

# ADAPTED SPORT MANUAL

Adapting sporting practice to serve society and contribute to Sustainable Peace



# Adapted Sport Manual

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# A word from the President



I founded “Peace and Sport, *L’Organisation pour la Paix par le Sport*” in 2007 in order to set up a politically neutral platform for international cooperation which could bring the worlds of peace and sport closer together, strong in the conviction that sport has the capacity to contribute to tackling the most crucial issues in our society.

Sport is not just a solo effort. It contributes to a collective goal of peace and social cohesion. It is for this reason that sport must be used more and more as a tool for educating the younger generations and as a vehicle for social stability, unity and intercommunity dialogue.

Consequently, in order for sport to be useful to society it must be adapted to the specific technical, cultural and economic features of local areas. Equally, it must comply with the agendas of civil society, local stakeholders and all those working at the heart of communities.

Sport has the unique potential to be tailored to the realities of the local environment in which it is practised. For seven years, through our work with international sports federations and local actors, we have been able to observe, set up and try out many sporting practices in the field. Our innovative and structured approach has allowed us to incorporate new knowledge into our campaign for social cohesion.

For the first time, Peace and Sport has decided to structure its new expertise in a manual that summarizes and assembles the best practices in such a way as to benefit the greatest number of people. The manual is intended to be practical and adapted to realities on the ground rather than scientific. It has not only been created for the development of sport, but also to encourage the use of sport for peace.

I am happy and proud today to offer you this new tool that will be instructive, practicable and progressive and which, I hope, will be most useful to those educators worldwide who wish to use sport as a vehicle for peace.

**Joël Bouzou**  
President and Founder  
- Peace and Sport -

*L’Organisation pour la Paix par le Sport*

*“When used as part of an approach that is in tune with realities of the local environment, sport has a proven capacity to foster harmony and integration.”*

**Joël Bouzou**



# Our philosophy

## Using and promoting sport as an educational tool for peace.

Peace does not simply represent an absence of war: peace can be taught, learned and communicated.

Confidence in others, team spirit and respect: sport is a universal language where the rules unite everyone who participates. Much more than just a game, sport is a tool for dialogue, solidarity and respect for oneself and others. It transcends the political, social, ethnic and religious differences often at the heart of the world's conflicts.

Sport encourages young people to access education and to integrate into society. By playing sport, young people are better able to find their bearings and develop and build on a personal balance, which can help foster stability in their communities.

Sport is, in general terms, based on interaction between several individuals who participate in the same activity and share an end goal. Whether they are teammates, opponents or simply spectators, they share the same formalized sporting moment. Institutionalized or not, sport instils essential values such as learning to win

with humility and learning to lose while recognising your opponent's talent, as well as team spirit and solidarity, respect for the rules and the importance of communication and dialogue.

In the long term, the unifying power of sport enables divided communities to learn how to become acquainted or reacquainted, accept their differences and come together, in order to finally live in harmony. This is why Peace and Sport uses the practice of structured sporting activities and the integration of sporting values to educate populations and foster a culture of peace.



*Finding the courage to take part in a safe way, taking calculated risks.*

# Our areas of focus

Since 2007, Peace and Sport has been working towards building sustainable peace throughout the world by promoting the practice of sport as a tool for bringing people together, dialogue and social stability.

Peace and Sport works with local project leaders (governments, NGOs, National Olympic Committees and sports federations) in areas affected by extreme poverty, the consequences of conflicts and an absence of social cohesion.

This partnership enables the development of programs that use sport and its educational and structural values to tackle various social issues within communities.



## Champions for Peace:

Top-level athletes dedicated to achieving peace.

As role models, modern heroes and sources of inspiration for young people worldwide, these famous athletes share practical and inspirational advice in order to help educators attract more young people to their programs and improve the efficiency of their activities.



*Accepting contact with others and learning to share a space with them.*



# What is an adapted sport?

An “adapted sport” is a sporting activity whose practice area, equipment and rules are adapted to the environment in which it is carried out. **This makes the sport easier to play and facilitates its use as a tool to promote and strengthen sustainable peace.**

Certain international sports federations are already working towards this same goal. For example, the IRB (*International Rugby Board*) recognizes and promotes “touch rugby”, an adapted version of “traditional” rugby. Touch rugby is based on adapted rules and principles that allow

participants to play rugby without having to partake in contact.

The first difference is that players simply touch the person carrying the ball rather than tackling them to the ground. This feature makes the sport easier to play, and even helps to establish “traditional” rugby in communities. Similarly, 3x3 basketball is an adaptation of “traditional” basketball, and is played in teams of three against three, with a single basketball hoop. These international federations are therefore developing tools to make it easier to adapt their

sports to different environments.

Taking into account the specific features of each individual environment, adapted sports and equipment thus enable the implementation of disciplines within deprived areas with little or no access to infrastructure and sports equipment. “Adapted equipment” refers to any piece of sports equipment made from local resources whether recycled products (used tyres and plastic bottles, etc.) or natural resources (bamboo canes, banana tree leaves, etc.).



*Experiencing different emotions and learning to control them.*



# Why do we need an adapted sports manual?

For several years, Peace and Sport has been working with various local actors who use **sport as a tool for education and peace.**

This experience has showed us that many of them have difficulty implementing certain sports due to a lack of equipment and infrastructure, but also due to the complexity of the rules of the sport.

The goal of this manual is not to promote the development of sport for all, but to adapt it into a tool that can be set up and used in a wide range of different communities. It therefore aims to highlight and promote the adaptability of sports.

In order to do this, the manual provides a range of options for adapting several different sports, developed by various contributors around the world. Taking into account the specificities of the target environment, these options are intended to respond to the specific needs and issues of their recipients.

This manual uses different information sheets to provide group leaders, instructors and teachers with the means to set up adapted sports, and to use them as a tool for dialogue and bringing people together.



*Observing others and giving them advice.*



# Who is this manual intended for?

This manual is for any person or institution wishing to develop adapted sports in order to use sport to meet their own needs, e.g. governments, National Olympic Committees, national and international sports federations, as well as local communities, youth centres and schools.

Rather than being a theoretical manual, **it is a practical tool intended for anyone wishing to lead youth through sport.** The information sheets allow the user to adapt “the sports tool” to their own requirements according to the various issues most relevant to them. The manual has been created in such a way as to be **used and understood by all.**



# Testimonies

Adapted sports have already been developed by several participants, and have proved successful in many different contexts. The following two examples demonstrate this:

**José de Jesus**

**Director of NGO Action for Change Foundation in East Timor**

*Setting up different sports is often challenging because they have a number of practical constraints. However, over time the instructors have learnt how to adapt both the rules and the equipment so that this task is made easier. This means we can now use sport to meet the needs of our community in the long term, which in turn ensures the sustainability of our work.*



**Isaac Angbo**

**Ivorian Federation of Judo and Associated Disciplines (FIJDA), Ivory Coast**

*Sport is for everyone. Sport is a way to bring people together. Sporting values can be used as an educational tool for sustainable peace. In order to meet this objective, we, educators and sports leaders from areas suffering from a lack of proper infrastructure, have chosen to adapt sports to the reality of our environments. Our goal is to use sport to shape younger generations in order to give them hope for a brighter future.*

# What does the manual contain?

## The manual is divided into the following three sections:

- 1) **Overview and essential information** providing advice on how to adapt the basic elements of a sport.
- 2) **Adapted sports** sheets, providing guidance for instructors on how to set up, adapt, and use sports as an intercommunity tool.
- 3) **Appendices**, comprising the following sections:
  - A **Resource index**, which provides examples of sports equipment made from natural resources or recycled waste.
  - **Building adapted equipment** information sheets, designed to help with the construction of sports equipment using the aforementioned resources.
  - **Warming-up and Stretching**, exercises to help instructors lead activities in the best conditions possible.
  - A **Photo album**, illustrating the adapted sports and equipment.
  - **Practical information** sheets, bringing together information on the production of this manual.



*Taking the initiative, making choices and sticking to them.*

# How should the manual be used?

Use of the manual can vary depending on the person using it and the context in which it is used. The goal is for users to be able to adapt the manual to their **s p e c i f i c n e e d s a n d c h a l l e n g e s** by referring to the sections most relevant to them.

Rather than aiming to provide an exhaustive list of every possible adaptation, the manual has been conceived as a “tool box”. Recipients are free to use it as they wish, picking and choosing the elements which are most necessary to supplement their skills, while still giving free rein to their creativity and imagination.

Overall, it must be kept in mind that it is the way in which sport is **conceived, taught and practised** that facilitates its use as a tool for peace, dialogue and bringing people together!



# OVERVIEW AND ESSENTIAL INFORMATION



# OVERVIEW AND ESSENTIAL INFORMATION



# Overview and essential information

The following pages give concrete guidelines on how to adapt the four basic elements of any sport:

Practice area

Equipment

Rules

Instructions

By combining the following guidelines with their own knowledge and experience, instructors are able to adapt a wide range of sports, whether mentioned in this manual or not, to their requirements.

For each of the above basic elements, these guidelines are presented according to three adaptation criteria:

**VARY**

**A wide range of possible variations**

How to VARY the different basic elements making up sporting activities.

**TAILOR**

**A diverse group of individuals, each with different requirements**

How to TAILOR the different elements of sport to the target users and the local environment.

**PREPARE**

**A shared and inclusive set of rules**

How to PREPARE for and structure an activity in order to guarantee participants' safety.



# Adapt the practice area

to make it...

diversified  
usable by all  
respected by all

## VARY

- Practice area: inside or outside (watch out for wind which changes the trajectory of the ball).
- Playing surface: tarmac, grass, sand, etc.
- Shape of practice area: circular, square, rectangular, triangular, etc.
- Size and number of goals, targets, nets and/or obstacles.

## TAILOR

- According to the participants' abilities and the purpose of the session:
  - ✓ adapt the size of the practice area (bigger or smaller and/or wider or narrower)
  - ✓ adapt start and finish lines
  - ✓ set up safety areas where participants cannot be touched (e.g. for combat sports)

## PREPARE

- Make the practice area safe: remove rubbish, fill in holes, prevent the ball from straying far from the pitch, etc.
- Choose playing surfaces that cushion falls (e.g. for combat sports, gymnastics, etc.).
- Make the features of the playing area obvious to everyone (e.g. pitch boundaries and coloured targets, fluorescent balls, etc.).



# Adapt the equipment

to make it...

more visible  
easier to use  
more attractive  
safer

## VARY

- Size: big, small, long, wide, etc.
- Shape: circular, square, rectangular, triangular, etc.
- Weight.
- Colour.
- Materials/textures: foam, tubes, plastic, etc.
- Inflation of balls.
- Signalling equipment:
  - ✓ appearance - scarves, flags, etc.
  - ✓ sound - whistles, buzzers, tins filled with stones, etc.
  - ✓ feel - type of fabric covering the ball, texture of the ball, etc.

## TAILOR

- Create or personalise objects:
  - ✓ to stimulate the participants' imagination and creativity so that they can identify with them and/or make them their own
  - ✓ to motivate participants
  - ✓ to create obstacles (tyres, boxes, etc.) according to each person's ability
  - ✓ to provide instructions tailored to individual needs (drawings on sand, chalk markings on the ground, etc.)

## PREPARE

- Test the equipment before starting the activity.
- Use points of reference that can be understood by everyone.
- Mark out the practice area:
  - ✓ using brightly coloured lines (paint and/or chalk on the ground)
  - ✓ using rope, tyres and/or flags, etc.
- Increase participants' visibility using different coloured clothing, strips of fabric attached to the waist, etc.
- Make the activity safe: padding around goalposts, knee pads, etc.



# Adapt the rules

to make them...

relevant  
inclusive  
interactive  
fair

## VARY

- The length of exercises and matches/bouts.
- The number of participants.
- The size of the team.
- The number of balls, etc.
- The number of rackets, bats, clubs, etc.
- The size and number targets/goals/obstacles.
- The parts of the body allowed: eyes closed, on one leg, etc.
- The aim of the exercise.
- The point-scoring system.

## TAILOR

- Change the way participants interact according to how well they know each other (with or without physical contact, mediated by an object, etc.).
- According to the participants' abilities, divide the activity into intervals interspersed with breaks.
- Adapt the rights and role of each participant. For example, different ways of moving, the number of steps allowed while carrying the ball, playing with or without bouncing, etc.
- Distinguish the participants' goals: for example each participant has a specific goal according to their abilities and/or the purpose of the session.

## PREPARE

- Adapt the rules to make it easy for all to participate. For example, each person must receive the ball at least once before a team member can score.
- Allow several attempts so that each participant has the chance to succeed.
- Avoid eliminating players and causing frustration by excluding participants from the practice area: replace with forfeits, introduce a handicap such as playing with one hand behind the back for two minutes, etc.
- Create situations which highlight the participants' skills: change the difficulty of the exercises to give them confidence.
- Allow participants to act as umpires i.e. making sure the rules are respected, awarding points and declaring the winner.

# Adapt the instructions

to make them...

easy to understand  
easy to repeat  
easy to apply

## VARY

- Your posture: face the group, kneel in order to speak at eye level, etc.
- Your voice intonation.
- The method of communication: through sound, touch or using visual aids, through demonstrations and the use of images and/or symbols, etc.
- The length of instructions according to the audience (be brief and concise).
- The communication aids: drawings on sand, chalk markings on the ground, etc.
- The starting/finishing signals to improve the participants' reaction times.

## TAILOR

- Give clear and simple one-to-one instructions throughout the activity.
- Give different/adapted instructions to each participant to make the exercise easier or harder according to his/her ability.
- Demonstrate or have the participants demonstrate.
- Demonstrate the exercise to one part of the group, which then explains it to the other participants.
- Personalise the starting signal (sound: clap your hands; touch: tap the participants on the shoulder; visual aids: drop an object, e.g. a stone or feather, and the activity starts when it touches the ground, etc.).

## PREPARE

- Make sure that the participants are paying attention when instructions are given.
- Make sure that participants take it in turns to speak and that the other participants are listening to them.
- Check that the instructions have been understood by all participants before starting the activity.
- Where possible, take the participants' needs and interests into account.
- Develop their curiosity, creativity and desire to explore (motivation).
- Alternate movements to the left and right.
- Encourage communication.





# Using adapted sports to meet your requirements

The “Challenges identified – Possible variations” section, found within the twenty sport information sheets in this manual, puts forward ways in which sports and teaching methods can be adapted, with the aim of developing and/or honing participants’ interpersonal skills and knowledge, and ultimately enabling sport to be used as a tool for tackling various issues in society.

By tailoring their teaching methods to the specific challenges at play, the instructor is able to create environments in which the participants acquire vital knowledge for building a sense of self and relating to others. During or after the sporting activity, the instructor can ask participants for their impressions, thereby fostering dialogue within the group. Questions such as “do we all have the same rights and responsibilities?”, “do we have the same abilities?” and “how can we help our partners/friends?” are an effective means of encouraging participants to discuss and tackle the various issues identified.

The left-hand column sets out the **challenges identified** during activities; interpersonal skills and knowledge that the instructor aims to encourage among participants. The right-hand column brings together a number of ideas for and practical examples of **possible variations**, which can be drawn on to adapt the sporting activity according to the intended purpose. Useful for all types of disciplines, the following examples are presented in a non-exhaustive and non-static list which instructors can vary and develop according to their own experience and that of their team.

## Challenges identified

## Possible variations

### Confidence in others

Cooperation, dependence, listening, communicating etc.



One participant is blindfolded and guided by his/her partner’s voice or by touch in order to carry out a particular action.

### Self-confidence

Safety, respecting others, communication, peer support etc.



One participant is blindfolded and carries out a sequence of techniques/movements, while the others watch and ensure his/her safety.

### Respecting a set objective

Projecting an action into the future, self-confidence etc.



Each participant sets themselves an objective before beginning the activity (distance, time, action to carry out, interaction with others etc.). They stick to this objective throughout the activity.

### Observation

Communication, cooperation etc.



Facing each other, one participant carries out a sequence of techniques/movements and the other imitates them. Their goal is to carry out the same actions at the same time.

### Observation and judgment of others

Listening to and accepting judgments, taking advice on board etc.



In pairs, one participant carries out an action while the other watches and gives advice for improvements.

### Accepting the observation and judgments of others

Observation and judgments of others, taking advice on board etc.



One or more participants demonstrate a sequence of techniques/moves to the rest of the group, who judge and evaluate their performance.

### Taking responsibility

Listening, communicating, learning by observation etc.



The instructor/teacher demonstrates an exercise to one part of the group, who then explain it to everyone else.

### Respecting the rules (taking responsibility)

Communication and listening to others, confidence in others etc.



Game without an umpire! The players decide on the rules and define the practice area themselves and then umpire each other during the activity.

## Challenges identified

### Respecting the rules

Confidence in others, accepting others' judgments, relating to the umpire etc.



## Possible variations

Three participants define the rules amongst themselves. One of them umpires the other two, ensuring their safety, counting scores and declaring a winner. At the end of the match/bout, all three discuss the actions carried out and points scored, and then switch roles.

### Equality

Interdependence, using your qualities to help others etc.



During the match, the points scored by one or more players are worth double those scored by the rest of the group.

### Participation of all

Peer support, self-confidence and confidence in others etc.



In a team sport, all players on the same team must receive the ball at least once or several times before a shot is taken.

### Mixed-sex environment

Valuing each person's skills, adapting the way in which you relate to others etc.



Have girls and boys play in the same team (or have a girl and a boy play against each other).

### Making an effort for the team

Handing out different roles, using your qualities to help others, interdependence etc.



Everyone has a role! Each player within the same team has a specific role with individual rights, responsibilities and prohibitions (serving, receiving, shooting etc.).

### Cooperation

Making an effort for others, using your qualities to help others etc.



A player tries to carry out actions/movements that will help their partners win. They therefore play not for themselves but for others.

### Distribution of roles

Respecting rights and responsibilities, helping one other etc.



During a match/bout, a player or team attacks and the other can only defend.

### Sharing

Cooperation, communication, interdependence etc.



In a racket sport, the players (in teams of three or four) share a single racket and take it in turns to hit the ball in between rallies.

### Managing stress

Communication, cooperation, accepting defeat etc.



In a racket sport, two teams are set up side-to-side on two separate courts and try to play longer rallies than the other team.

### Cooperation

Interdependence, listening to each other, communication etc.



One or more participants carry out a specific action while being attached at the waist, ankle or wrist, and/or tied to each other using rope.

### Peer support

Interdependence, listening to each other, communication etc.



In a team sport, organise a match between two teams of ten players. Within each team and in pairs, players are attached to each other at the wrist.



