

Any target group

Number of Participants:

10-30 participants.

Duration:

30 minutes (can be adjusted based on the group size and dynamics).

Materials Needed:

blindfolds or scarfs, small balls, cones

Step-by-Step Instructions:

- The goal of the activity for the teams is to gather as many balls as possible and bring them to the starting point for 3 minutes.
- Divide the group into teams of 4-5 people.
- The participants should always stay in lines and form a human snake.
- Every participant but the last in the line is with eyes closed. The last person should navigate the rest of the group but is not allowed to speak and make noises. The group is supposed to create a 'language' which depends on touch.
- The first person in the line is the only person who is allowed to touch the balls and keep them.

- The activity can be played in several stages and in each stage the people change positions so everybody can experience the role of the last and the first person.

Note: When there are more teams they can also be mixed. Between the stages, the participants can have some time to discuss what worked, what did not work and how to improve their teamwork.

Debriefing

- What did you like about the game?
- What was your group's biggest obstacle?
- Do you think communication in the team is important? If yes, or no, why?
- How can you improve team communication?

Source, adapted by PEL.

4. Broken chair

Objectives:

Develop communication skills among participants
Raise awareness about the importance of teamwork and communication

Target Group:

Children or participants of mixed abilities.

Number of Participants:

5-10 participants.

Duration:

30 minutes (can be adjusted based on the group size and dynamics).

Materials Needed:

papers, different objects, pen, chairs

Step-by-Step Instructions:

- The goal of the activity is to transmit specific information (name of a subject) from the first station to the last station.
- Divide the participants into teams of 4-5 people. Let them sit on a chair one behind the other.
- The first person has his eyes closed. The facilitator gives him an object and he is only allowed to touch the object (for example a tennis racket). Then he should transmit the information to the next person using pantomime without talking.

- The next person has to draw the shape of the object on the back of the next person with his finger, then this person has to make a picture of the object and show it to the next person who has to describe it to the last one.
- The last person saw the object and the facilitator showed it to them. There could be more stations and some of the stations could be repeated if more people participate.

Debriefing

- What did you like about this game?
- How did you feel during the activity?
- Was it hard for you to reach the goal while not being able to use all of your senses?

Source, adapted by PEL.

5. Agree or disagree?

Objectives:

To enable participants to examine how they view bullying
Challenge participants' thinking
Encourage discussion.

Target Group:

Children above 13 years old.

Number of Participants:

No limit.

Duration:

30 minutes (can be adjusted based on the group size and dynamics).

Materials Needed:

A rope or anything that could set a limit or a boundary, sample statements list, 2 papers

Step-by-Step Instructions:

- Draw a line on the floor, real or virtual, and place the words AGREE at one end and DISAGREE at the other end.
- Read a set of statements out to the group and ask the participants to position themselves on the line depending on whether they agree or disagree with the statement.

- Ask participants to volunteer their reasons for their choice; they are allowed to move along the line if they are persuaded by other people's opinions.
- Remind the participants that there are no wrong answers and that respecting the opinions of others is important.

Below are some suggested statements, or you can develop your own to suit your setting or to address particular issues:

- Everyone has the right to actively participate in sport
- Children should be bullied if they lack of experience or skills in sport
- Getting bullied is a natural part of growing up; it's character building
- Bullying doesn't happen in my sports club/school
- I should act when I see someone gets bullied
- It's their fault for not standing up for themselves.
- A diverse participant group is more interesting and better for learning about life than a group where everyone is the same.

Debriefing

- After listening to other people's opinions, did you change your own? If yes, why?
- Is it easy for you to change your opinion?
- Do you think that bullying is something that happens a lot around you? If yes, do you think you can do something to change that?

Source, adapted by PEL

6. In or Out

Objectives:

To experience consequences of exclusion
To recognize one's behavior in situations when they're excluded
To recognize that being the excluded minority hurts much more than the majority thinks

Target Group:

Children above 15 years old.

Number of Participants:

More than 10

Duration:

45 minutes (can be adjusted based on the group size and dynamics).

