

Inclusion Challenge – Sport for All

Duration

15–20 minutes

Learning Objectives

By the end of the activity, students will be able to:

- experience some of the physical and social challenges connected to inclusion in sports;
- develop empathy for people who participate under different conditions or with different needs;
- work collaboratively to adapt a sports activity so that everyone can take part;
- reflect on accessibility, fairness, and participation in sports as part of human rights and **SDG 10: Reduced Inequalities**.

Materials

- simple sports equipment, depending on the activity: small balls, ropes, cones, markers, etc.
- “limitations” or challenge conditions, for example:
 - blindfold
 - use only one hand
 - use only one leg
 - remain seated on a chair
 - speak only quietly / give limited verbal instructions
- reflection worksheet
- optional: printed task cards for each group

Lesson Procedure

1. Introduction / Warm-up (3 minutes)

Begin by linking the activity to the previous lesson:

“Last time, we talked about fairness. But how can we organize sports so that everyone can really take part, regardless of their physical or other circumstances?”

Ask students for a few quick ideas:

- What does inclusion in sports mean?
- Is a game fair if the same rules make participation harder for some people?
- Why does participation matter?

Briefly connect the discussion to:

- **human rights**, especially the right to participation;
- **SDG 10: Reduced Inequalities**;
- the idea that fairness does not always mean treating everyone in exactly the same way.

2. Group Work – Inclusion Challenge (10–12 minutes)

Divide the class into **small groups of 3–4 students**.

Give each group:

- one sports task;
- one challenge condition or “limitation.”

Possible tasks:

- throw a ball over a certain distance;
- complete a short obstacle course;
- carry out a short team coordination task;
- pass an object from one team member to another without dropping it.

Explain the task:

“One person in your group will complete the activity under a specific limitation. Your job as a group is to create an adapted version of the activity so that this person can participate actively and successfully. Think about which rules, tools, space, or support you need to change. Then test your adapted version together.”

Examples:

- **Blindfolded ball throw:** the team gives verbal directions or uses sound cues.
- **Obstacle course using only one leg:** the team shortens the route, offers support, or changes the structure of the course.
- **Seated participation:** the group changes distance, target height, or movement expectations.

Students get around **7–8 minutes** to:

1. understand the task,
2. discuss adjustments,
3. try the adapted version together.

3. Plenary Sharing and Reflection (3–5 minutes)

Bring the class back together.

Each group briefly shares:

- their original task,
- the limitation,
- the changes they made,
- what they learned.

Guide the discussion with questions such as:

- How did it feel to have the limitation?
- How did it feel to find solutions as a team?
- What technical or organizational adjustments were necessary?
- What did this activity show about accessibility in sports?
- Why is adaptation important if sport is meant to be a right for everyone?
- What parallels do you see between inclusion in sports and equal participation in other areas of life?

Conclusion

Close with a short takeaway:

Inclusion is not only about letting people join. It is about changing structures, rules, and environments so that everyone can participate meaningfully.

Group Task Card Template

Inclusion Challenge – Group Card

Group number: _____

Sports task:

Assigned limitation / challenge condition:

Our goal:

How can we adapt this activity so that everyone can participate successfully?

What will we change?

- Rules: _____
- Space / distance: _____
- Equipment: _____
- Team support: _____

Try out your adapted version:

What worked well?

What was still difficult?