# ADAPTED SPORTS

# ADAPTED SPORTS



# Classification of adapted sports

As a shared world goal, peace can be taught, learned and communicated. Sport plays an important part in reaching this objective. Governed by rules that bring people together, it can legitimately be considered a universal language. Consequently, it is a tool that can be used by everyone so that they can learn to get to know each other, better respect each other, accept others' differences, and respect their physical and moral integrity in order to progress together in a shared space. Practising sporting activities therefore enables the development of the interpersonal skills and knowledge necessary for building an identity and relationships with others. These key values, listed below, in turn help to promote and strengthen sustainable peace:

## Building an identity

- **Paying attention to your body, getting to know yourself, being in control**  
*Listening to and understanding your body. Being aware of and taking control of your emotions. Getting to know yourself and being confident (self-esteem).*
- **Taking control of your actions**  
*Trying to take part in a safe way. Evaluating the risks involved and being resilient.*
- **Being responsible**  
*Respecting the rules and being independent. Taking initiative. Making choices and standing by them.*

## Relating to others

- **Observing and judging**  
*Observing others and giving them advice. Encouraging dialogue. Accepting that you will be observed and judged by others.*
- **Communicating**  
*Expressing yourself through your body language and through opening up to others. Communicating with them, listening to them and understanding them.*
- **Accepting and respecting others**  
*Taking the characteristics and needs of others into account. Adapting your behaviour in accordance with their actions.*

## Sharing your personal space and progressing together

- **Sharing your personal space and discovering other people's personal space**  
*Opening up to others and making them feel included by accepting their differences. Discovering and respecting other people's personal space.*
- **Interacting in a shared space**  
*Accepting contact with other people and working together in the same restricted space.*
- **Helping each other**  
*Working together towards the same objective (teamwork). Sharing the same emotions and staying united through difficult times.*

The personal and collective experiences provided by different activities influence the behaviour of the participants. By adapting sessions to address specific issues, the trainer helps them to learn lessons that they will use for the rest of their lives. Practising sport in itself is not sufficient; it is the lessons taught by the trainer that enable participants to acquire and consolidate interpersonal skills and knowledge.

The following page summarises the 20 adapted sports detailed in this manual and, on each of the information sheets, provides examples of the interpersonal skills and knowledge developed. This table will serve as inspiration for trainers, who are free to adapt the sports to meet their own requirements.



Information sheet number	Page number	Adapted sport
1	P31	Athletics - Running
2	P35	Athletics - Throwing
3	P39	Athletics - Jumping
4	P43	Badminton
5	P47	Baseball - Softball
6	P51	Basketball
7	P55	Boxing
8	P59	Cricket
9	P63	Chess
10	P67	Fencing
11	P71	Floorball
12	P75	Gymnastics
13	P79	Judo
14	P83	Karate
15	P87	Wrestling
16	P91	Rugby
17	P95	Tennis
18	P99	Table Tennis
19	P103	Archery
20	P107	Volleyball

## Challenges identified

Building an identity

Paying attention to your body, getting to know yourself and being in control.

Having faith in your actions

Being responsible

Relating to others

Observing and assessing each other

Communicating

Accepting and respecting other people

Sharing space and progressing together

Discovering each other's personal space

Interacting in a shared space

Helping each other

Instructors are free to adapt sporting activities according to the challenges at play

# Adapted sport information sheets

# Instructions for use

Each “Adapted sport” information sheet presents a sporting practice and suggestions for tailoring it to the target users and features of the local environment, with the goal of encouraging its implementation and use as a social tool.

Made up of four pages, each information sheet contain the following elements:

- presentation of the basic principles of the sporting practice (first page),
- pictures of exercises facilitating set-up of the activity, and suggestions for adaptations in terms of practice area, equipment, rules and instructions (second and third pages),
- concrete ways of tailoring the activity according to the intended purpose (fourth page).

These sheets, developed in collaboration with International Federations, are intended as a “tool box” for instructors, who are free to add comments and ideas according to their own experiences.

**Pictogram, name of the sport or activity and reference number**

**Aim of the activity and basic rules**

**Picture illustrating the set-up of the activity and a prohibition specific to the activity**

**Logos of Peace and Sport and the relevant International Federation**

**Values associated with the activity**

**Specific features of the activity**

**Advice from a Champion for Peace to facilitate implementation of the activity and its use as a tool**



Pictures showing a number of basic features and fun exercises that are easy to set up. The exercises are ranked by difficulty level, enabling a gradual introduction to the activity.

## Setting up the activity

### Belt knot

1. Hold the belt ends.
2. Cross the ends.
3. Loop one end over the other.
4. Pull through.
5. Tighten.
6. Final knot.

### What can be adapted

📏 **Practice area**

- Judo can be played on any solid surface capable of breaking falls (tatamis, sand, rice straw, grass, etc.).
- The size and shape of the surface of the practice area can be changed (e.g. made bigger or smaller depending on the purpose of the session).

✂️ **Equipment**

- Mark out the practice area with a coloured belt/band, a rope or cones (see sheet C).
- Wear judogis, army jackets or simple heavy clothes in order to be able to grab onto the opponent.
- Use headbands, string, belts and/or different coloured clothes to distinguish between fighters (see sheet C).

📜 **Rules**

- Change the duration of exercises and fights.
- Allow or forbid certain shoulder, hip and leg techniques used to throw the opponent to the ground.
- Allow or forbid the use of techniques below or above the waist.
- Start the fighters in different positions (standing, kneeling, sitting face to face or back to back, etc.).
- Alternate the techniques from left to right.
- Forbid the use of certain parts of the body for one fighter (hands, arms or legs) and/or certain techniques. This creates an imbalance which is good attack/defence training.
- Give the exercises a theme (e.g. one fighter attacks while the other is only allowed to dodge or block them, etc.).
- Separate the fighters, awarding points according to:
  - ✓ the quality of their throws (onto the opponent's back, side or buttocks, with force, speed and control),
  - ✓ how long they can hold their opponent in a pinning hold.

### Salute

### Falls

80

Four basic elements:  
 - practice area (page 2),  
 - equipment (p. 2),  
 - rules (p. 2),  
 - instructions (p. 3);  
 which can be adapted in order to develop the exercises carried out.

The instructor is free to change and/or develop these exercises according to their own experience.

**Instructions**

- Shoes must be taken off before practice.
- Belts must be tied around the waist to fasten the judogi and to allow the opponent to grab it.
- Fighters should carry out a "salute" in a standing and/or kneeling position as a mark of respect:
  - ✓ at the beginning and end of the session around the edge of the practice area, then with all participants together;
  - ✓ at the beginning and end of an exercise or fight between two fighters.
- Hold on to the opponent's arms while throwing them to ensure their safety.
- Change partners after each exercise.
- Have participants umpire fighters to ensure their safety.
- Change the number of fighters on the mat to avoid collisions.

The different sections in the adapted sport sheets refer to the "Building adapted equipment" information sheets (C, D, E, F, G and H) and to the "Warming-up – Stretching" sheets (land J). These pages are found in the appendices.



Photo of the sport or activity in action

Interpersonal skills and knowledge that the instructors aim to foster in participants

Ideas and practical tips for setting up activities in a way that enables participants to develop and/or hone their skills in relation to the challenges at play.

### Adapt the activity to your needs



Challenges identified	Possible variations
<b>Mixed-sex environment</b> Development of girls' skills Adapting technique in relation to others	Have a boy and a girl fight each other.
<b>Respect for the rules</b> Communication and listening to others Confidence in others Learning to accept the judgements of others	Together, three participants decide on some rules. One of the three umpires the other two. At the end of the fight, all three participants discuss what happened and the points scored.
<b>Cooperation</b> Peer support Communication	In pairs, one participant is blindfolded while their partner guides them through a judo technique (by using their voice and/or by touching them).
<b>Sense of responsibility</b> Listening and communication Adapting speech in relation to others Learning through observation	The instructor/teacher demonstrates an exercise to one part of the group who then explains it to the others.
 <b>Acceptance of being watched by others</b> Cooperation	Two fighters demonstrate a series of techniques in front of the rest of the group.

#### Ethos of the activity

Based on the principles and values of martial arts and combat sports, judo is, as stated by Jigoro Kano, who created it in 1882, first and foremost an educational tool that is particularly suited to young people. After observing snow piled up on tree branches and seeing the strongest ones break under the weight of this natural force and the smallest, most flexible ones able to shake it off by bending, Kano came to the conclusion that the flexible can defeat the strong. Through judo, which literally means "the gentle way", people of all genders, weight and sizes can compete against each other rationally and safely. By bowing to each other before each bout, judoga demonstrate their respect and trust in each other, accepting that judo is a shared learning experience in which opponents are responsible for each other's safety and well-being.

#### Interpersonal skills and knowledge

##### Building an identity

- **Anticipation and initiative**  
Fighters analyse, anticipate an opponent's actions and reactions and take the initiative (take risks).
- **Self-control**  
Fighters participate in the activity without aggression and with a clear head.

##### Relating to others

- **Adapting to the abilities of others**  
Fighters adjust their technique according to the strength and actions of an opponent, and react quickly.
- **Helping and protecting others**  
Fighter always ensure an opponent's safety by holding onto their arm while throwing them to the ground.

##### Sharing space

- **Control of the body**  
Fighters control their balance and movements. Fighters work together with a partner or compete against them in a small space.

Points for reflection regarding the educational aspects of the activity, outlining the skills and approaches to be gained from carrying it out.

Skills that can be instilled and/or developed through practising the sport or activity, which are essential to helping participants develop a sense of self, relate to others and learn to share space. These in turn become life-long skills that contribute to better social integration.

This section of the information sheet aims to provide instructors with inspiration for further ways to adapt and teach sporting activities, according to their specific environment and the intended purpose.



# Athletics - Running 1

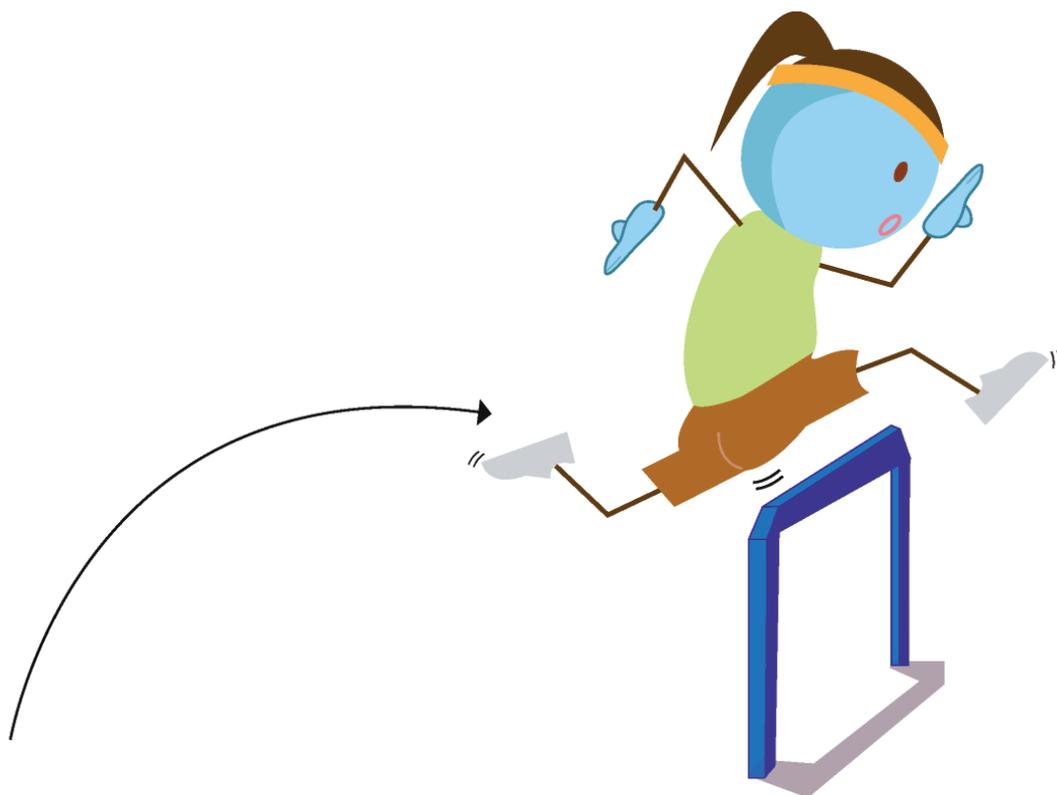


## Aim

To run as fast as possible over short, medium or long distances.

## Basic rules

- Played individually or as a team (in this case, members of the same team run in turns passing a relay baton between themselves). Possible to practise with girls and boys together.
- Practised with bare feet or with shoes that absorb the shock of feet on the ground, on a track with or without obstacles (called hurdles).
- Leave from the same starting line at a given signal.
- The winner is the first person to arrive at the finish line (the person who completes the course in the best time).



## Features

### Values

- Self-sacrifice - being able to surpass yourself, get to know yourself better and develop self-respect.
- Humility - being positive about, and aware of, how to improve and recognising other people's qualities.
- Self-control - knowing how to put things into perspective when others are faster.

### Specific features

- **An indirect relationship with the opponent**  
Participants go head-to-head without contact or a mediating element. In the case of individual races, each person is alone against everyone else!
- **Surpassing yourself at the heart of the activity**  
Being strong during difficult moments, particularly at the end of the race when your body has had enough.
- **Constant comparison with others**  
Every person aims to achieve the best possible performance, which he/she can compare with others' or their own previous performances.

### Champion tips

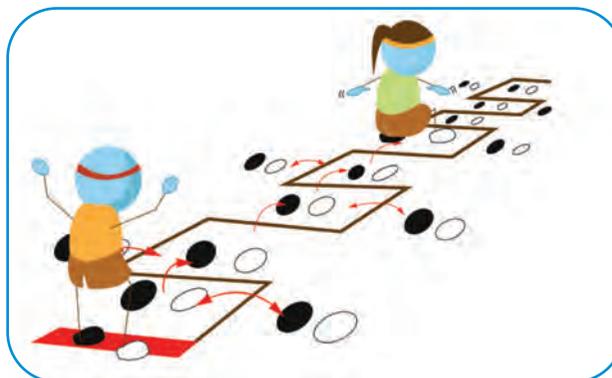
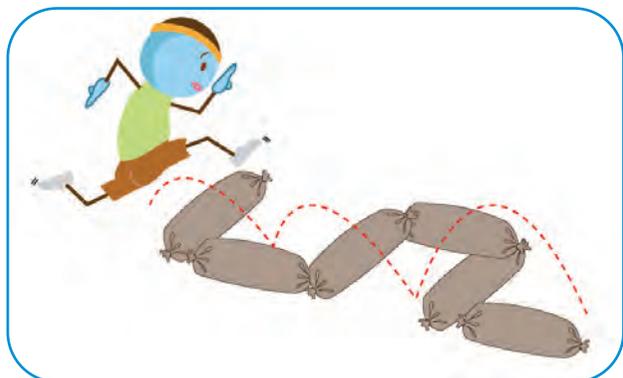
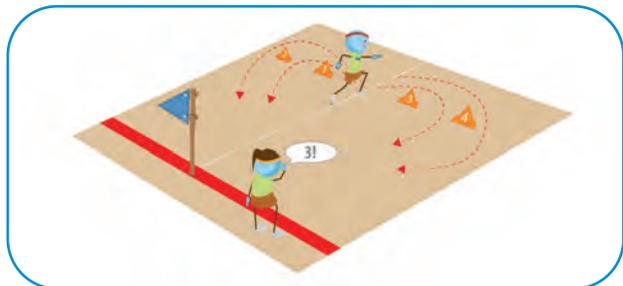
**Wilson Kipketer**  
Athletics Champion (800m),  
Denmark



*"The best thing to do is to start running slowly on a flexible surface, both relaxed and at your own pace, without overdoing it. It is better to run several times over short distances than less frequently over long distances. Set yourself targets to reach step by step and listen to your body before and after a race."*



# Setting up the activity



## What can be adapted

### Practice area

- Practise outside or inside on all types of solid surface (earth, grass, sand, etc.). Surfaces that absorb the shock between your feet and the ground are preferable (avoid surfaces that are too hard such as tarmac).
- Adapt the running distance according to the participants' abilities and the purpose of the session (speed, endurance, etc.).

### Equipment

- Mark out the practice area with cones or flags (see sheet C). If each participant is running in a lane, mark out the lanes by tracing lines on the ground (paint/chalk) or with rope/string (see sheet C).
- Distinguish participants using headbands, string and/or different coloured clothing (see sheet C).
- Use starting and finishing flags, hurdles and relay batons (see sheets C and D).

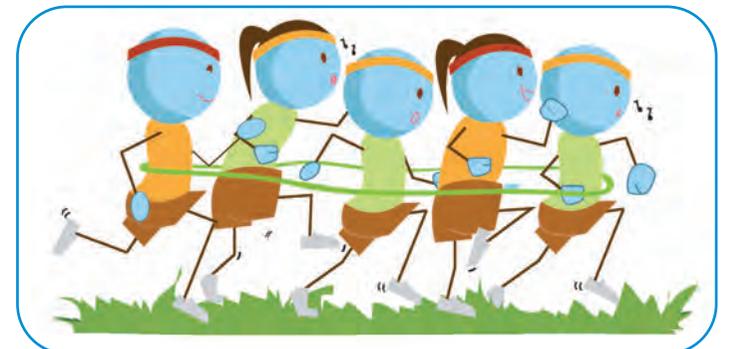
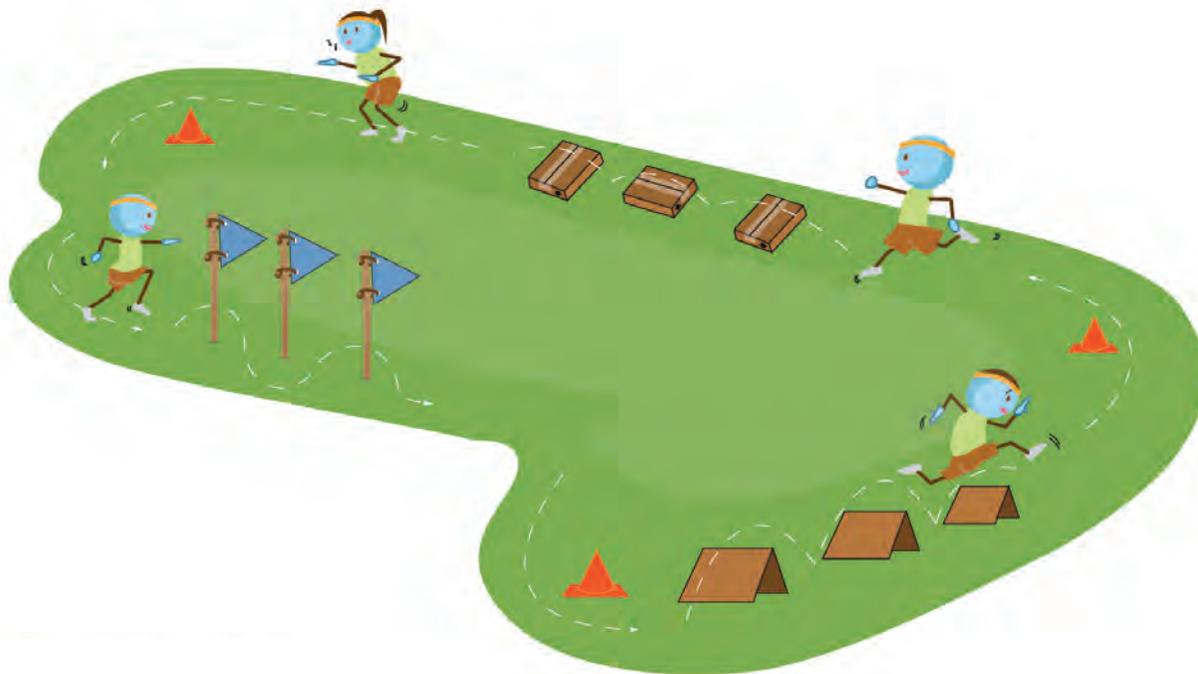
### Rules

- Run with your eyes closed, led by another participant.
- Run two by two, attached at the wrist.
- Run dragging a load or a fabric parachute attached at the waist.
- Organise races and relays - run one after the other and pass a relay baton between one another.
- Change:
  - ✓ the number of participants,
  - ✓ the participants' starting positions,
  - ✓ the starting signal (sound, touch or visual),
  - ✓ the type of race surface (tarmac, grass, sand, etc.) and the slope of the surface,
  - ✓ the distance of the race,
  - ✓ the size and shape of the hurdles,
  - ✓ the participants' aim (to finish first, all at the same time, achieve a certain time, etc.).