Materials Needed:

None

Step-by-Step Instructions:

- Two or three participants leave the room. It is important that the participants do it voluntarily. Two other participants carefully observe the game and take notice of everyone's actions. All other participants form groups of 3 – 5 people. They are asked to find and make an interesting and controversial common discussion.
- The task of the groups is to either exclude, accept or ignore the participants who are waiting outside, once they return. The three participants are instructed to return to the room and try to join a group.
- The groups should be far enough from each other in order to be clearly distinguishable. The exclusionary groups may get additional tips on possible behavior:
  -be chilly and repellent,
  -stop talking when the new ones approach,
  -break apart and gather elsewhere when approached by the newcomer,
  -arrange a code (for example a cough, a head shake when saying "we", a certain laugh), to show that the new person is not privy to the discussion.
- Replace keywords with other terms (e.g. "read a book" for "smoking", "book" for "cigarette", etc.).

The game takes about 10 minutes. The "excluded ones" can decide how to enter the room – alone (one by one or simultaneously) or together as a group.

Debriefing

In the following evaluation the "excluded ones" should be interviewed first:

- What is it like to join a group and not be included?
- What is it like to become part of the group?
- What strategies did you try? How did the groups react?

Then the exclusionary groups should be asked:

- What is it like to be part of a group that excludes?
- How easy or difficult was it to reject others?

Then the observers are asked:

- What have you observed?
- What is it like standing outside?

And some questions for all:

- Do you know such situations from everyday life? From what context?
- Can these experiences be transferred to real life? (Codes: branded clothing, specific language, welcome rituals, smartphones, etc.)

Source, adapted by PEL

7. Balloon Volleyball

Objectives:

To understand how it might feel to be excluded
Raise awareness about the importance of inclusion

Target Group:

Children above 13 years old

Number of Participants:

10-12 participants

Duration:

40 minutes (can be adjusted based on the group size and dynamics).

Materials Needed:

A ball, open or closed space, chairs, a net or a rope

Step-by-Step Instructions:

Note: Balloon volleyball follows the same rules as regular volleyball.

- Set up a net at above head height. (You can use a rope instead of a net).
- Split the group into two mixed teams.
- Choose a few players who must sit on the floor for the duration of the game. And let them know that they must not move from the spot they are in.
- Choose a few players who must sit on chairs throughout the game and the chair must not move. All other players can stand and move around.
- Now begin the game of volleyball. Play a few rounds and then swap players into different positions.

Note: You can make the game more challenging by draping a sheet over the rope so the other team can't see the balloon coming.

Debriefing

- Did you feel like you were equally involved in the game when you were sitting on the chair or on the floor?
- Did you find it frustrating when you were in different positions? Why?
- Was it more challenging when you couldn't see the ball coming?
- Did they try to include everyone in the team?
- How can we connect this game with real life and exclusion?
- At the end ask the group to think of a way they could try to make the game more inclusive for those on the floor and chairs.

Source, adapted by PEL

8. The Privilege Walk

Objectives:

Understand the privileges or disadvantages of each team member

Target Group:

Children above 13 years old

Number of Participants:

8 participants

Duration:

60 minutes (can be adjusted based on the group size and dynamics).

Materials Needed:

A ball, open or closed space, chairs

Step-by-Step Instructions:

- First, subtly explain that people have some privileges that others don't.
- Ask the members to stand in a line and read out loud 20 to 30 statements.
- When the statement applies to them, ask them to take a step forward or backwards.

Some of the statements include:

1. If you have ever been excluded from sports activities at school or outside, step back
2. If you've ever faced harassment when playing sports, step back.
3. If you are not feeling comfortable taking part in sports activities, step forward.
4. Let the participants see where they are standing in comparison to the others.

Note: You can adapt the statements to the need of the group

Debriefing

- 0How do you feel being forward/backward?
- Do you believe everyone has the same privileges? If not, why?
- Have you ever felt less privileged? If you feel free to share, can you explain when and why?

Source, adapted by PEL.

9. Team Building activity - Survivor games





Objectives:
Inclusion of physical activities in team building
Foster teamwork

Target Group:
Children and youth (13-30)

Number of Participants:
Ideally bigger groups

Duration:
20-40 minutes

Materials Needed:
Depending on the games included (For suggested games - 2 bags of balloons, 10 paper cups, puzzle pieces, 1 bottle of water per participant, Lego cubes, 2 balls)

Step-by-Step Instructions:

Survivor games are an interesting way to include physical activities in the teambuilding ending phase since the game is played in 2 teams. Ideally, the game should be played outdoors. The game consists of multiple obstacles or challenges that participants should solve. The game starts when a judge gives a signal, and one participant from each group starts with the survivor challenges. When a participant finishes the entire lane, they run back to the team and then the second player starts.

