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# Team Games Supporting Social Inclusion of Students with Special Educational Needs

## Introduction

### Inclusion and equality in team sports

Team sports teach children that playing together without divisions is important. They show that everyone has the same opportunities. This teaches that there is no place for exclusion in sports.

Sports teach acceptance and respect for others. When children play together, they learn important values, such as empathy, cooperation and understanding differences.



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## I. COLPBALL

### GOALS:

1. **Teamwork:** Encourage collaboration and collective decision-making among players.
2. **Coordination:** Improve hand-eye coordination and motor skills.
3. **Inclusivity:** Create opportunities for all players, regardless of physical ability or skill level, to actively participate.
4. **Respect and Fair Play:** Foster sportsmanship and mutual respect between teammates and opponents.
5. **Strategic Thinking:** Develop quick decision-making and problem-solving skills in a fast-paced environment.
6. **Physical Fitness:** Enhance cardiovascular health and physical agility through active gameplay.

### EQUIPMENT:

1. **Ball:** A soft, medium-sized ball that is safe for hitting with hands or arms. A ball made of plastic, rubber or synthetic material, a standard volleyball or foam ball can be used.
2. **Goals:** Two small soccer-style goals or markers to designate goal areas.
3. **Boundary Markers:** Cones or lines to define the playing area.
4. **Protective Gear (Optional):** Knee or elbow pads for players, especially in adapted versions.

### RULES:

#### 1. Team Structure

- Teams consist of 7 players each, including a goalkeeper.
- Mixed-gender teams and players of varying abilities are encouraged to promote inclusivity.

#### 2. Playing Area

- The game is typically played on a court the size of a basketball or futsal field, but it can be adapted to fit the available space.

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### 3. Game play

- Objective: Teams aim to score goals by hitting the ball with their hands or arms into the opponent's goal.
- Players may only use their hands or forearms to hit the ball. Kicking or holding the ball is not allowed.
- The ball must remain in constant motion; players cannot hold or stop it.

### 4. Rules for Inclusivity

- Each player must be involved in the game; passing to teammates is mandatory after every two hits.
- Players with mobility challenges may hit the ball from a stationary position, while teammates adjust to support them.
- Players with visual impairments can use a ball with bells to facilitate participation.

### 5. Goalkeeper Rules

- The goalkeeper is allowed to use both hands and feet to stop the ball but cannot leave the goal area.

### 6. Time and Scoring

- The game is played in two halves of 15-20 minutes each, with a short halftime break.
- The team with the most goals at the end of the game wins.

### 7. Fouls and Penalties

- Fouls include holding the ball, hitting it with parts of the body other than hands or arms, or rough physical contact.
- Penalties are awarded as free hits from a designated spot on the field.

## ADAPTATIONS FOR INCLUSIVITY:

1. **Mobility Adaptations:** Players using wheelchairs can participate with slight modifications, such as using a padded stick to hit the ball.

2. **Visual Impairments:** Use a brightly coloured or audible ball (with bells).
3. **Skill Balancing:** Rotate players into different roles (e.g., forward, defence) to ensure equal participation.
4. **Communication:** Use hand signals or verbal cues for players with hearing impairments.



## II. HANDKERCHIEF

### SETUP:

1. **Teams:** Form two teams of equal size, ideally with 4 players each. Adjust team sizes as needed.
2. **Assign Numbers:** Each player on a team is secretly assigned a unique number (e.g., 1, 2, 3, 4), corresponding to a player on the opposing team.
3. **Game Area:**
  - Mark the centre of the playing area with a visible line or place the handkerchief on the ground.
  - Define team zones on either side of the centre, ensuring equal distances from the handkerchief.

### RULES OF PLAY:

#### 1. Starting the Game:

- A referee or leader holds the handkerchief at the centre or places it on the ground.
- The referee randomly calls out a number.



## 2. Racing for the Handkerchief:

- The players assigned to that number (one from each team) race toward the handkerchief.
- The goal is to grab the handkerchief and bring it back to their team's zone without being tagged by their opponent.

## 3. Tagging the Opponent:

- If the opponent grabs the handkerchief, the other player can chase and attempt to tag them before they reach their team's zone.
- If the player with the handkerchief is tagged, the point goes to the opposing team.

## 4. Winning the Round:

- A player earns a point for their team by successfully bringing the handkerchief back to their zone without being tagged.
- If neither player can grab the handkerchief, the round ends with no points awarded.

## 5. Next Round:

- The referee calls out a new number, and the corresponding players race for the handkerchief.
- Each number is called at least once before repeating, ensuring all players participate equally.

## WINNING THE GAME:

The game continues for a predetermined number of rounds or until a set score is reached. The team with the most points at the end of the game wins.

## Optional Variations

1. **Multiple Handkerchiefs:** Place more than one handkerchief at the centre to increase complexity.
2. **Team Strategy:** Allow teams to huddle and develop strategies during play.
3. **Time Limits:** Introduce a time limit for each round to increase intensity.
4. **Silent Numbers:** Use hand signals or written numbers instead of calling them aloud for an added challenge.
5. **Replacing handkerchief** with different objects, like plastic discs, soft balls etc.