## Instructions

- Carry out a specific warm-up at the beginning of the activity and recovery/stretching sessions at the end to avoid all forms of injury (see sheets I and J).
- When each participant is running in an appointed lane, they must not step into other participants' lanes.
- Wait until you have crossed the finishing line before slowing down.
- Change the height of the hurdles according to the participants' abilities. Alternate between left and right leading legs when jumping the hurdles.
- Get the participants to umpire the races, making sure they respect the rules and time the races with the help of time measuring equipment (see sheet C).



# Adapt the activity to your needs



## Challenges identified

### Confidence in others

Cooperation  
Dependence  
Listening and communication

### Cooperation

Interdependence  
Listening and communication

### Self-confidence

Respecting a fixed goal  
Projecting an action into the future

### Respect for other people's abilities

Communication and listening to others  
Participation of everyone

### Observations and decisions of others

Listening to and accepting decisions  
Taking advice into account

## Possible variations

Two by two, one blindfolded person running led by the voice of his/her partner.

Two participants attached at the wrist run a certain distance.

Each of the participants sets a time goal over a certain distance. They then run and try to meet their goal.

The participants, with a rope wrapped round them, race over a middle or long distance with the aim of finishing together in the fastest time possible.

Two by two, one person runs over hurdles while the other person observes him/her and gives him/her advice to improve.

## Ethos of the activity

Running races is based upon the art of exceeding your opponents' performances, in speed or stamina. Moreover, the idea of surpassing yourself is constantly at the heart of this activity. By listening to their bodies, participants develop the ability to feel and control their bodies, their breathing and their emotions, but also to surpass themselves physically and mentally during difficult moments.

## Interpersonal skills and knowledge

### Building an identity

- **Ability to be thorough**  
Commit yourself to a long and difficult learning process, and set achievable goals.
- **Ability to relax**  
Maintain maximum relaxation during the race.
- **Ability to analyse and correct**  
Analyse your movement during the hurdling race and identify unnecessary movements to correct.

### Relating to others

- **Ability to have peaceful opposition**  
Accept indirect confrontation governed by times, and allow yourself to exceed your goals while respecting the abilities of others.
- **Ability to work as a team towards the same goal**  
Run and pass the relay baton to your partners.

### Sharing space

- **Share the practice area**  
During short distance races, interact with others while respecting their space (don't step into their lane). During medium and long distance races, run side-by-side in a shared space.



# Athletics - Throwing 2



## Aim

To throw a device (equipment to be thrown) as far as possible.

## Basic rules

- Practised individually, inside or outside, on an open, unoccupied surface.
- Throw the device whilst staying inside a marked zone called the throwing circle.
- The device thrown (shot put, discus, hammer or javelin) must land in a specific zone called the throwing area.
- The throw is measured from the throwing line to the device's first point of impact on the ground. The throwing line is a line that cannot be crossed, which separates the throwing circle and the throwing area.
- After everyone has had the same number of throws, the winner is the person who has thrown the device the furthest.



## Features

### Values

- Thoroughness and precision
- Perseverance
- Self-control (physical and mental control)

### Specific features

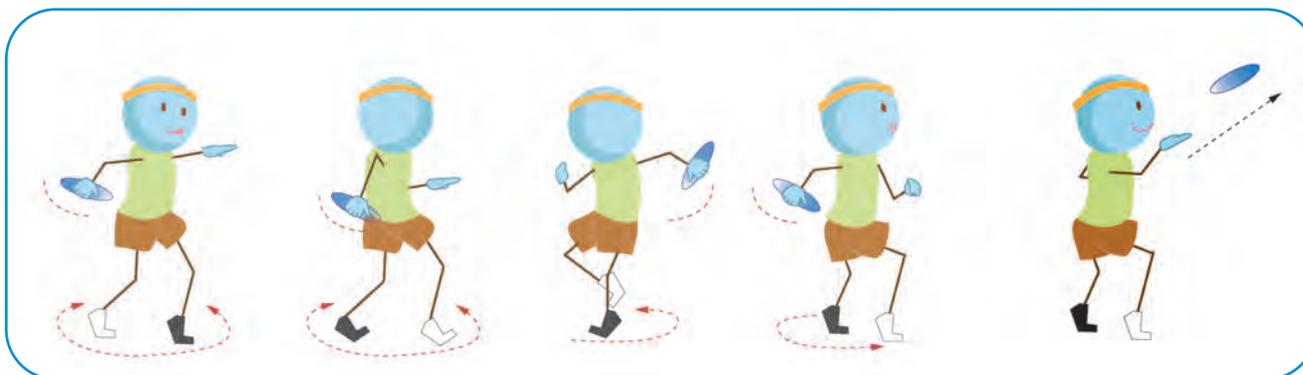
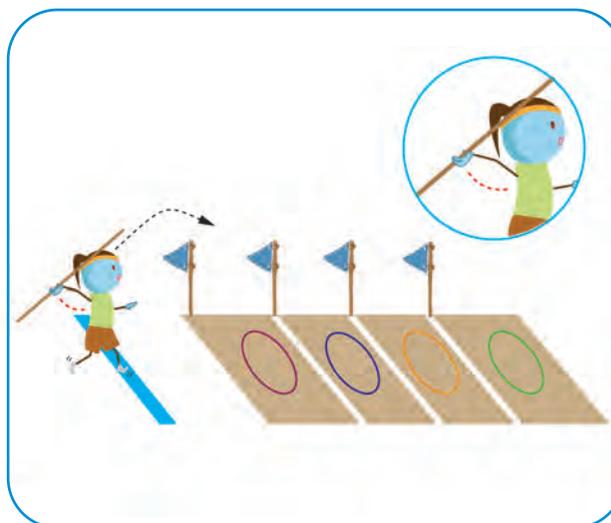
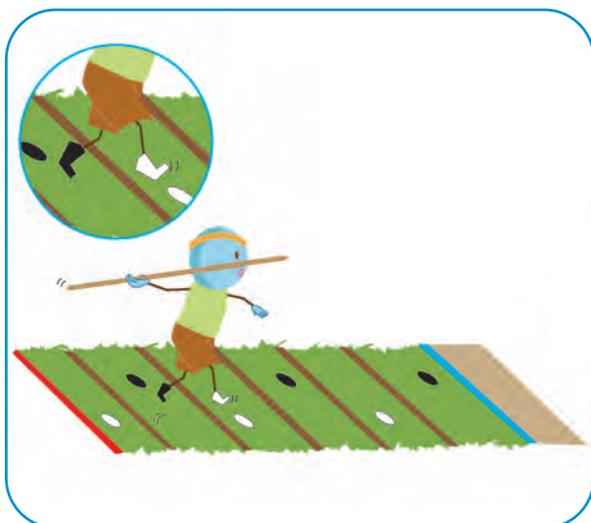
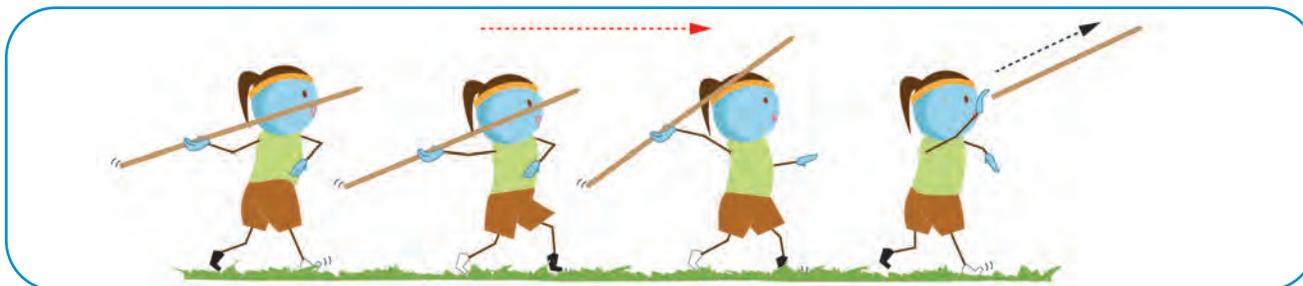
- **Fewer physical markers**  
Participants look out for internal signals that enable them to correct poorly adjusted movements. They attempt to feel each movement inside themselves in order to improve them.
- **Constant evaluation and judgment**  
Throughout the activity, participants incorporate new information and evaluate and judge their movements in order to reproduce or improve them.
- **An identical throwing device for everyone**  
The use of an identical throwing device reduces the effect of size difference between the participants; young girls and boys of differing ages can thus go head-to-head on a level footing.
- **Constant comparison with others**  
Each person has the aim of achieving the best performance possible, which can be compared with other people's performances or their own previous performances.

### Champion tips

In order to throw successfully, it is advisable to think about the throw beforehand (remember the movement order and the trajectory you want for the device). This enables you to gain an automatic reflex and avoid unnecessary movements that may influence and disturb the device's trajectory. Therefore, imagine the movement several times so that it becomes an automatic reflex and, in order to succeed in combining force, speed and the release during the movement.



# Setting up the activity



## What can be adapted

### Practice area

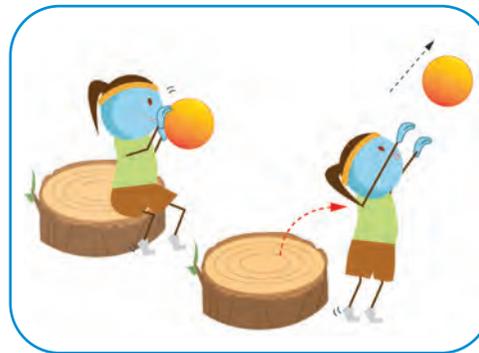
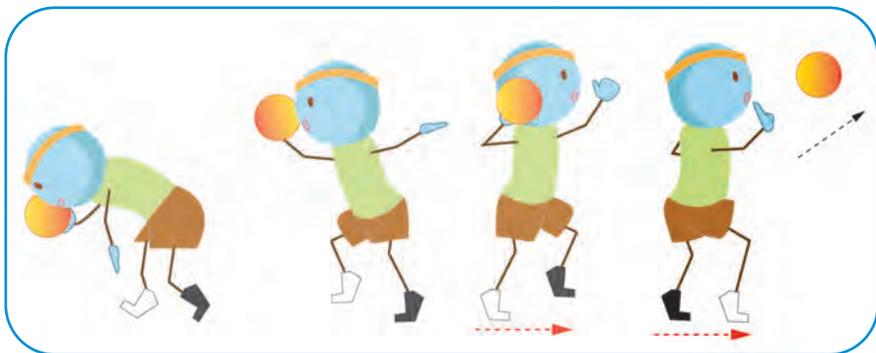
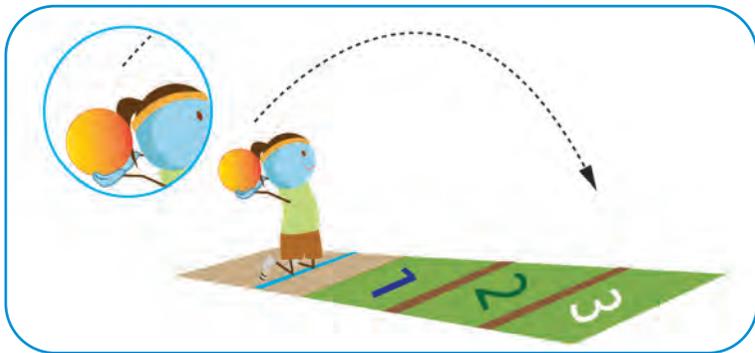
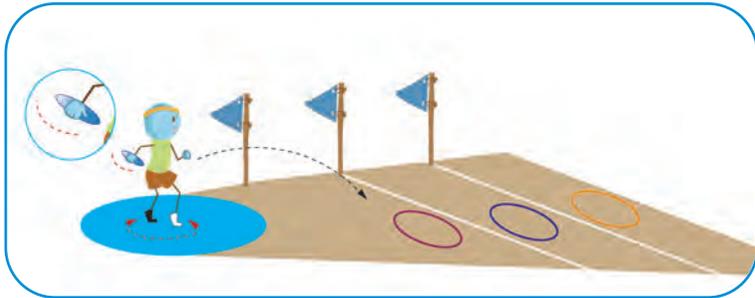
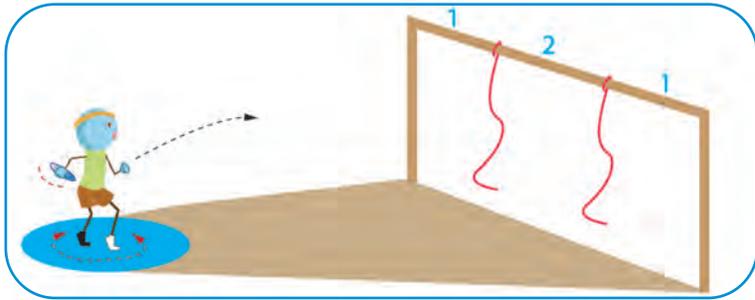
- Practise outside or inside on all types of solid surfaces (tarmac, earth, grass, sand, etc.). Surfaces which are marked when the devices lands on the ground (grass, sand, etc.) are preferable.
- Adapt the throwing area according to the participants' abilities and the aim of the session.

### Equipment

- Mark out the practice area with cones and/or flags (see sheet C).
- Mark the throwing line by tracing it on the ground (paint/chalk) or with rope/string (see sheet C).
- Use devices or equivalents such as stones, small pieces of wood, etc. (see sheet D).
- Change the weight and size of the devices according to the size of the participants.

### Rules

- Throw with or without a run-up.
- Throw with your eyes open or closed.
- Throw with one or two hands.
- Throw while dragging a load hooked to the waist or the arm holding the device.
- Throw at fixed or moving targets.
- Change:
  - ✓ the starting position of the throwers,
  - ✓ the shape of the throwing circle (circular, rectangular, etc.) and the angle of the throw (more or less open),
  - ✓ the distance of the thrower's path,
  - ✓ the throwing line (marking on the ground, obstacle, etc.),
  - ✓ the weight and size of the throwing device,
  - ✓ the throwing area (open area, area made up of targets, etc.),
  - ✓ the participants' goal (to throw the highest, the furthest, etc.),
  - ✓ the number of throws per participant.



### Instructions

- Respect the safety instructions (throw one by one, never stand in the throwing area, etc.).
- Check that nobody is standing in the throwing area before throwing the device.
- Alternate between throwing with your left and right arm.
- Be relaxed throughout the throwing process.
- Accelerate the throwing arm at the end of the movement.
- Check that nobody is getting ready to throw before going to collect the device you have thrown.
- Get the participants to umpire the throwers by:
  - ✓ checking the rules are being respected,
  - ✓ checking that the thrower has not stepped over the throwing line,
  - ✓ measuring the throw with the help of measuring equipment (see sheet C).



# Adapt the activity to your needs



## Challenges identified

### Observations and judgments of others

Listening and accepting judgments  
Taking advice on board



## Possible variations

In teams of two, one person throws while the other one observes. After throwing, the observer gives advice to the thrower who tries to improve his/her movement during his/her second go.



In teams of two, one person is blindfolded while the other leads them with their voice and/or touches them so that they can throw a device at a target.



After throwing the device, the blindfolded thrower lets themselves be led by their partner's voice to go and collect it.



Each participant sets a goal (a distance to throw). They then throw their device and try to reach their goal.



The instructor/teacher demonstrates the exercise to one part of the group who then explains it to the rest of the group.

### Listening and communication

Cooperation  
Dependence  
Confidence in others

### Listening and communication

Cooperation  
Dependence  
Confidence in others

### Self-confidence

Respecting a set goal  
Projection of an action into the future

### Learning to be responsible

Listening and communication  
Learning through observation

## Ethos of the activity

As throwers, the participants evaluate their physical feelings in order to improve. They learn to know the position of their bodies, to adjust their arms and their shoulders, and are capable of reproducing the same movements. Constantly listening to their bodies, they thus develop the ability to feel and control their bodies, their breathing and their emotions.

## Interpersonal skills and knowledge

### Building an identity

- **Accepting being watched and judged by others**  
Throw one by one in front of others.
- **Ability to be thorough**  
Commit yourself to a long and difficult learning process, and set achievable goals.
- **Ability to relax**  
Maintain maximum relaxation during movement.
- **Ability to analyse and correct**  
Analyse your movement, identify unnecessary movements, and correct them on your next go.

### Relating to others

- **Ability to observe others**  
Observe your partners throwing and advise them. Accept being observed, listen, and take into account others' advice.

### Sharing space

- **Observe each person's space**  
Observe other participants' positioning in order to make sure that the throwing area is free.
- **Share space**  
Use the same throwing area, each participant taking it in turns (accept sharing).