The game ends when all players from one team have finished all the challenges and a judge announces the winning team.

Preparation:
Each team chooses the name and receives a coloring hand band.
Game can be adjusted to participant's ability or physical activity levels, and here are some suggestions of games:

- Using a balloon to blow off 5 cups from the table
- Solving a simple puzzle (create your own or download one)
- Answering 3 simple questions (Name the world continents, List capital cities of three countries, List 3 pizza ingredients, etc. You can make the questions relate to workshop topics, participant's regions, and similar.)
- Drinking one 0.5 bottle of water
- Making a tour out of Lego cubes
- One basketball score (or one football goal)

Debriefing

- What was the funniest activity? What was the hardest activity?
- Did you feel empowered if your team cheered for you?
- Did both teams cheer equally? You can ask the losing team if they felt like cheering wasn't helpful and if they think they should motivate each other more.
- If there was a significant time difference among the teams, you can ask why they think that happened?
- Did they feel like there was an appropriate mix of physical and intellectual challenges?

Created by Handball Club Belgrade





10. Sushi ball

Objectives:

To stimulate cooperation, integrate with the social environment, improve interpersonal relationships, facilitate communication within the group, and develop strategies.

Target Group:

Children and youth (13-30)

Number of Participants:

6-10 (even number)

Duration:

15 minutes

Materials Needed:

Materials: sticks (barbeque sticks, or small golf sticks, 2 per participant)

Step-by-Step Instructions:

- Set up the game by placing 5-10 balls of different sizes in one circle (hoop). Start by uniting all participants in pairs. First pair is standing above the hoop with balls and is supposed to pass on the ball to the second pair in line. However, they are using sticks to hold the ball and pass it to the next pair.

- Each pair has 2 sticks and holds each in one hand (to create a carrying platform).

- All pairs are sitting or standing side by side and should transport X number of balls to the end of the route.
- Each ball is placed from one stick to the other without hitting the ground.
- End of the route can be an end of the line, or determined by a trainer depending on how hard you want to make it for the participants.

Debriefing

- Was it hard to move the balls without hands?
- Was it hard to work in pairs?
- For pairs, do you feel you were able to sync with other pairs and communicate the strategy?
- Were there some downturns in communication and games?
- If they had a situation where a ball fell on the ground, what were the reactions and why?

Created by Handball Club Belgrade





11. Blind serendipity .

Objectives:
Blind serendipity is a good game to practice cooperation, while it raises awareness about visual impairments and how they affect our life.

Target Group:
Children and youth (13-30)

Number of Participants:
10-20 (even number)

Duration:
45 minutes

Materials Needed:
15-20 markers or pens, 2 blindfolds

Step-by-Step Instructions:

- Games can be played both outside or inside. For the set up you should scatter pens/markers across the ground/room. Unite participants into 2 teams.
- Explain to the participants that the team goal is to catch/pick up markers from the floor. Rules are:

1. Only a blindfolded person can pick up the marker,
2. Blindfolded person has to be the first one in the line,
3. All participants in the line have to close their eyes or use blindfolds if you have enough of them,
4. Only the last person in the line can have their eyes open.

- One team should form a serendipity standing one after another in line.

- Allow 10 minutes for teams to discuss the strategy on who will be the person with opened eyes, and which movements they will use to signal each other on how to take left or right turns, or pick up the marker. Teams can discuss as many movements as they think are necessary.

- During the game, teams can also request a time out if they realize they need more movements or if they want to switch who's the person with open eyes.

- The game ends when the first team has collected more than half of the markers. E.g. 11 out of 20.

Debriefing

- Was it hard to establish a strategy on communicating movements?
- Was the activity overwhelming at some moments?
- How it felt to not have the ability to see, and had to move throughout the environment?
- How did the people in the middle feel?
- How did the person picking up markers feel?
- How did the person who navigated the group (last person) feel?
- Was the activity successful in the end? Did you as a team feel like you succeeded in creating a good strategy?

