

EVERYONE CAN PLAY



Sports should be for everyone. By supporting individuals with diverse abilities, students learn empathy, patience, and leadership. Inclusive sports activities help build a strong, supportive community where every person can participate, grow, and enjoy being active.

In this lesson, students will experience inclusive sports activities, practice volunteering to assist others, and reflect on how they can help make sports welcoming for everyone.

The proposed sample is designed for in-class activities with self-reflection.

Lesson

Sports

Grade

4

Learning Objectives

- ✓ Practice volunteering skills to support individuals with diverse abilities during challenging situations.
- ✓ Develop empathy and leadership through inclusive sports and disaster-related activities.
- ✓ Understand the value of inclusive participation in both sports and community disaster preparedness.

Duration

Two lessons (2x40 Minutes)

Required Materials

- ✓ WORKSHEET (one for each student)
- ✓ Cones, balls, and equipment for adapted sports activities (e.g., goalball, sitting volleyball, relay races with modifications)
- ✓ Blindfolds, soft balls, and simple obstacle courses

Preparation and Implementation

- ✓ Duplicate the WORKSHEET as many as the number of students.
- ✓ Prepare adapted games that simulate common disabilities (e.g., visual impairment, limited mobility).
- ✓ Clearly explain safety procedures and respectful communication.

PROCESS

Teacher Disclaimer:

These activities are designed to support students' learning, well-being, and inclusion. Children exposed to trauma may not always feel safe or ready to participate, and forcing roles or challenges can risk retraumatization. Teachers are encouraged to use a trauma-informed approach: offer choice, provide alternative roles, use supportive language, and prioritize emotional safety so all students can learn and thrive.

FIRST LESSON

1

INTRODUCTION (5 Minutes)

- Start with a quick discussion:
 - “Why is it important that everyone can play sports?”
 - “How can we help others feel included during activities?”
- Emphasize that today’s lesson will focus on *inclusion, empathy, and support*.

2

INCLUSIVE SPORTS ACTIVITIES (30 Minutes)

- Set up (5 minutes):
 - Divide students into pairs or small groups.
 - Assign roles: one student = “volunteer/helper,” one student = “adapted challenge participant” (e.g., blindfolded, limited arm movement).
- Activities (25 minutes):
 - Inclusive sports games:
 - Blindfolded Relay: A partner guides the blindfolded student through a course using verbal instructions.
 - Sitting Volleyball: Everyone plays seated to ensure fairness and accessibility.
 - Goalball Simulation: Using a soft ball with a bell or sound cues, students attempt to score goals while blindfolded, guided by teammates.
 - Encourage:
 - Kind, clear instructions.
 - Celebrating each person’s effort.
 - Problem-solving as a team when challenges arise.

3

COOL-DOWN (5 Minutes)

- Gentle stretching
- Summarize the importance of patience, encouragement, and fairness.
 - “How did you feel helping or being helped by a partner today?”
 - “How did you feel helping or being helped today?”

SECOND LESSON

4

INTRODUCTION AND REVIEW (5 Minutes)

- Review key points from the previous session:
 - “What did you learn about helping others last time?”
 - “Why is inclusion important in sports and life?”

5

INCLUSIVE GAMES WITH ROLE ROTATION (30 Minutes)

- Set-up (5 minutes):
 - Form groups and rotate volunteer/helper roles to ensure everyone experiences both perspectives.
- Activities (25 minutes):
 - Continue previous inclusive games with role switches.
 - Students design their own “inclusive mini-game” and teach it to another group.
 - Focus on:
 - Patience and encouragement.
 - Leadership and clear communication.
 - Including everyone and adapting games as needed.

6

REFLECTION AND DISCUSSION (5 Minutes)

- Give worksheets to students.
- Group reflection:
 - “How did you show kindness and patience today?”
 - “What did you learn about helping others in sports?”
 - “How can we make sports welcoming for everyone in our school?”

EVALUATION

- Observe how students support and encourage their peers during the activities.
- Review students' written reflections.

RECOMMENDATIONS

- 1 Create a "*We Include Everyone*" poster with student ideas for making sports inclusive.
- 2 Encourage students to share examples of helping and being helped in other areas of school life.
- 3 Use positive reinforcement for acts of kindness and leadership.
- 4 Invite a guest speaker or older student to share experiences with inclusive sports, if possible.

ANNEX



WORKSHEET

Teacher Guidance for Worksheet Use:

This worksheet should be completed by students immediately after the activity during the reflection phase (last 5–10 minutes). Teachers may choose to collect and review the worksheets to evaluate whether learning objectives are met, or keep them in student portfolios to track progress over time. Feedback can be provided verbally in class discussion or individually in writing, depending on time and context.

Name of the Student:

Date:

Part 1: Volunteering Reflection

Answer the following questions in 1–2 sentences each:

9. What was one thing you did to help your partner during the activities?

10. How did your partner respond?

Part 2: Inclusive Sports Reflection

Answer the following questions in 1–2 sentences each:

9. What was challenging about playing an adapted version of a game?

10. How did your team show support for each other?

Part 3: Personal Growth

Answer the following questions in 1–2 sentences each:

6. One thing I will do to make sports more inclusive is