# Athletics - Jumping 3

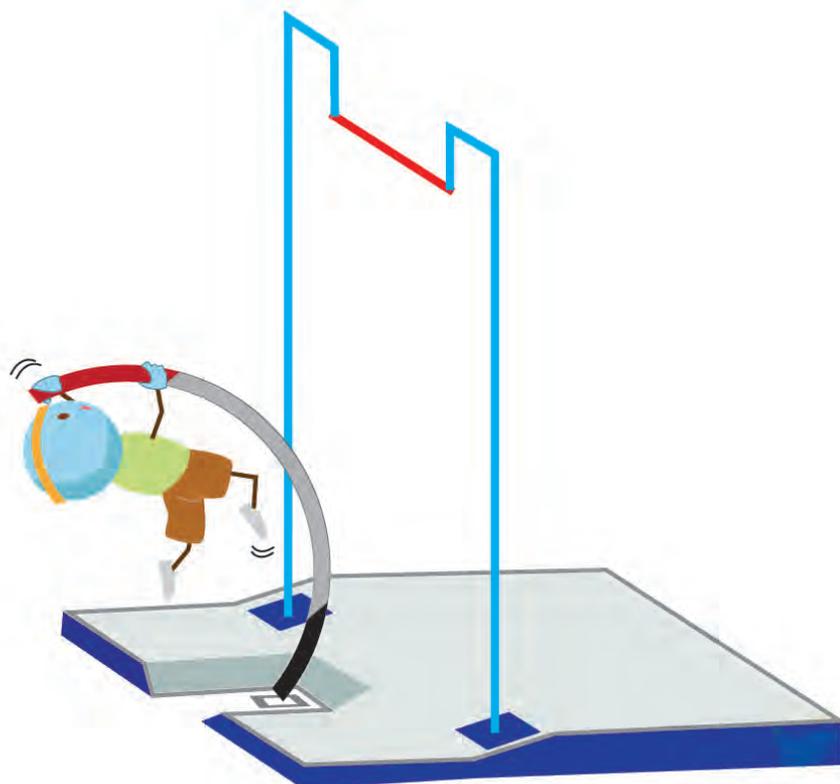


## Aim

To jump as far or as high as possible.

## Basic rules

- Practised individually, on a surface that cushions falls.
- Four types of jump are possible:
  - ✓ two horizontal jumps - long jump and triple jump (three jumping steps);
  - ✓ two vertical jumps - high jump and pole vault (in this case, use a pole to jump over a bar - see sheet D).
- The jumps are preceded by a run-up and then measured:
  - ✓ from the jumping line to the first point of impact with the ground, for horizontal jumps;
  - ✓ from the ground to the bar, for vertical jumps.
- The winner is the person who achieves the longest or highest jump.



## Features

### Values

- Controlled risk taking
- Perseverance
- Self-control (physical and mental control)

### Specific features

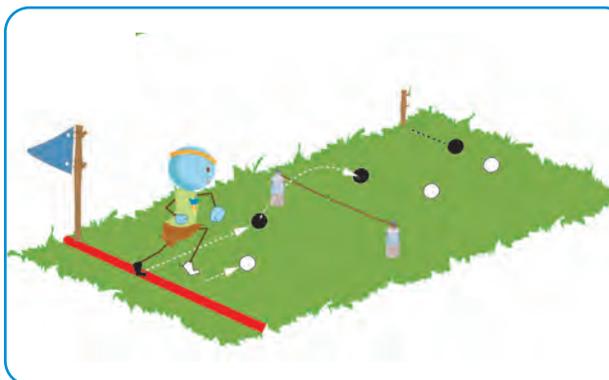
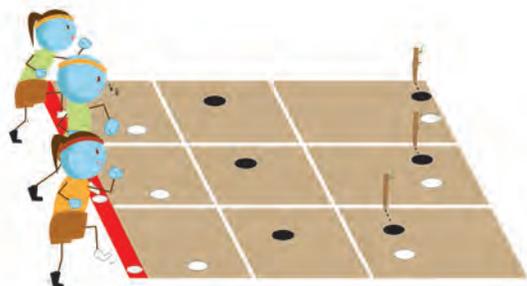
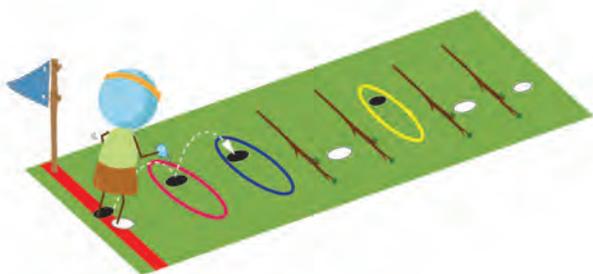
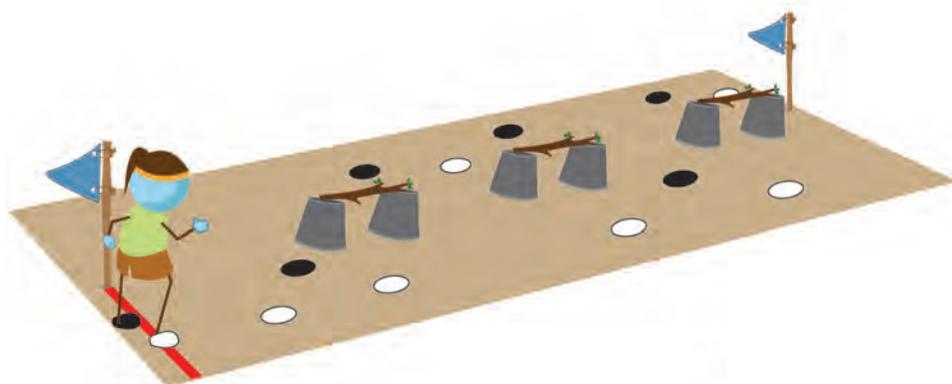
- **A search for signals**  
Participants look out for internal signals that enable them to correct poorly adjusted movements. They attempt to feel each movement inside themselves in order to improve them.
- **Almost automatic self-evaluation**  
Throughout the activity, participants incorporate new information and evaluate and judge their movements in order to reproduce or improve them.
- **The body, the “instrument” at the heart of the activity**  
The body is at the heart of the activity. Each person must listen to and take care of it.
- **Constant comparison with others**  
Each person aims to achieve their best possible performance, which they can compare with other people's or their own previous performances.

### Champion tips

Before getting used to the different horizontal and vertical jumps, the participants must first learn how to fall. They must work to improve the quality of their landing so as to control the fear of a bad landing, and be able to thus commit themselves safely to the jump.



# Setting up the activity



## What can be adapted

### Practice area

- Practise outside or inside on all types of surfaces that will cushion the fall (sand, straw, soft mattress, etc.).
- Change the running distance according to the participants' abilities and the purpose of the session.

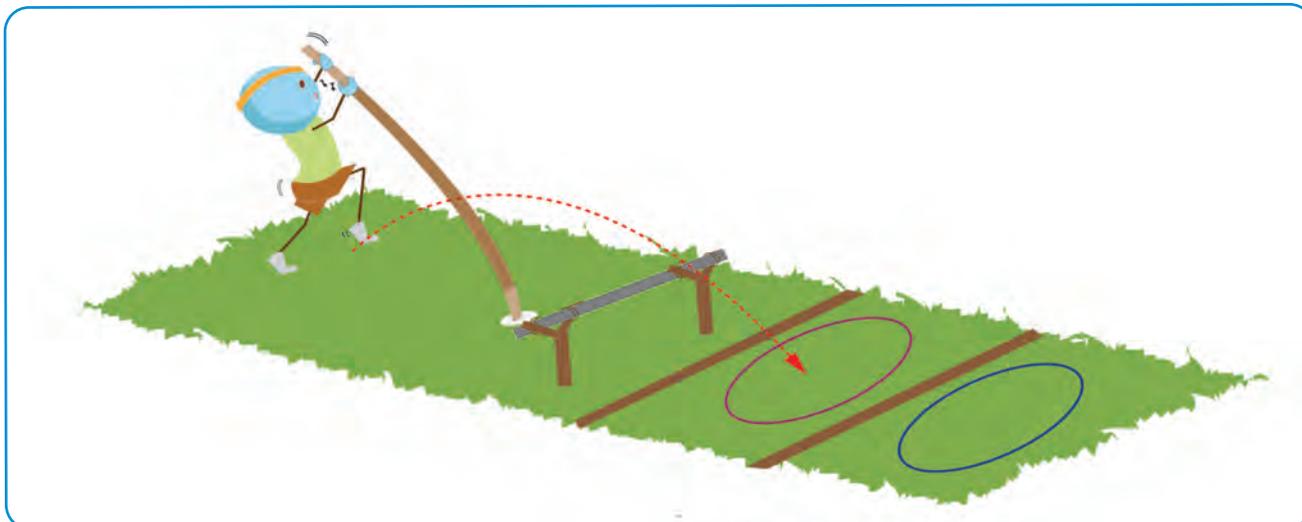
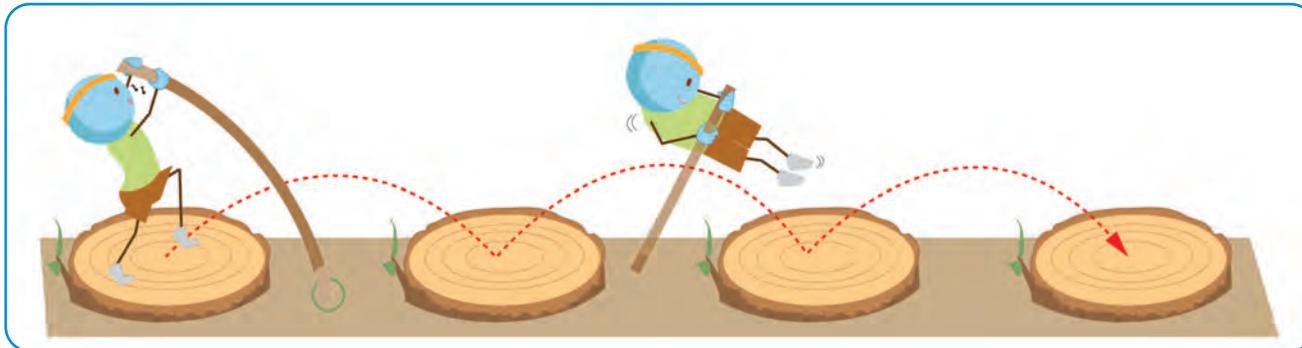
### Equipment

- Mark out the practice area with cones and/or flags (see sheet C).
- Mark the jumping line that cannot be crossed by tracing it on the ground (paint/chalk) or with rope/string (see sheet C).
- Use a pole or equivalent for the pole vault (see sheet D).
- Change the size and shape of the landing area (fall onto specific areas for example, see sheet D).

### Rules

- Jump with or without a run-up.
- Jump on one or two legs.
- Jump over a long and/or high obstacle.
- Jump two by two, attached at the wrist.
- Jump while dragging a load or a fabric parachute hooked to the waist.
- Jump on a bouncy surface (trampoline, etc.).
- Jump with eyes closed, led by another participant.
- Jump while trying to achieve a specific action (a full turn for example).
- Change:
  - ✓ the participants' starting position,
  - ✓ the starting signal (sound, touch, visual),
  - ✓ the type and slope of the run-up surface,
  - ✓ the distance of the run-up,
  - ✓ the size and shape of obstacles to be jumped over,
  - ✓ the participants' aim (length, height, etc.),
  - ✓ the number of goes per participant.





## Instructions

- Respect the safety instructions (jump one by one, never stand in the landing area, etc.).
- Check that nobody is standing in the landing area before jumping.
- Alternate taking off from the left and right legs.
- After the forwards thrust stage, bring the body forwards (direct the body forwards in the air).
- Change the height of the obstacles to be jumped over according to the participants' abilities.
- Get the participants to umpire the jumps by:
  - ✓ checking that the rules are being respected,
  - ✓ checking that the jumper has not stepped over the jumping line,
  - ✓ measuring the jump with the help of measuring instruments (see sheet C).

x20



# Adapt the activity to your needs



## Challenges identified

### Confidence in others

Cooperation  
Dependence  
Listening and communication

### Cooperation

Interdependence  
Listening and communication

### Self-confidence

Respecting a set goal  
Projection of an action into the future

### Observations and judgments of others

Listening to and accepting judgments  
Taking advice on board

### Learning to be responsible

Listening and communication  
Learning through observation

## Possible variations



Two by two, one person with their eyes blindfolded being led by his/her partner who tells them during their run-up when to jump.



Two participants attached at the wrist run and jump together.



Each participant sets themselves a goal (length or height of jump), then jumps and attempts to reach their goal.



Two by two, one person jumps while the other person observes him/her and gives him/her advice to improve.



The instructor/teacher demonstrates the exercise to one part of the group who then explains it to the rest of the group.

## Ethos of the activity

Whether horizontal or vertical, the jump is based on the art of surpassing your opponents' performance, but also on surpassing yourself. With each jump, the participants evaluate themselves and attempt to correct any unnecessary movements, always with the aim of improving. The idea of surpassing yourself is thus at the heart of the activity: each person wants to jump further and/or higher than their last jump.

## Interpersonal skills and knowledge

### Building an identity

- **Ability to be thorough**  
Commit yourself to a long and difficult learning process, and set yourself achievable goals.
- **Ability to analyse and correct**  
Analyse your movement, identify unnecessary movements and correct them on your next go.
- **Ability to accept the observation/judgment of others**  
Jump one by one in front of others.

### Relating to others

- **Ability to observe others**  
Observe your partners jumping and advise them. Accept being observed, listen and take into account others' advice.

### Sharing space

- **Share the practice area**  
Use the same jumping area, each participant taking it in turns (accept sharing).





# Badminton

4

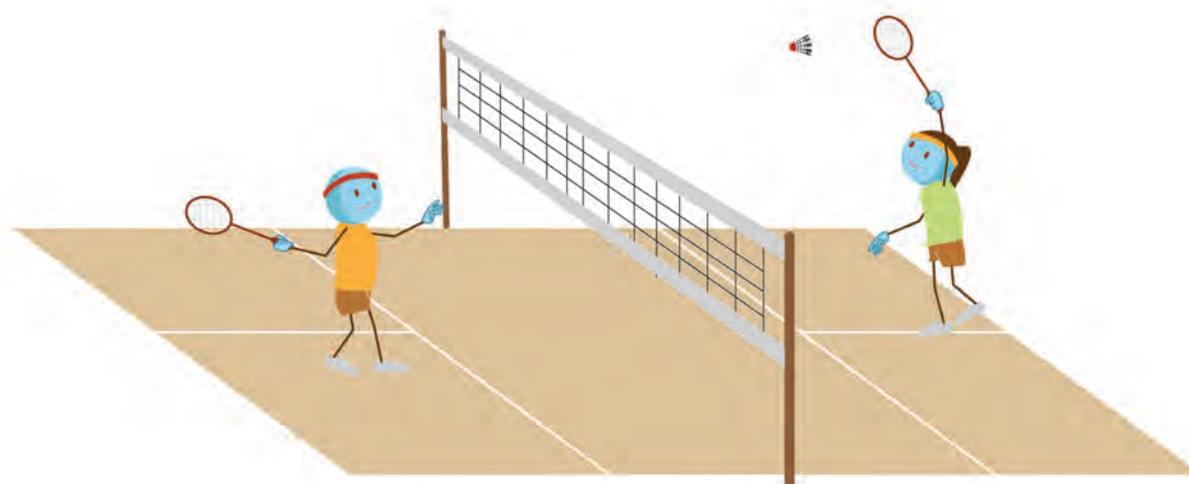


## Aim of the game

To hit a shuttlecock (cone-shaped object specific to badminton) with a racket over a net, so that it touches the ground on the other side of the court or the opponent cannot return it.

## Basic rules

- 2 players (against each other) or 4 players (2 opposing pairs).
- Played on a marked court: the two sides are separated by a net.
- The shuttlecock has to be hit before it touches the ground.
- A point is scored if the shuttlecock touches the ground on the other side of the net or the opponent scores if it goes outside the line.



## Features

### Values

- Observation and quick reactions
- Attention and concentration
- Taking calculated risks

### Specific features

- **Relation to the opposition:** no physical contact with the opponent. The game is played by striking the shuttlecock.
- **Timing is key**  
Learn to read the trajectory of the shuttlecock in order to position yourself in good time and have time to decide how best to return the shot.
- **A balanced imbalance!**  
Find your balance with your head back, so that you can position yourself under the shuttlecock.
- **Controlling your emotions is vital**  
Badminton is a very mental game, so you need to remain strong during difficult moments.