Created by Handball Club Belgrade



12. Sports 4 All

Objectives:

This workshop allows participants to get creative and practice inclusiveness by designing a sports game that is open to include participants with different disabilities.

Target Group:

Children and youth (13-30)

Number of Participants:

Any (work in smaller groups 4-8)

Duration:

60-90 minutes

Materials Needed:

Role cards, hat, earplugs, blindfolds, balls, buckets (for sport activities)

Step-by-Step Instructions:

- Preparation: Decide which disabilities you wish to have represented in the activity and prepare the role cards. Each role card lists one disability.
- Prepare together the role cards, blindfold, earplugs, bandages and so on, and put them in one bag/hat. Unite participants in fewer smaller groups.
- Try to ensure that the groups are "mixed", for example, that there are naturally tall and short people, those with glasses and those without, a mix of genders,

ages, athletic abilities, etc. The roles should be divided so that there are no more than two people with disabilities in each group. They can be the same disabilities in each group or different. If each group comprises people with similar disabilities, then afterwards participants can compare how they met similar challenges.

- Explain to the participants that the task is to invent a new game in the true spirit of Sport for All. The only criterion is that the game must involve some form of physical activity that increases participants' heart rate for 15 continuous minutes.
- Take the bag/hat containing the role cards to each group in turn and ask each participant to pick one card. Give those people who have a disability card a few minutes to get into the role, for instance to put on a blindfold or tie an arm behind their back.
- Explain that each group has thirty minutes to devise a game in the spirit of Sport for All, that is, a game that everyone can participate in. They may use some or all of the equipment provided. It is up to each group to decide the aims of the new game and the rules. Everyone in the group must participate in the planning and decision making.

Note: After the game is created, you can proceed by letting the participants to play each other's games. Each group should have 15-20 minutes to play out their game.

Role cards examples

You are a deaf person. Collect some ear plugs. You can speak (but not hear). Try to represent your role realistically without exaggerating or resorting to stereotypes.
You are someone who is hard of hearing. Collect some cotton wool to put in your ears. Try to represent your role realistically without exaggerating or resorting to stereotypes.
You are a wheelchair user. Get into the wheelchair and make sure you learn how to manoeuvre it. Try to represent your role realistically without exaggerating or resorting to stereotypes.
You are a person with one arm. Use a bandage to strap one arm behind your back. Try to represent your role realistically without exaggerating or resorting to stereotypes.
You are a person with no arms. Use a bandage to strap both arms behind your back. Try to represent your role realistically without exaggerating or re- sorting to stereotypes.

You are a person with a limp. Use a bandage to strap the block of wood under one foot, so that it feels as if you have one leg longer than the other. Try to represent your role realistically without exaggerating or resorting to stereotypes.
You are a person with one leg. Use a bandage to tie one foot up behind your thigh as if you have lost your leg below the knee. Collect the crutches. Try to represent your role realistically without exaggerating or resorting to stereotypes.
You are a person with learning difficulties. You are nervous and lacking in self-confidence and you need to have things explained very carefully to you. Try to repre- sent your role realistically without exaggerating or resorting to stereotypes.
You are a blind person. Put on the blindfold. Try to represent your role realistically without exaggerating or resorting to stereotypes.
You are a deaf and dumb person. Collect some ear plugs. You can neither hear nor speak, you communicate using sign language and by writing and draw- ing. Try to represent your role realistically without exaggerating or resorting to stereotypes.
You are an able-bodied person with no disabilities. Try to represent your role realistically without exaggerating or resorting to stereotypes

Debriefing

- When designing a game, what factors did you take into consideration? Did it make a difference that you had disabled people in the group?
- How did the groups work? Democratically, or did one or a few people make the decisions?
- To the people who were disabled: Was it hard to play your role? Were you satisfied with the playing outcome?
- What do you think it must be like to be young and disabled in your country? What would be the particular difficulties that you would face?
- Do you think that the rights of disabled people are fully respected?