## GOALS OF THE GAME:

### 1. Cognitive Development

- **Number Recognition:** Players must quickly identify their assigned number when called.
- **Reaction Time:** Enhances the ability to respond quickly and make split-second decisions.
- **Strategic Thinking:** Encourages players to plan their movements to retrieve and protect the handkerchief efficiently.

### 2. Physical Development

- **Motor Skills:** Improves agility, speed, and coordination during the rush to grab the handkerchief.
- **Balance:** Promotes stability while running, grabbing, or moving in response to the game.

### 3. Social Skills

- **Teamwork:** Players must work together to strategize and achieve victory.
- **Communication:** Builds verbal and nonverbal skills, as teammates encourage or signal each other.
- **Fair Play:** Teaches respect for rules and sportsmanship when interacting with the opposing team.

### 4. Emotional Growth

- **Resilience:** Helps players manage disappointment if they lose a round and fosters a growth mindset.
- **Confidence:** Succeeding in the game builds self-esteem and a sense of achievement.

### 5. Inclusivity Awareness

- **Adaptability:** Highlights the importance of making games accessible and inclusive for all abilities.



- **Empathy:** Encourages understanding and respect for diverse needs through adaptive play.
- **EQUIPMENT:**

1. **Handkerchief:** A small, lightweight piece of fabric or similar object that players can grab.
2. **For Reduced Mobility: Accessible Handkerchief Holder:** A stand, hook, or table slot to hold the handkerchief at an accessible height for wheelchair users.
3. **For Visual Impairments: Audible Handkerchief:** A handkerchief with bells, a distinctive sound feature, or bright contrasting colours for partial visibility.

***Optional Items:***

4. **Boundary Markers:** Cones, chalk, or tape to designate team areas and the central "handkerchief zone."
5. **Scoreboard:** A board or paper to keep track of points.



## III. PASS IT ALONG

**Number of players:** 3-8 per group

**Equipment:** one 2x2 metre sheet per group and approximately 20 volleyballs or rubber balls in total

### **How to play:**

The groups stand next to each other, about 2-4 metres apart. A ball is thrown onto the sheet of the first group, which must pass it to the next group, then to the next, and so on. As soon as the ball leaves the sheet, the next one can be thrown onto it, ensuring continuous ball passing.

If a group fails to “pass” (if the ball falls or another ball catches up) the group loses a “life”.

The goal is to complete the task without losing any lives. When all 20 balls are used up, one round is over.

### **SEN students adaptations:**

The rules of the game can be adapted for students with mobility problems by placing all participants on chairs. The game can be adapted for students with hearing impairments by using a soft sponge ball with a bell inside to signal the ball's location.





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## V. GAME OF BOULES

### Goals:

- integrating the group,
- inclusion of students with disabilities,
- developing dexterity and efficiency

### Equipment:

6 red bags (balls), 6 blue bags (balls), 1 white bag (pig)

### Game rules:

Game for 6 players.

The participants are divided into two teams. They sit in one line on a designated line which they cannot cross. Each player has two balls of one color. Before starting the game, it should be



determined (e.g. by tossing a coin) which team has the right to set a goal, i.e. throw a small pig ball at a distance of 6 to 10 meters. The "pig" cannot fall within a distance of less than 1 m. The game begins with a player of the team that threw the pig, trying to place his or her ball as close to it as possible. Then a player from the opposing team throws his first ball. The decisive factor is whose ball is closer to the mumps. Each subsequent throw is made by the player or team whose ball is further from the pigeon than the opponent's ball. Throws are made until they succeed, i.e. until the ball is placed closer to the pig or until all balls are exhausted. If one team has no more boules, the other team plays all the boules it has left.

The ball thrower has three options to choose from:

1. or aims as close to the pig as possible,
2. or at the opponent's ball, trying to move it away from the pig,
3. or tries to move the pig itself so as to move it away from the opponent's ball.

After all the balls of both teams have been thrown, the game ends. Points are awarded for each ball placed closer to the pig. Points are added up from consecutive rounds played. Sometimes, to resolve uncertainties and disputes, a ruler is needed to measure distances.

When there is a visually impaired person on the team, all players are blindfolded.

When there is a person with a mobility disability in the team, all players sit on the bench.



## VI. SITTING VOLLEYBALL

### Goals:

- developing dexterity and agility,
- developing special skills, manipulating equipment,
- integrating the group,
- inclusion of students with disabilities,

### Equipment:

- volleyball ball or
- other available ball

### Game rules:

Participants are divided into two teams and sit freely on the pitch divided by an elastic band. Each team has 6 players. The match is played to three sets won, and sets are played to 25 points. At the teacher's signal, one of the players throws the ball over the net to the opponent's side. They catch the ball and, after making three passes within their team, throw it towards the opponent as quickly as possible. The team scores a point when the ball touches the field after throwing over the tape. The serve is performed by the player after whose throw the team scored a point.





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