### Champion tips

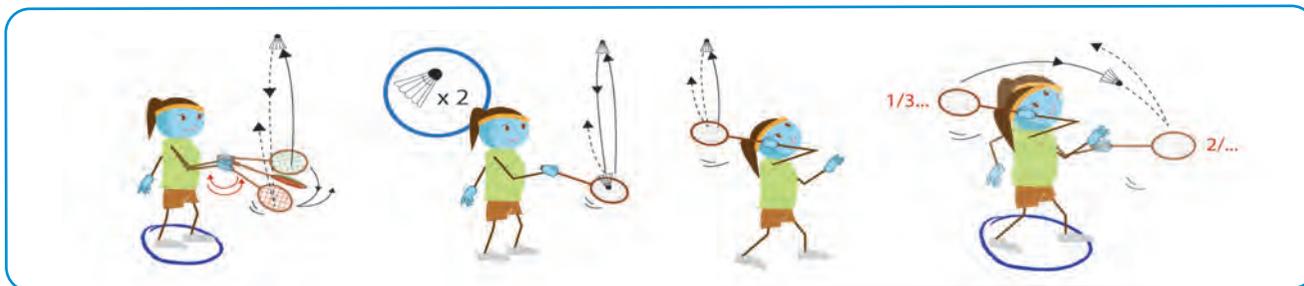
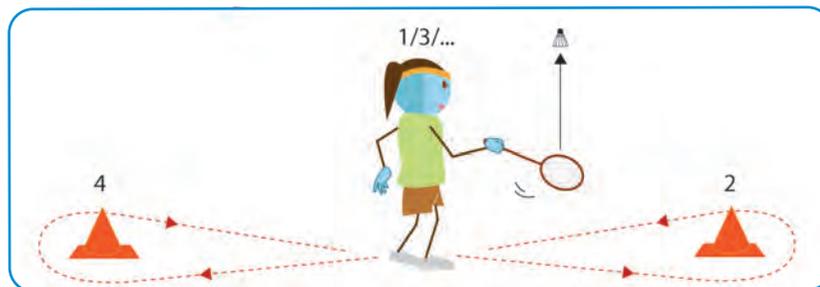
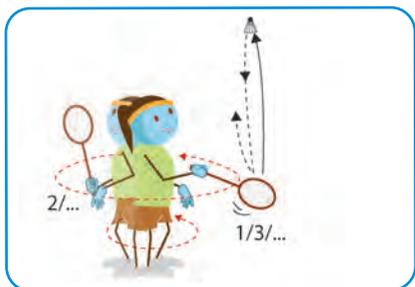
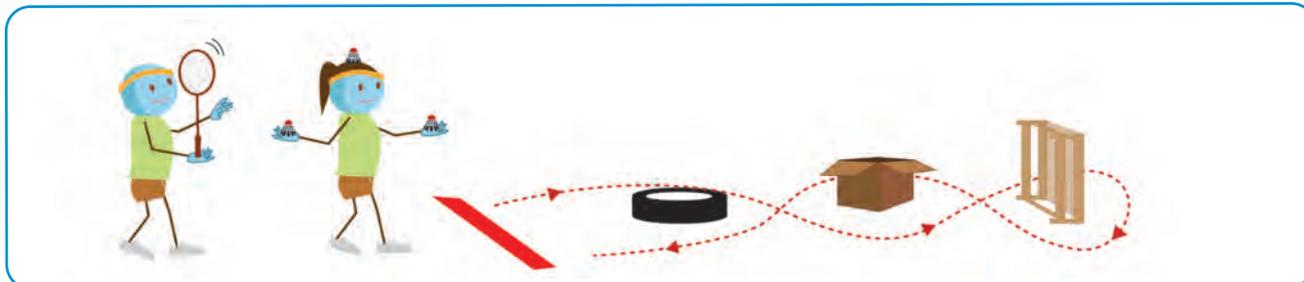
**Kaveh Mehrabi**  
Badminton Champion, Iran



*“As a badminton player, you pick up the discipline and the work day by day, but more than that, you learn to respect your team mates, coaches and opponents. These are important life lessons both for a player’s personal development, and in terms of having a positive impact on society.”*



# Setting up the activity



## What can be adapted

### Practice area

- Play inside or outside (be aware of the effects of wind on the shuttlecock).
- Adapt the size and shape of the practice area according to the aim of the session (wider/narrower and/or longer/shorter, with obstacles, targets to aim at, etc.).

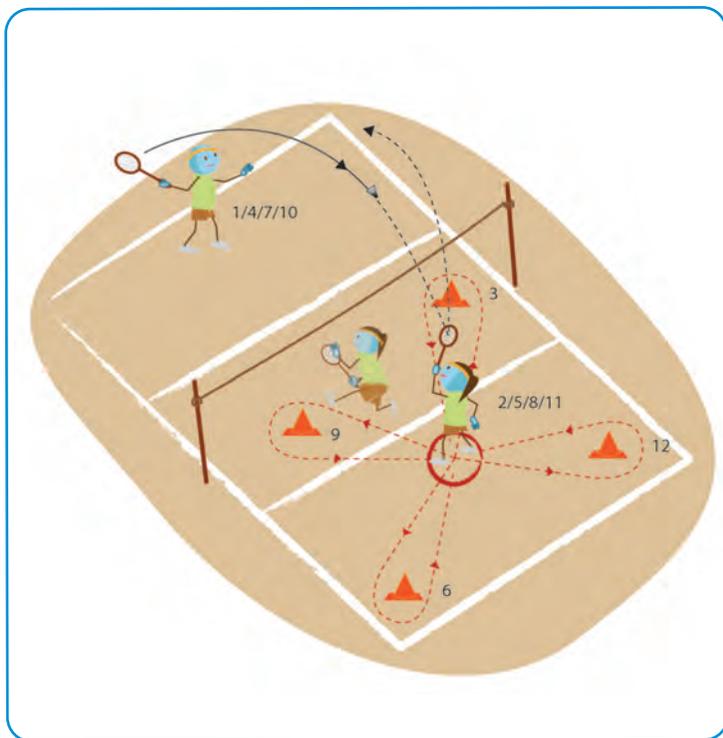
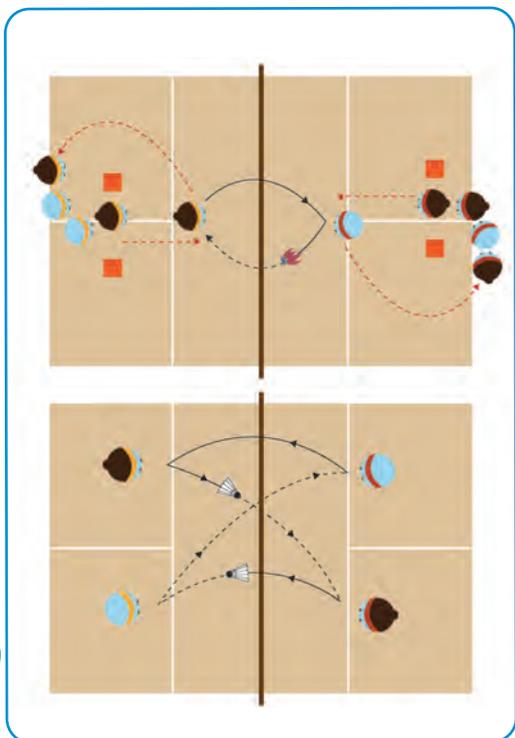
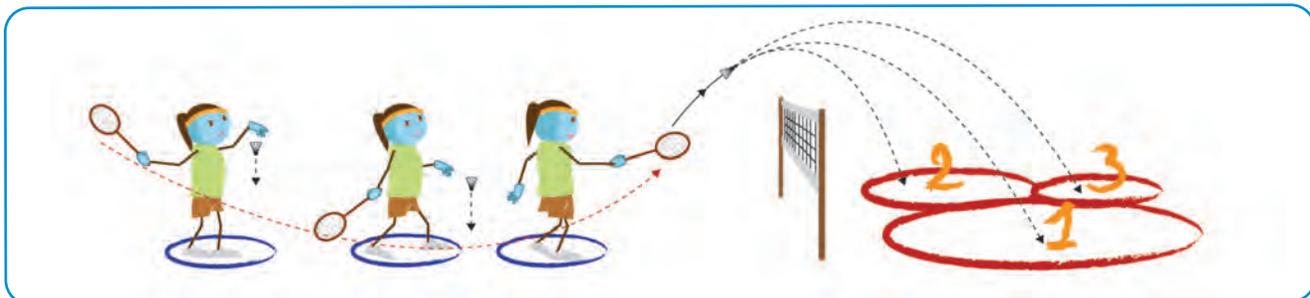
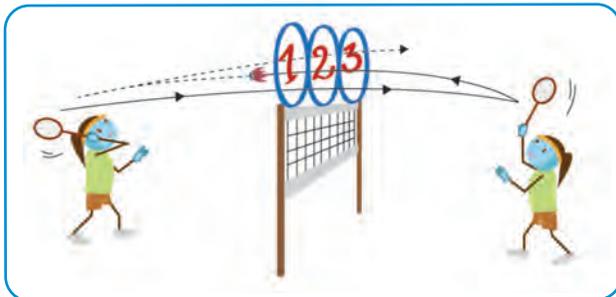
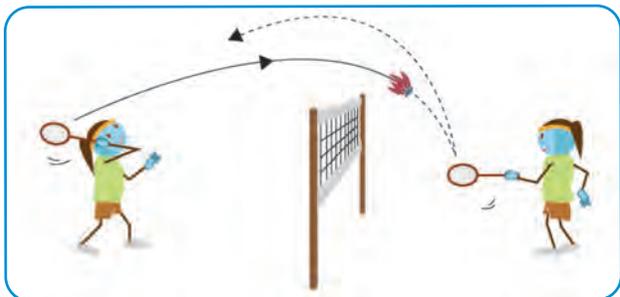
### Equipment

- Mark out the court using cones, rope, flags and/or paint or chalk (see sheet C).
- Use a net or similar to separate the two sides (see sheet F).
- Use:
  - ✓ one racket per player, or equivalent (see sheet F),
  - ✓ one shuttlecock, or equivalent (see sheet F).

### Rules

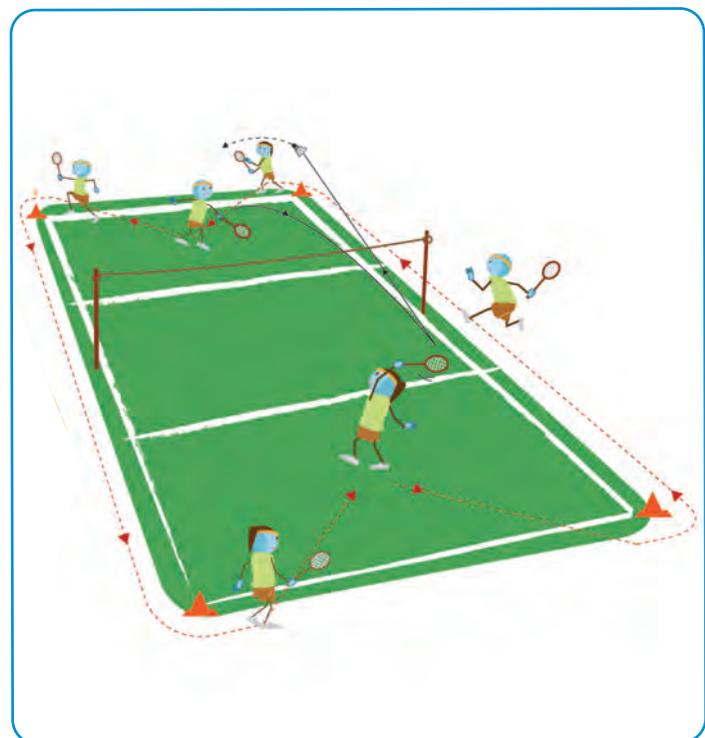
- Reduce or increase:
  - ✓ the height of the net,
  - ✓ the length and width of the court,
  - ✓ the number of players per side.
- Reduce or increase the number of players on each side to create an unequal number of players, and work on attack or defence (2 against 1, 3 against 2, etc.).
- For those who find it hard to hit the shuttlecock and return it directly, allow them to catch it in their hand the first time, or to bounce it on the racket before returning it.
- Change the scoring system according to:
  - ✓ the serve,
  - ✓ the position on the court when striking the shuttlecock, and/or
  - ✓ where the shuttlecock lands.





### Instructions

- Give clear and simple instructions, one-to-one, according to each participant's ability.
- Have the players demonstrate techniques/exercises.
- Alternate movements to the left and to the right.
- Get the participants to umpire the matches to ensure that the rules are respected.
- When two people play against two or more:
  - ✓ split the roles (each person plays on one side of the court, the players each take it in turns to hit the shuttlecock, etc.),
  - ✓ shout "I've got it!" before receiving the shuttle, to inform your team mates so you don't get in each other's way.
- Change partners between each exercise/match in order to adapt to different styles of playing against each other.



# Adapt the activity to your needs



## Challenges identified

### Interdependence

Cooperation  
Communication

### Interdependence

Working with others  
Communication  
Accepting the judgment of others

### Respect for rules

Confidence in others  
Accepting the judgment of others

### Cooperation

Communication  
Managing stress  
Accepting defeat

### Equality

Dependence  
Using your skills to help others

## Possible variations



Match with three against three: the players have a single racket per team and pass it among themselves between each rally to hit the shuttle in turn.



Match with two against two: on each team, the two players who are hitting the shuttle in turn are attached at the wrist (the one which isn't holding the racket).



Three players decide on the rules together. One of them umpires the other two. At the end of the match, the three discuss the actions and points scored.



Two teams on two courts side by side: the aim of each team is to have a longer rally than the team next to them.



Match with two against two: the points gained by one of the two partners are worth double those awarded to the other.

## Ethos of the activity

Badminton is easy to pick up since the shuttlecock doesn't travel as quickly as a ball, the court isn't as big as a tennis court, and the game can be played relatively slowly. Throughout the activity the participants learn three different levels of play:

- ✓ level 1: playing without causing the opponent to move,
- ✓ level 2: playing to force the opponent to move around the court,
- ✓ level 3: aiming to hit the shuttle out of reach of the opponent.

## Interpersonal skills and knowledge

### Building an identity

#### • Ability to focus

Players constantly watch the shuttle, even during defensive withdrawals.

#### • Ability to vary moves

Select the most appropriate move. Control the direction in which the ball is returned and target empty spaces.

### Relating to others

#### • Ability to communicate

When playing in teams, divide up the roles and discuss each rally together to foster team spirit.

### Sharing space

#### • Self-awareness within a space

Be aware of other people within the space in relation to the court, the net and the moving shuttle.

#### • Sharing space

Players understand the space and learn how to use it to advantage: they position themselves near the front and work back to the centre systematically with each hit.

#### • Sharing space

When playing in teams, let them organise themselves in order to cover the whole space (e.g. front/back or left/right, etc.).





# Baseball-Softball

5



## Features

### Aim of the game

The aim of the attacking team is to hit a ball, thrown by the opposing team, with a bat one after the other. They must then run to specific points (four different bases on which the attacker cannot be caught out by the fielder). For the defending team, it is a matter of getting attackers out in order to switch to being the attacking team.

### Basic rules (more details on next page)

- Two teams, made up of nine players, switch between offense (batting) and defence (pitching).
- The pitcher (defending team) pitches the ball to the attacker in a restricted area between their knees and chest, and within a particular base.
- The batter (attacking team) hits the ball from the pitcher and runs to one or several bases. When an attacker completes a circuit of all four bases they score a run.
- Members of the defending team get attackers out by catching the ball when in the air or by tagging them (with the ball having been caught after bouncing) when they are running between two bases.
- When the defending team has got three attackers out, they switch to offense and the other team switches to defence. This changing of roles is known as an “innings”. A match is made up of seven innings.



### Values

- Self-confidence and confidence in others
- Solidarity and teamwork
- Strategic decision-making

### Specific features

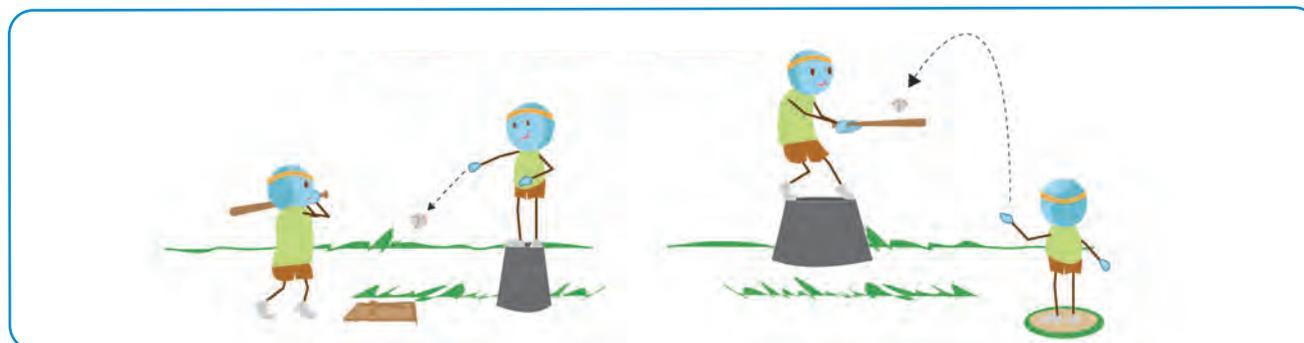
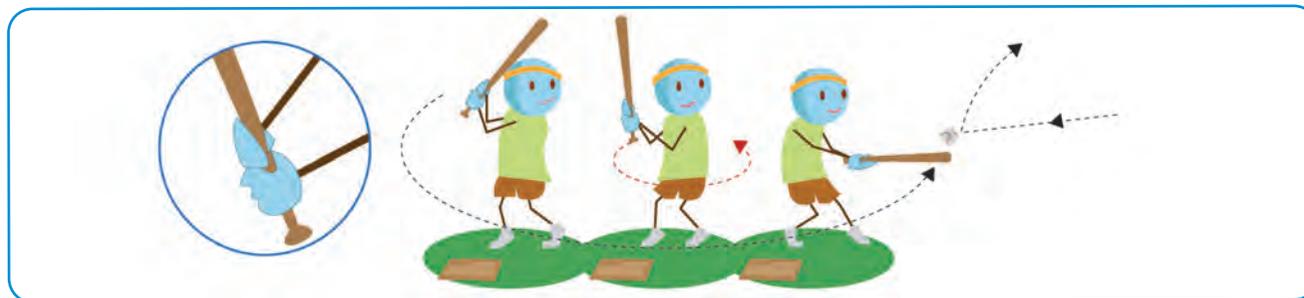
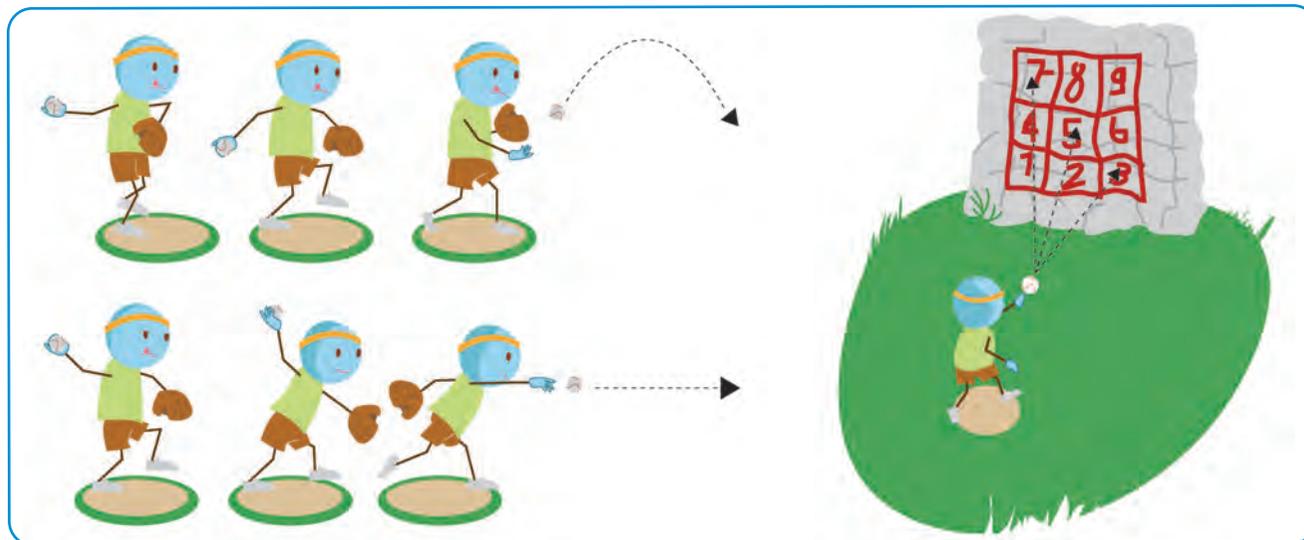
- **Defined and alternating roles**  
The two teams switch several times between offense (batting) and defence (pitching). Each player’s role is always decided before playing.
- **A unique scoring system**  
Teams can only score runs when they are playing on the offensive team. When playing on the defending team, they must get three attackers out in order to switch to offense again.
- **A sequence of actions**  
When hitting the ball, the attacker alone triggers their team mates’ offensive runs (and their own) and the defensive actions of their opponents.
- **“Limited” contact with other players**  
The two teams compete without physical contact through a mediating element: the ball (pitched by the defence, hit by a batter and caught by the defence in order to be able to tag the attackers).