Source Compass: Manual for Human Rights Education with Young People

13. Group Memory

Objectives:
Encourage teamwork and collaboration

Target Group:
Children and youth (13-30)

Number of Participants:
Any (there should be enough kids to form team of 5 people)

Duration:
20-30 minutes

Materials Needed:
No materials

Step-by-Step Instructions:

- Divide the participants into groups of five people. Let all groups form their own circle where they face each other.
- A volunteer should start with a movement. Then the second kid repeats the first movement but also adds another movement. This gets repeated by all kids until one of them makes a mistake.
- Once someone makes a mistake, don't exclude anyone, let the one who made the mistake start again.
- Encourage children to help each other without talking and to create a positive group feeling.
- After some time, combine two teams together.

Note: Instead of a movement, students can use sounds.

Debriefing

- Was the activity fund and if so, what and why, or why not?
- What was crucial for each individual during the activity?
- What can undermine group dynamics?

Source: 'Sport for Development in Africa' (S4DA) Regional Project,
adapted by Handball Club Belgrade

14. Guiding the other

Objectives:
Encourage teamwork and collaboration
Learn to communicate better

Target Group:
Children and youth (13-30)
Number of Participants:
Any (at least 3 teams of 3 people each)
Duration:
20-30 minutes
Materials Needed:
Blindfolds, chairs, tables

Step-by-Step Instructions:

- Give participants 2 minutes to build 2 obstacle courses of tables and chairs
- Divide the participants into 3 teams. Blindfold 1 person in each of the teams.
- Let the rest know that they are supposed to guide the blindfolded person through the course using only their voices.
- Once one of the teams wins the participants can switch roles so that everyone has the chance to be the blindfolded one.

Debriefing

- Why was the exercise difficult?
- Do you think you communicated in the right way?
- What went good or wrong? How can you improve the situation?

Adapted by PEL

15. Football with goggles

Objectives:
To create awareness and understanding for (visual) impairment
To feel the consequences of visual impairment

Target Group:
Children and youth (13-30)
Number of Participants:

10-12

Duration:

30-45 minutes

Materials Needed:

2 plastic cups per person, strings, scissors, football, patch of green

Step-by-Step Instructions:

Preparation – Making of goggles

- Every person gets 2 cups and a string. Remove the bottom bits of each cup. Make two holes on both top sides of each cup. Attach strings – to connect the cups and create earpieces
- Once the goggles are prepared, divide group in teams
- Let the teams play a standard football match (the regular rules are applied)
- Playing teams have to wear their goggles during the football match

Debriefing

- How was it to have your view reduced? How did you feel?
- Did you react differently to people? Did people behave differently towards you?
- Why would this be?
- What can we learn from an activity like this? What does this teach us about persons with a disability?

Source, Adapted by PEL

16. Disability race

Objectives:

To make people realize what it is like to have certain limitations

Target Group:

Children and youth (13-30)

Number of Participants:

Any

Duration:

60 minutes

Materials Needed:

Paper Pens Felt-tip pens Paint Blindfold Rope Pendulum Earplugs Balloons Birthday candles.

Step-by-Step Instructions:

- If you have a group of more than 10 participants, divide them into smaller groups of about five to eight persons.
- Explain to the group that they should accomplish several tasks in one hour. Some tasks are group tasks and should be done by the whole group, none excluded. Others are permanent tasks, like a balloon that may never touch the ground but should all the time be kept in motion, or a pendulum that should remain swinging.

Examples of group tasks may be:

·paint a group portrait;
·pass through an obstacle run (climbing through a hoop, over a chair, under a table, etc.);
·make a song
·pass a stick every 10 seconds;
·by the end, everyone should have a clown's face (grease paint or masks);
·fold paper boats;
·keep a balloon afloat.

- In addition, some people in the group are rendered "disabled". They are blindfolded, have to wear earplugs, are tied to another person, are only allowed to speak in a language other than the common language, are not allowed to say yes or no, are not allowed to speak at all, cannot use their right arm, etc. Explain again that all tasks should be performed in one hour, and that you are not allowed to obstruct other groups.
- Despite all these disabilities, the group should still perform all tasks. There should be an observer with every group to see if all rules are obeyed and all tasks are performed by the whole group.
- After one hour the groups present the results of their work and discuss how hard or easy it was to accomplish.

Debriefing

- How did it feel to be without any disabilities?
- What was it like to have certain disabilities?
- Did you function as a group?
- Did the group support the individuals with certain disabilities?
- Did being disabled mean that these people also did not take the initiative?
- In what other ways can you experience disabilities?