### Champion tips

This practice has strong tactical potential. Throughout the activity, players organise themselves collectively in order to apply the defensive strategy that is most appropriate (seeking to eliminate the runner who is closest to scoring). The more baseball-softball you play, the better you get at making the right decisions at the right time, while taking measured risks.



# Setting up the activity



## What can be adapted

### Practice area

- Practise on all types of solid surfaces (tarmac, grass, sand, etc.).
- Adapt the size and shape of the practice area (larger or smaller field depending on the number of players and the aim of the session).

### Equipment

- Demarcate the practice area and the four bases with cones, rope, tyres, flags and/or using paint/chalk (see sheet F).
- Distinguish between the teams using headbands, stripes and/or different coloured clothing (see sheet C).
- Use a ball, a bat (or racket) and gloves or equivalent (see sheet F).

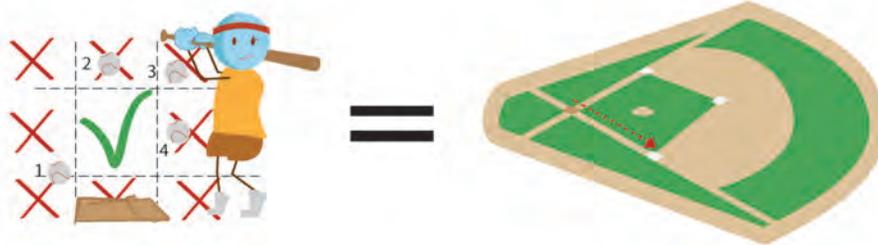
### Rules

- Change the duration of exercises and games as well as the number of players on each team.
- Use a smaller or larger ball and one that is more or less bouncy.
- Allow or ban the catching of the ball when in the air (obligation to wait for the second bounce before catching the ball for example).
- Change:
  - ✓ the kind of pitching (with one or two hands, with or without the ball bouncing etc.),
  - ✓ the strike zone (increase or reduce the pitching distance),
  - ✓ the number of agreed chances for the pitcher and the batter,
  - ✓ the way an attacker can be tagged (with one or two hands, on a specific part of the body, etc.),
  - ✓ the number of attackers to be tagged to result in an innings,
  - ✓ the number of bases,
  - ✓ the number of innings per game.

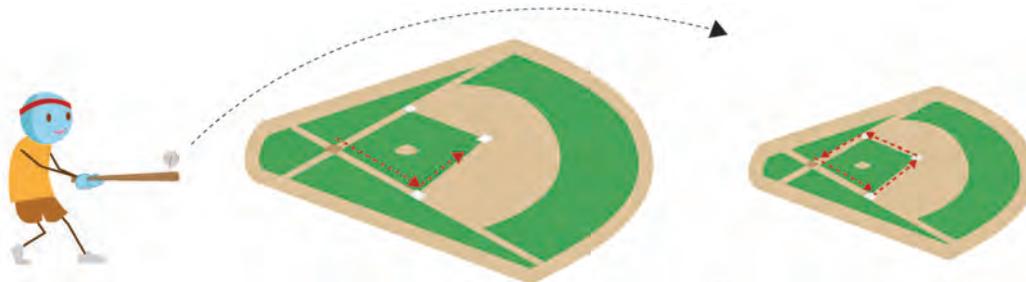
## Rules in pictures



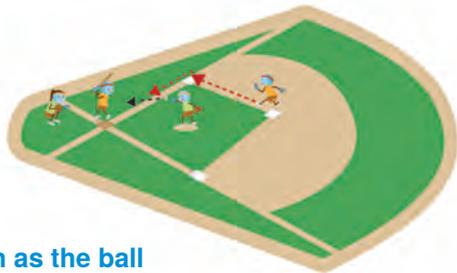
The pitcher delivers the ball to the attacker in a specific area.



If four bad balls are pitched, the attacker moves to first base.



The attacker hits and runs towards one or several bases. A complete circuit = one run.



As soon as the ball is pitched, an attacker can try to get to the next bases.



Only one attacker per base.

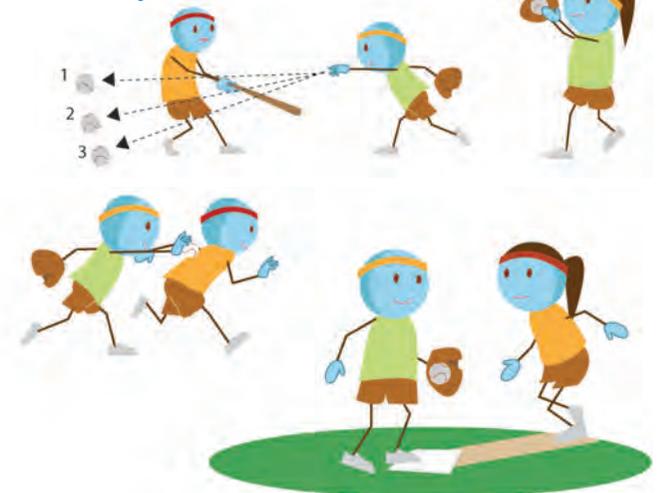


## Instructions

- When the fielders run to catch the ball:
  - ✓ talk to other teammates in order to avoid bumping into one another,
  - ✓ alternate between watching the ball as it falls and watching where a player is running.
- Communicate and organise yourselves as members of the defence's area.
- In defence, shout "I've got it!" before catching the ball in order to inform teammates so they can act accordingly.
- Get players to umpire games, counting runs and ensuring compliance with the rules.

## An attacker is out when:

- they did not manage to hit three good balls,
- their ball is caught while in the air by the defence,
- they are tagged between two bases by the ball held by a fielder
- the ball gets to the base where they are headed before they do.



# Adapt the activity to your needs



## Challenges identified

### Interdependence

Cooperation  
Participation from all  
Decision-making



## Possible variations

Set up an exercise/game in which players are tied together in pairs by the wrist: run and catch the ball in a pair, make decisions as a pair, etc.

### Cooperation

Effort made to help others  
Using your own personal qualities to help others



Give the batter the aim of hitting the ball in a way that helps their teammates to move on to the next bases. They do not play for themselves but to help others.

### Interdependence

Sharing out roles  
Effort made to help the team



Everyone has a specific role! Within the same team, some fielders can only catch the ball and others can only tag attackers (with the ball that was caught).

### Respecting rules (being aware of your own responsibilities)

Communicating with and listening to others  
Having confidence in others



Players become umpires! Game without an umpire: together the players set out the rules and the ground's boundaries before playing. They then umpire the game themselves.

### Participation from all

Peer support  
Self-confidence and confidence in others



After catching the ball, fielders must make a minimum of three passes before being able to tag an attacker.

## Ethos of the activity

The practice of baseball-softball requires tactical decisions to be made both at the level of attack (alternating between different ways of hitting the ball, staying on your base or moving to the next one, etc.) and at the level of defence (collectively occupying the space, positioning yourself on the field according to your ability to catch and pitch the ball etc.). When confronted with their own responsibility, players must make choices and act on them while adapting their actions for the good of the team.

## Interpersonal skills and knowledge

### Building an identity

- **Ability to pay attention and concentrate**  
Watch the ball consistently, including when in fall-back positions.
- **Ability to analyse and make decisions**  
Analyse the situation and choose the most suitable form of action. Take initiative.
- **Ability to manage your emotions**  
Go one by one in front of the others (your teammates and opponents), take on your responsibilities.

### Relating to others

- **Working in a team towards the same goal**  
In defence, participating in a collective action to return the ball (notion of mutual aid), while avoiding running (passing the ball).

### Sharing space

- **Positioning within the space**  
In defence, participating in the rational and collective use of space.
- **Sharing space with other players**  
Working in the same space as others, each player working in turn. Agreeing to swap sides with your opponents between each innings.





# Basketball

6



## Aim of the game

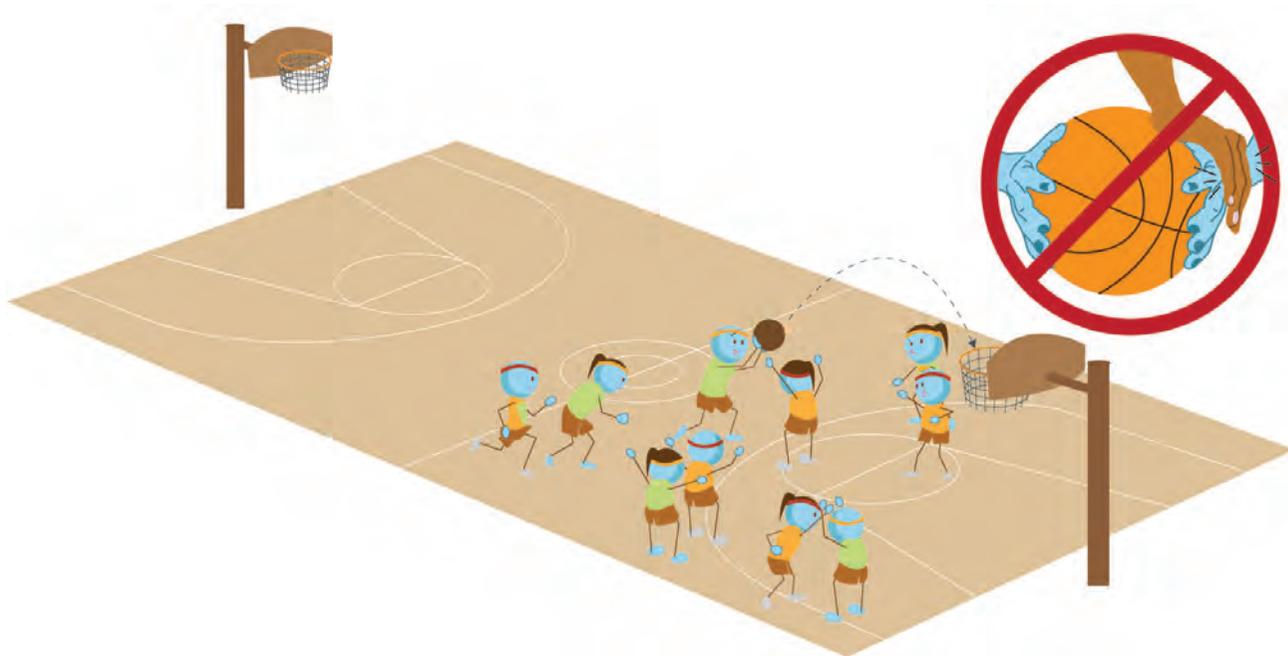
To work together to shoot a ball through a basket defended by the opposing team.

## Basic rules

- Two teams of five players
- Players are allowed to carry the ball for no more than two steps, after which they must either pass the ball or shoot.
- Players may move towards the goal by bouncing the ball on the ground (dribbling).
- It is forbidden to touch the opponent's hands when

they are holding the ball. Players are allowed to intercept the ball without touching the opponent.

- A basket scored from outside the semicircular arc under the basket is worth three points while a basket scored from inside the arc is worth two points.



## Features

### Values

- Team spirit
- Self-confidence
- Determination

### Specific features

- **A small and high basket**  
The basket can be hung higher or lower depending on the participants' abilities.
- **A unique relationship with the ball**  
Players are allowed to move around the court freely in all directions. Players are also allowed to run with the ball, on one condition: no more than two steps while holding the ball!
- **Points are given according to specific areas**  
The score of a basket depends on the position of the person shooting the ball on the court.
- **Specific positioning within the playing area**  
Once the ball has been taken past the middle line, the team in possession cannot go backwards.

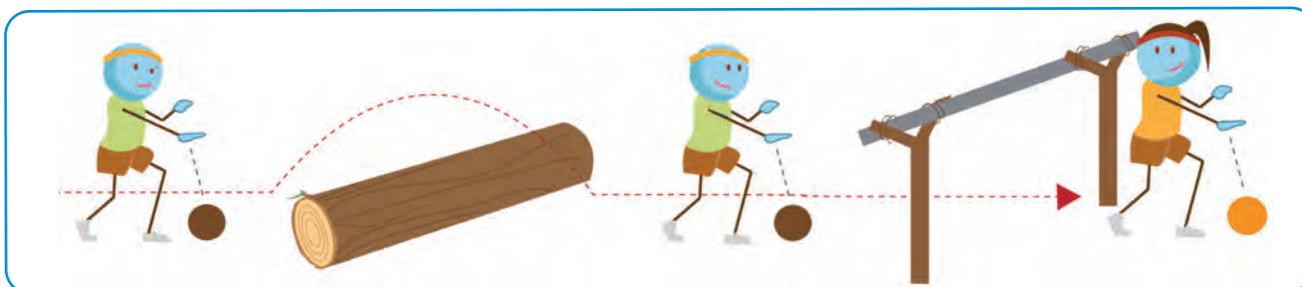
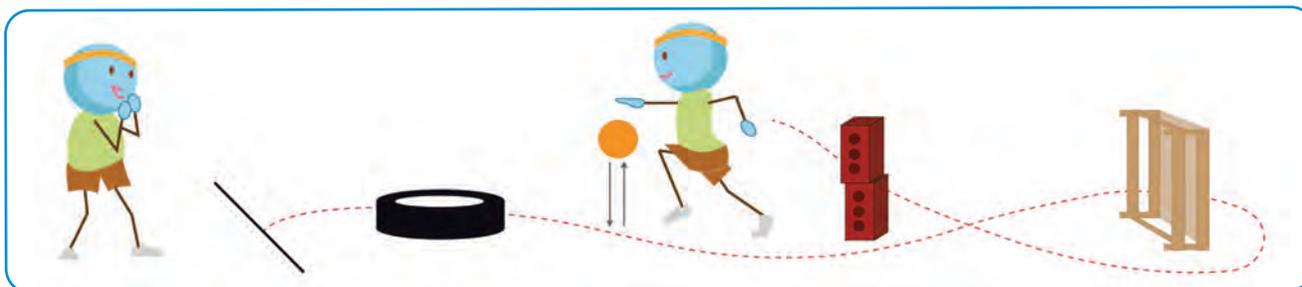
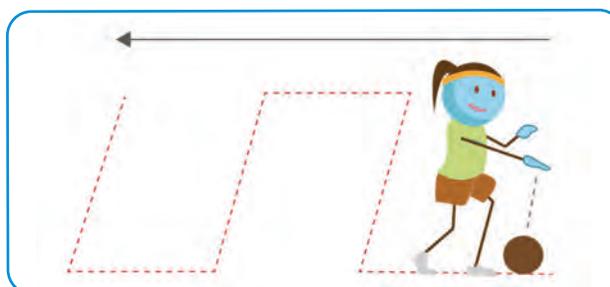
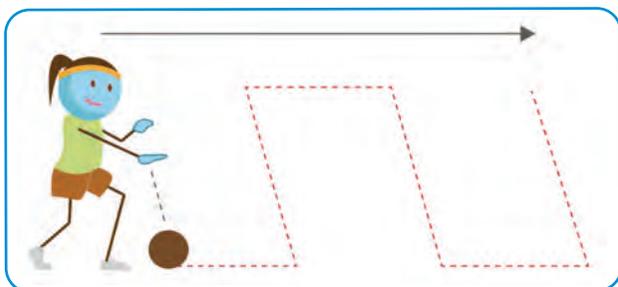
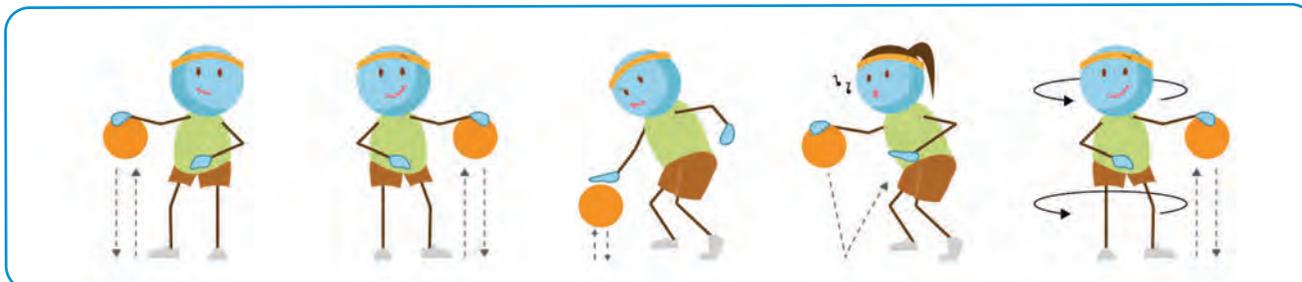
### Champion tips



**Diana Gandega,  
Basketball Champion,  
Mali and Senegal**

*“Basketball is a team sport of skill where concentration and teamwork are crucial. Concentrating on the basket for at least a second before shooting will dramatically improve your skill.”*

# Setting up the activity



## What can be adapted

### Practice area

- Can be played inside or outside on all types of solid surfaces.
  - The size and shape of the practice area can be adapted (e.g. the court can be made larger or smaller depending on the number of players and the specific goal of the session).
  - Can be played on a court with:
    - ✓ two baskets - each team attacks the opposing basket and defends their own),
    - ✓ one basket - the two teams attack and defend the same basket).
- See sheet F for the construction of baskets.