Created by PEL

17. Devils and Angels

Objectives:

Raising awareness about people with various abilities

Team building

Target Group:

Children and youth (13-30)

Number of Participants:

2 teams, 5-10 people each

Duration:

45 minutes

Materials Needed:

Blindfolds, triangle cones, tape, marker, songs or audio player

Step-by-Step Instructions:

- Each team of 5-10 participants will stand in the queue facing towards the opposite team.
- Behind each team's area there will be the triangle shape where the opposite team has to put their cones. Ex: Team A will put red cones in Triangle made in Team B's area and opposite.
- Cones will be distributed between teams with no specific order.
- All the players from the team will be blindfolded except for the one who is standing last in the queue. Each team will be given one specific color and that is the only color they will need to collect. Ex: Team A will collect red cones and Team B will collect yellow ones.
- Teams need to pick one cone at a time and need to put it in the shape they have been allocated (You can't pick more than one object at a time). Last person standing in the queue can instruct the team toward the cones and put them in the allocated area. This person will not be blindfolded but he/she can only instruct the team through signs (Non verbal communication). Ex: if the last person pushes the right shoulder of the person standing in front of them then the whole team will move right and so on.
- Once you have placed the object in the shape then the person who was standing at the front will need to go behind the line and can take out their blindfold so they can place it on the person who was standing at last in the queue. Ex: player 1 will take out his/her blindfold and put it on player 7 if it's a team of 7 people.
- Same way after placing each object, players need to go back to the line or queue, so each and every person will get the chance to be the one who is blindfolded and the one who is leading the team. Team who manages to put all the cones to the allocated area first will be the winner.

Debriefing

- How did you feel when you were blindfolded and when you were not?
- How did you feel when you were leading the team?
- How was it for you to give instructions to the team when you can't speak at all?
- How would you apply these learnings into real life?
- What would you do differently for the next time?
- Why was the exercise difficult?
- Do you think you communicated in the right way?
- What went good or wrong? How can you improve the situation?

Source, Adapted by Euexia

18. Goalball

Objectives:
Raising awareness about people with various abilities
Team building
Target Group:
Children and youth (13-30)
Number of Participants:
2 teams, 3-5 people each
Duration:
45 minutes
Materials Needed:
Blindfolds, hard rubber, bells

Step-by-Step Instructions:

- Goalball is a game played by two teams of 3 to 5 blindfolded players.
- The game is played in a closed or open space divided into two halves using a center line.
- Each team remains in their own half during the game
- Each team should throw the ball by hand along the floor aiming to get the ball across the opponent's goal line while the other team tries to prevent this from happening.
- The ball can be made of hard rubber and has holes in it that allow bells placed inside the ball to be heard as the ball moves.

Debriefing

- How was it to have your view reduced? How did you feel?
- Did you find the game difficult? How did you manage to reach the opponent's goal?
- What can we learn from an activity like this? What does this teach us about persons with a disability?

Source, Adapted by Euexia

19. Sitting volleyball

Objectives:
Raising awareness about people with various abilities
Team building
Target Group:
Children and youth (13-30)
Number of Participants:
2 teams, 3-5 people each
Duration:
45 minutes
Materials Needed:
Net, ball

Step-by-Step Instructions:

- Sitting volleyball is a form of volleyball which required all participants to be sat on the floor during the whole time
- The net is lower and the court is smaller. The net height is set at the height of the participants of the game.
- Players are allowed to block serves, but one buttock "cheek" must be in contact with the floor whenever they make contact with the ball.
- Players must remain in contact with the court at all times when handling the ball. Standing, rising or taking steps is not permitted.

Debriefing

- How did it feel to not be able to stand?
- Did you find the game difficult? How did you manage to reach the opponent's goal?
- What can we learn from an activity like this? What does this teach us about persons with a disability?