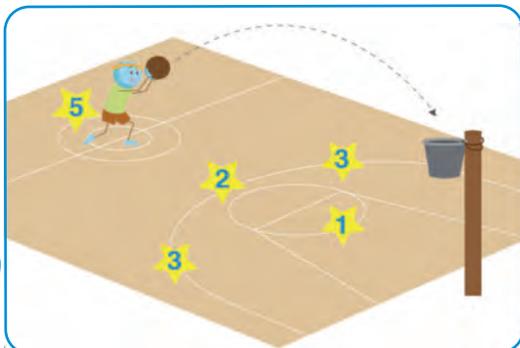
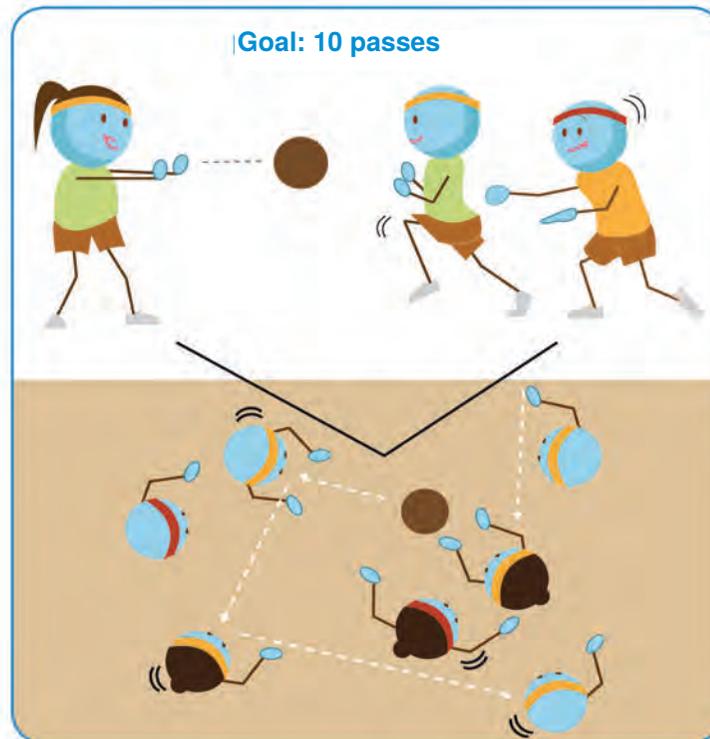
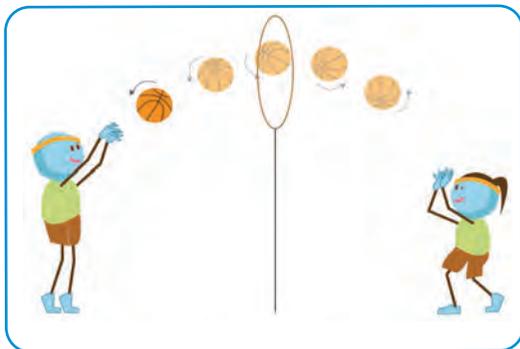
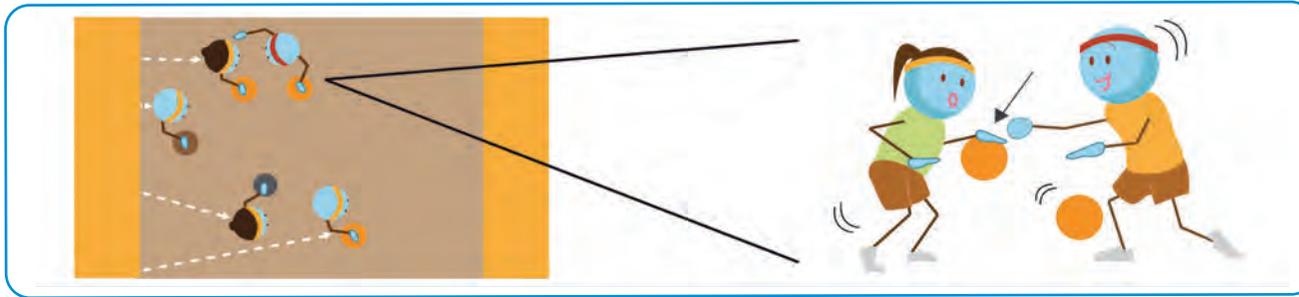
### Equipment

- Mark out the practice area using cones, rope, flags and/or painted lines/chalk (see sheet C).
- Distinguish between teams using headbands, stripes and/or different coloured clothing (see sheet C).
- Use a ball which bounces and fits through the hoop of the basket (see sheet F). You can also use an easily transportable object (bottle, shoe, etc.) if you are playing without using rebound.

### Rules

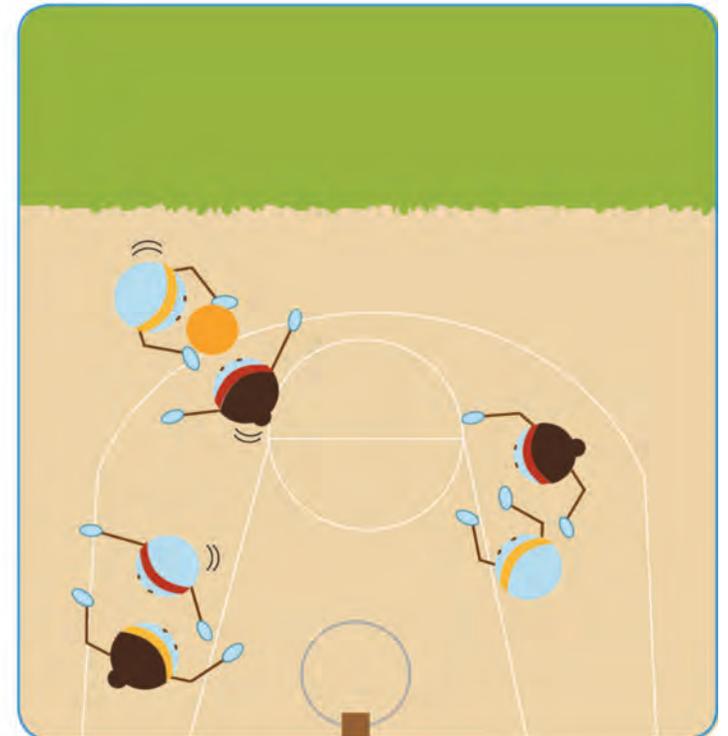
- The number of players per team can be adapted.
- The number of players on each team can be reduced/increased to create an imbalance which is good attack/defence training (2 against 3, 4 against 6, etc.).
- To increase/reduce difficulty:
  - ✓ the height of the basket can be raised or lowered,
  - ✓ the size of the basket hoop can be enlarged or reduced,
  - ✓ balls of different sizes can be used.
- Decide on a minimum number of passes before a player must take a shot.
- Allow/forbid the rebounding of the ball onto the ground.
- Allow players to take more than two steps with the ball.
- Change the area from which players are allowed to shoot (under the basket only, inside or outside the semicircular arc, etc.).
- Change the number of points scored according to the player who shoots and/or their position on the court when they shoot.





## Instructions

- Players should make sure that a partner is ready/paying attention before passing them the ball.
- When a defender is charged by an attacker, call their name and/or point it out to them.
- Maximum attack time: if the attack has not attempted to shoot after twenty-four seconds, the opposing team is given the ball.
- Ask for the help of teammates in defence.
- Ask for the ball from teammates in attack (through speech, movements, etc.).
- If the two teams are playing with one basket (common target), the team which concedes a basket or regains the ball must leave the arc holding the ball before attacking/shooting.



# Adapt the activity to your needs



## Challenges identified

### Confidence in others

Communication  
Listening

### Cooperation

Peer support  
Communication

### Interdependence

Using your skills to help others

### Respect for the rules (taking responsibility for actions)

Communication and listening to others  
Confidence in others

### Equality

Dependence  
Using your skills to help others

## Possible variations



Organise a shooting competition in teams of two. One member of each team is blindfolded and shoots at the basket while the other guides them using touch and/or speech.



All players on one team must have received the ball once (or twice) before the team can shoot.



No shooting! During a match, one player on each team can pass the ball but is forbidden from shooting.



Players become umpires! Together, the players decide on rules before playing then umpire themselves (game has no umpire).



During a match, baskets scored by two particular players in each team are worth double those scored by the rest of the group.

## Ethos of the activity

3x3 basketball is an adapted practice of “traditional” basketball and is played in teams of three against three, with a single basket. This shared target distinguishes the game from the majority of other disciplines. Throughout the activity the participants learn to share space and a common target.

## Interpersonal skills and knowledge

### Building an identity

#### • Attention and concentration skills

Players concentrate on the basket with skill and precision. They constantly keep their eye on the ball, including during defensive fallbacks.

#### • Ability to make decisions

Players choose the most appropriate path of action: dribbling, shooting or passing to a strategically placed player.

### Relating to others

#### • Accepting each player’s individual capabilities

Players respect the capabilities of their partners and have confidence in them: if a less agile teammate is strategically placed on the court, players should not hesitate in passing them the ball.

#### • Ability to adapt to others

Players adapt to the strength and actions of the opponent and react quickly.

### Sharing space

#### • Observance of space

When playing in attack, players locate and move to empty spaces to cover ground and obtain the ball.

#### • Positioning in the space

Players interact with partners and opponents in a small space, respecting each other’s safety.





# Boxing

7

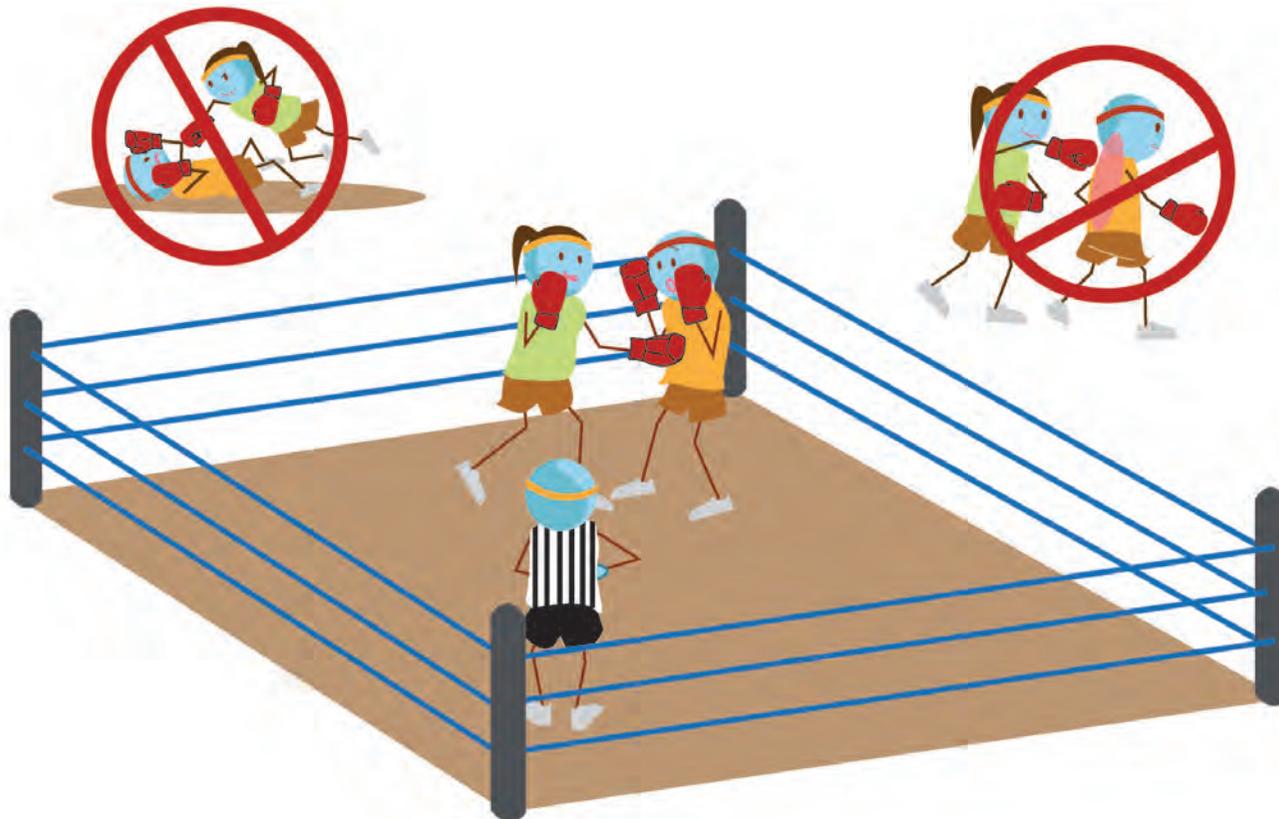


## Aim of the game

With control and precision, make contact with predetermined areas of your opponent's body, using certain parts of your body. Avoid being hit by the opponent.

## Basic rules

- Two opponents.
- Bouts are organised according to the weight and size of participants, and are possible between girls and boys.
- Only use certain (predetermined) parts of the body to touch your opponent.
- Only target certain parts of your opponent's body (making contact between their waist and forehead).
- Touching the opponent when they are down, or on the back or neck is forbidden.
- Points are scored according to the area of the body touched (targeted), provided that the safety of the two opponents is not compromised.



## Features

### Values

- Fighting spirit
- Respect for others
- Self-confidence

### Specific features

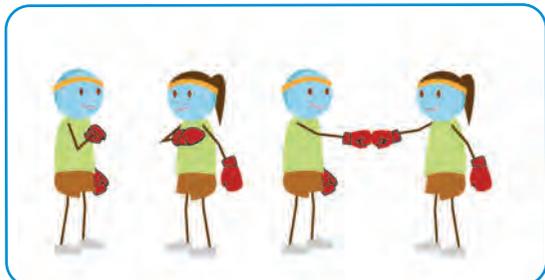
- **Managing a balance of power**  
Stay one step ahead of your opponent through controlled punches.
- **A permanent game of attack and defence**  
Find the right balance between attacking your opponent and defending yourself against their punches (take calculated risks).
- **A duel with a code of contact ensuring everyone's safety**  
Only use certain parts of the body for hitting and only on predefined target areas.
- **Required control of aggression**  
Respect others during the fight.

### Champion tips

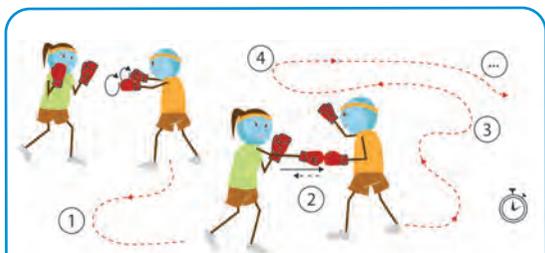
When learning how to box, there are several types of attack and defence exercises, but the nature of the activity remains the same throughout. The difference between the various forms lies in the power of the contact made between the fighters. Beginners are not allowed to hit hard. Therefore you will hear the words "non-valid scoring point", so as not to endanger the physical well-being of your opponent. Participants gain the upper hand by using technical and tactical skills, but never by the power of their punches. The speed of execution is not altered in any way, but it must be accompanied by total control over impact, otherwise penalties are incurred.



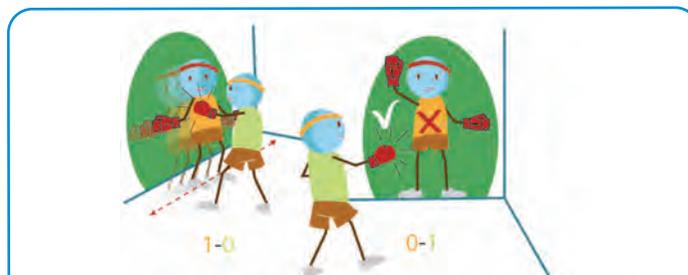
# Setting up the activity



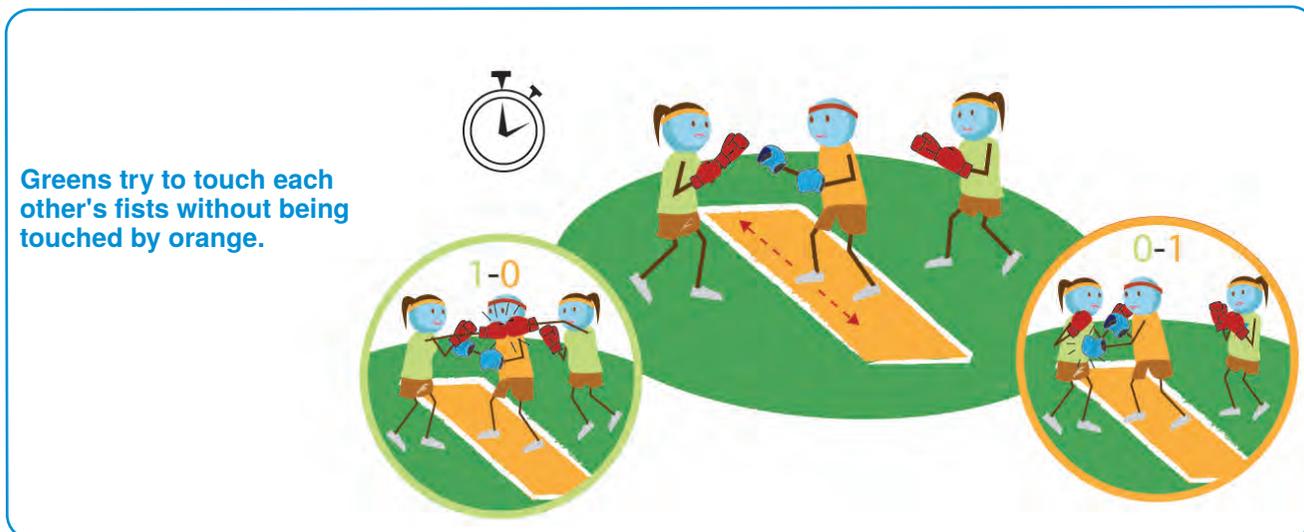
Touch but don't hit the opponent.



Green tries to touch orange's fists. Orange steps back and moves their fists around in order to protect themselves.



Green tries to punch the wall behind orange. Orange moves to protect the wall.



Greens try to touch each other's fists without being touched by orange.

## What can be adapted

### Practice area

- Boxing can be practised on any solid surface (tarmac, grass, tatamis, sand, rice straw, etc.).
- The size and shape of the practice area can be adapted, depending on the aim of the session.