Source, Adapted by Euexia

20. Catch the ball

Objectives:
Cooperation
Space orientation
Target Group:
Children and youth (13-30)
Number of Participants:
5-10 people
Duration:
10-15 minutes
Materials Needed:
Ball, tape

Step-by-Step Instructions:

- All the participants need to stay in line behind the tape in front of the wall. Show them how to throw the ball to the wall and catch the ball back.
- Give them instructions if they are right handed to use the other hand (and the opposite).
- Distribute the balls, one ball per participant. They have to repeat what they are shown.
- In case the group does not consist of persons with different abilities, find out or choose a wall with no plain and smooth surface but consists of obstacles (bricks, holes, etc.). ex: football goalkeepers train with such walls.
- Set the line of throwing at 4-5 m far from the wall.
- The person who catches most of the balls thrown over certain period of time is the winner

Debriefing

- How did you feel?
- What was the most difficult part for you?
- Can you connect your feelings in this game with something in real life?
- How did it feel not being able to use one hand?

Source, Adapted by Euexia

Cool down activities

Just like warming up, cooling down is also very important after a physical activity. Many people skip the cooling down or stretching activities, but here are several reasons why you shouldn't do that:

- **Reduces or prevents muscle soreness:** These activities help the body return slowly to the resting state, which can help reduce the soreness of the muscles, as they are less intense afterwards.
- **Helps your circulation:** By doing cooling down exercises you help the blood from the muscles return back to the heart which maintains the circulation.
- **Lowers the risk of dizziness or fainting:** Cooling down prevents sudden drops in blood pressure, which can occur when you stop exercising all of a sudden. This prevents dizziness or sometimes even fainting.

1. Breathe

Target Group:
Children or participants of mixed abilities.
Number of Participants:
Any
Duration:
5-10 minutes
Materials Needed:
Empty space

Step-by-Step Instructions:

- Let the participants form a circle or a line.
- Tell them to close their eyes and start breathing in while stretching their arms wide and high, and to breathe out while lowering arms.
- You can play some music while they are breathing.
- Let them breathe in and out for several minutes

Source, Adapted by Crvena Zvezda

2. Stretching Circuit

Target Group:
Children or participants of mixed abilities.
Number of Participants:
Any
Duration:
10-15 minutes
Materials Needed:
Empty space, papers with printed stretching exercises

Step-by-Step Instructions:

- This is a great way to teach the names of muscles and how to stretch them.
- Create stations, and post a card at each one with the name and picture of a muscle and a description of how to stretch it.
- Kids perform the movement on the card. Rotate every 20 seconds.

Note: If you have kids with disabilities in your group, adapt the stretching exercises on their needs.

Source, Adapted by Crvena Zvezda

3. Muscle mix

Target Group:
Children or participants of mixed abilities.
Number of Participants:
Odd number
Duration:
10-15 minutes
Materials Needed:
Empty space

Step-by-Step Instructions:

- Let the students form pairs.
- You need one who will be the leader calling out various directions: "Touch biceps to biceps, touch feet to feet," etc.
- Each pair performs the movements. When the leader calls out, "Muscle mix," the partners split and form new pairs.
- The leader should also find a partner, and the child without a partner is the new leader.

Source, Adapted by Crvena Zvezda

4. Shoe pass

Target Group:
Children or participants of mixed abilities.
Number of Participants:
Any
Duration:
10-15 minutes
Materials Needed:
Empty space

Step-by-Step Instructions:

- Kids sit in a circle with their left shoes in their right hands.
- Tell them to start in a crunch position, knees bent, feet on the floor.
- Give them the following challenges:
  -Tap the shoe on the floor next to your right foot.
  -Lie down and tap the shoe on the floor over your head.
  -Curl up and tap your shoe with your right foot again.
  -Move the shoe to your left hand. Tap next to the left foot.
  -Lie down and tap on the floor over your head.
  -Curl up and tap your shoe with your left foot again.
  -Pass the shoe under your legs to the child on the right.
  -Repeat until you get the shoe back.

Source, Adapted by Crvena Zvezda

5. **Child's pose**

Target Group:
Children or participants of mixed abilities.
Number of Participants:
Any
Duration:
5-10 minutes
Materials Needed:
Empty space

Step-by-Step Instructions:

- Let the kids lie down in lines.
- To do this cool-down stretch, tell them to kneel on all fours.
- Tell them to sit backwards on their calves, trying to go as far back as they can.
- Let them bend forward, stretching their arms out in front of them.

Source, Adapted by Crvena Zvezda

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