### Equipment

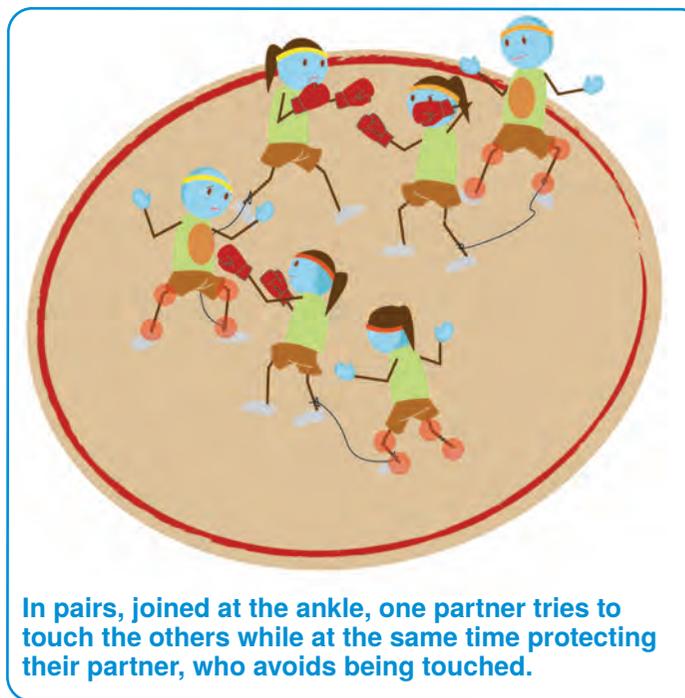
- Set up a safe practice area in the form of a boxing ring (see sheet H).
- Mark out the area with coloured tape, rope and/or cones (see sheet H).
- Use protective devices such as padded gloves, padded helmet and mouth guard. In particular, protect the target areas of the body (see sheet H).

### Rules

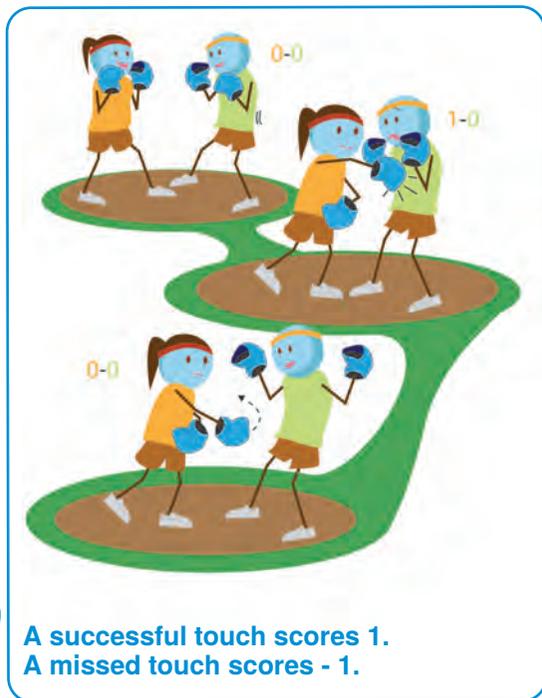
- Change the duration of exercises.
- Have rest intervals between exercises (called "rounds").
- Replace full punches with touch punches to preserve the fighters' safety.
- Allow or forbid:
  - ✓ certain types of punches,
  - ✓ punches to certain parts of the body,
  - ✓ the use of certain parts of the body (for example, allow the use of one hand only, the other being placed behind the back).
- Start the fighters in different positions (standing, kneeling, sat face to face, etc.).
- Give the exercises a theme (e.g. one fighter attacks while the other is only allowed to dodge, afterwards switching roles).
- Allocate scores to the opponents, awarding points according to:
  - ✓ the control and precision of their punches,
  - ✓ the area of the body touched.



Touch the red areas.



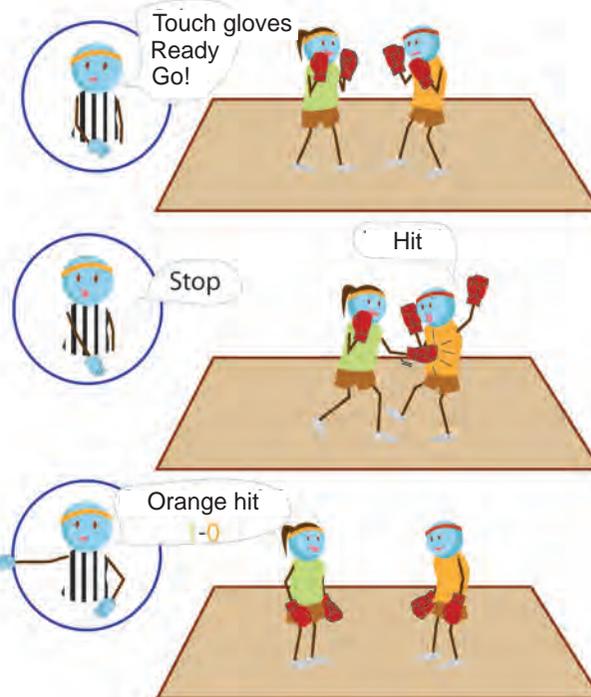
In pairs, joined at the ankle, one partner tries to touch the others while at the same time protecting their partner, who avoids being touched.



A successful touch scores 1.  
A missed touch scores - 1.

## Instructions

- Make a gesture of respect towards your partner/opponent before starting the exercise (touch gloves for example).
- Start the bout upon hearing “box!” and stop when you hear “stop!”.
- Get used to the idea of just touching (and not hitting) your opponent.
- Hitting the opponent below the waist, on the back and on the back of the head is not allowed.
- Have participants umpire fighters to ensure their safety. Change roles after each bout.
- Change the number of fighters in the ring to avoid collisions.
- Change partners after each bout/fight.
- Give clear and simple one-on-one instructions during the bout, specific to each fighter.
- After giving instructions, have participants demonstrate the exercise to make sure that they have understood.



# Adapt the activity to your needs



## Challenges identified

### Controlling emotions

Dealing with fear  
Controlling contact with the opponent

### Cooperation

Peer support  
Communication

### Working with others

Communicating and listening to others  
Confidence in others

### Respect for rules

Communicating and listening to others  
Confidence in others  
Accepting the judgement of others

### Mixed-sex environment

Valuing each person's skills  
Adapting technique in relation to others

## Possible variations



Two boxers with two different roles. One attacks and the other is only allowed to defend him or herself (counter-attack forbidden).



One boxer is blindfolded and guided by his/her partner's voice to hit different targets on a punch-bag (see sheet H).



Organise a fight between two teams of two boxers who are attached to one another at the waist, the ankle and/or the wrist.



Three participants decide on the rules. One of the three umpires the other two, counts up the points, and ensures their safety. At the end of the bout, the three discuss the action and points scored, then change roles.



Have a boy and a girl fight each other.

## Ethos of the activity

Boxing is learnt progressively. You start by understanding the concept of "touch contact" before moving on to "punch contact". Each boxer progresses in their interaction with others and becomes fully engaged in the activity, while preserving their own and their partner/opponent's well-being. Self-confidence, as well as confidence in the other boxer, has to be developed, as they need one another in order to learn, but they are also responsible for their safety and well-being.

## Interpersonal skills and knowledge

### Building an identity

#### • Engagement and commitment

Fighters accept the fight, face forwards and protect themselves, while still taking risks.

#### • Anticipation and initiative

Fighters observe and analyse their opponents in order to anticipate their actions, making quick decisions and taking initiative.

#### • Self-control

Fighters participate in the activity without aggression and with a clear head, while preserving their own and their opponent's physical well-being.

### Relating to others

#### • Adapting to the abilities of others

Fighters adjust their technique according to the actions and reactions of their opponent, and react quickly.

#### • Help and protect others

Fighters respect the opponent's physical space while touching/hitting certain areas.

### Sharing space

#### • Controlling your body within the space

Develop control of movements, supports, balance and techniques.

#### • Moving within the space

Fighters move about and control the space within the practice area. They interact with their partner/opponent in a small space and are aware of the distance and spacing between them.





# Cricket

8



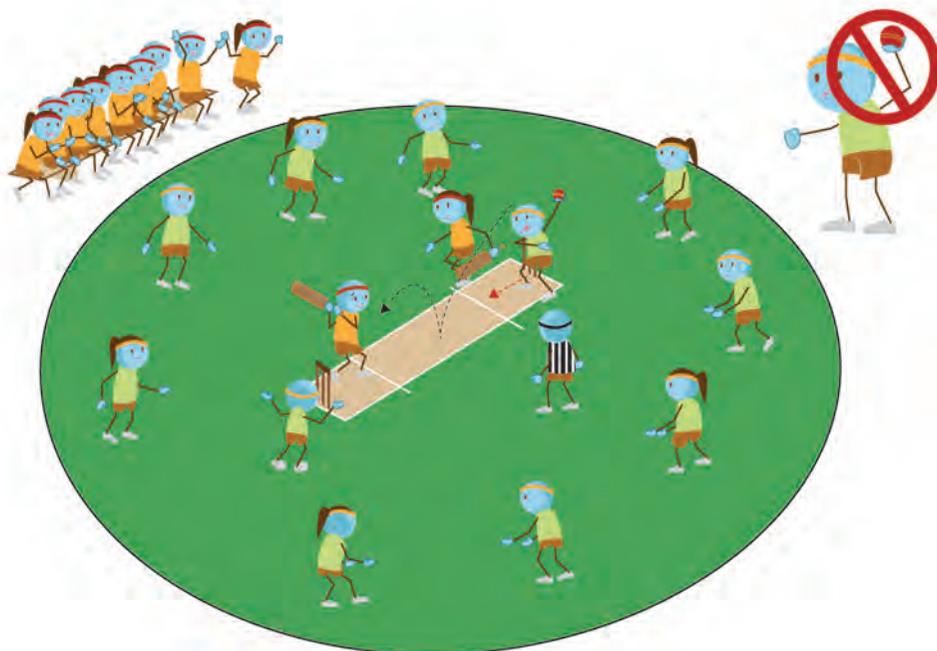
## Features

### Aim of the game

The aim of the attacking team is to hit a ball, bowled by the opposing team, with a bat one after the other, and complete the most runs on a predetermined surface. For the defending team, it is a matter of getting the attackers out in order to switch to being the attacking team.

### Basic rules (more details on next page)

- Two teams of eleven players, switch between attack (batting) and defence (bowling).
- In each innings, only two attackers (two batsmen) are on the field, the nine others wait their turn.
- The bowler (defending team) bowls the ball, with a straight arm above shoulder height, in order to hit a target (stumps and bails) defended by the batsman.
- The batsman (attacking team) hits the ball from the bowler and makes a maximum number of runs between the targets.
- Fielders get attackers out by catching the ball when in the air or by hitting one of the two targets with the ball that was caught after bouncing
- When the defending team gets ten attackers out they switch to attack and the other team switches to defence. This changing of roles is known as an “innings”. A match is made up of two innings. The winning team is the one that scores the most runs (see below for the criteria for elimination and the breakdown of runs).



### Values

- Self-confidence and confidence in others
- Solidarity and teamwork
- Strategic decision-making

### Specific features

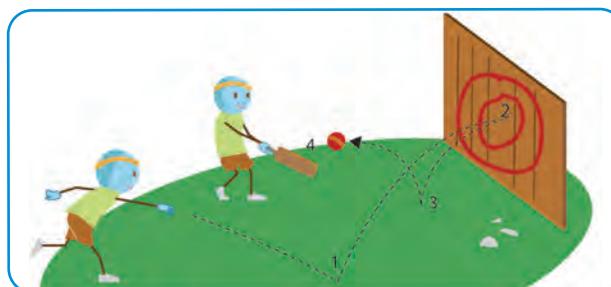
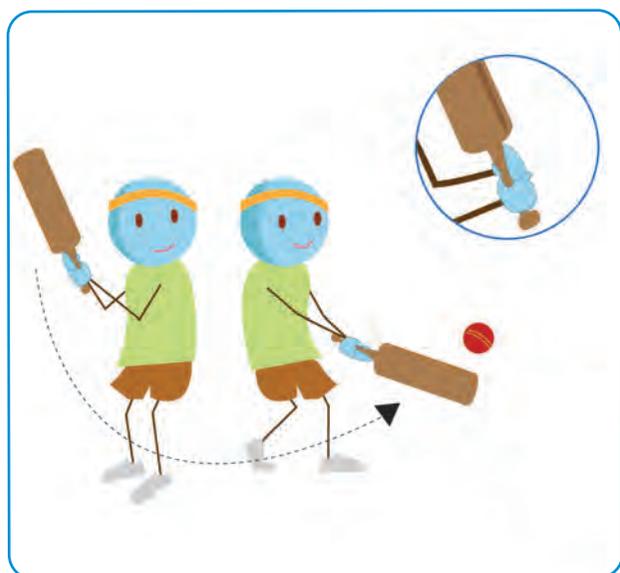
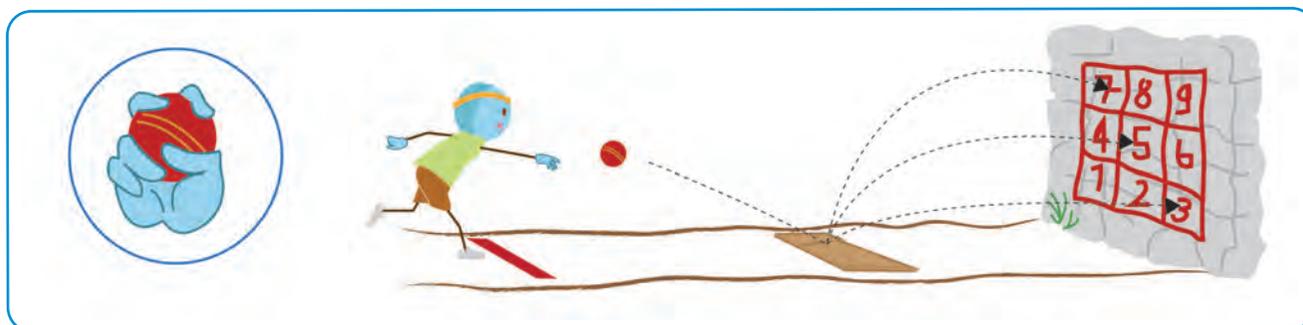
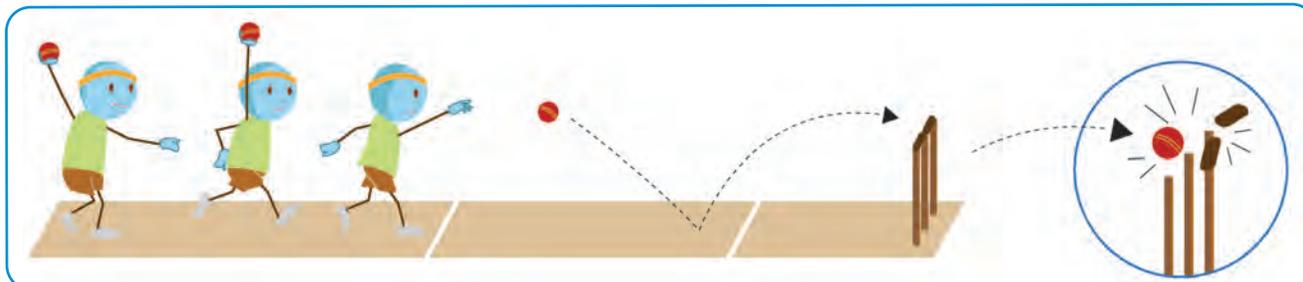
- **Defined and alternating roles**  
The two teams switch between attack (batting) and defence (bowling), each player’s role always being decided before playing.
- **A unique scoring system**  
Teams can only score runs when in attacking mode. In defensive mode, they must get ten attackers out to go back to attacking mode again.
- **A sequence of actions**  
When hitting the ball, the attacker alone triggers their teammate’s offensive runs (and their own) and the defensive actions of their opponents.
- **An original use of space**  
The two attackers are surrounded by eleven fielders and observed by their nine teammates.

### Champion tips

This practice has strong tactical potential. Throughout the activity, players must organise themselves collectively in order to make the tactical choice that is most appropriate for the defence, taking into account the type of batting shot used (on the ground, in the air, etc.) and the position of the attackers (closer or further away from the targets). The more you play cricket, the better you get at making the right decisions at the right time, while taking measured risks.



# Setting up the activity



## What can be adapted

### Practice area

- Can be played on all types of solid surfaces (tarmac, grass, sand, etc.).
- The size and shape of the area of play can be adapted (larger or smaller pitch according to the number of players and the aim of the session).

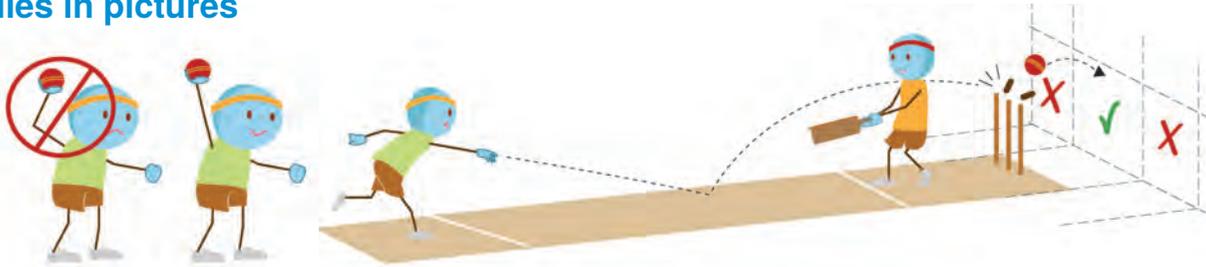
### Equipment

- Demarcate the practice area using cones, rope, tyres, flags and/or with paint/chalk (see sheet C).
- Distinguish between the teams using headbands, stripes and/or different coloured clothing (see sheet C).
- Use a ball, two bats (or rackets) and two targets consisting of stumps and bails (see sheet F).

### Rules

- Change the duration of exercises and matches as well as the number of players in each team.
- Use a smaller or larger ball and/or one that is more or less bouncy.
- Allow or forbid the catching of the ball when in the air (obligation to wait for the second bounce before catching the ball for example).
- Change:
  - ✓ the type of bowling (with one or two hands, with or without the ball bouncing, above or below shoulder height, straight arm or flexed arm etc.),
  - ✓ the bowling area (increase or reduce the distance between the targets),
  - ✓ the number of agreed attempts for the bowler and the batsman,
  - ✓ the number of attackers,
  - ✓ the number of targets,
  - ✓ the number of innings per match.

## Rules in pictures



The bowler delivers the ball, attempting to knock down the bails defended by the batsman (series of six balls).

The batsman hits the ball with their bat, attempting to prevent the bails from falling down, and completes a maximum number of runs between the targets with their teammate.

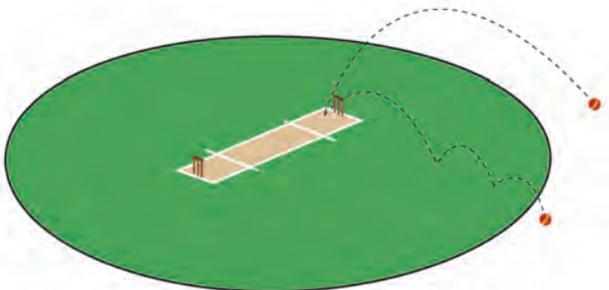


### Runs scored:

1 run: the two batsmen swap ends of the pitch.

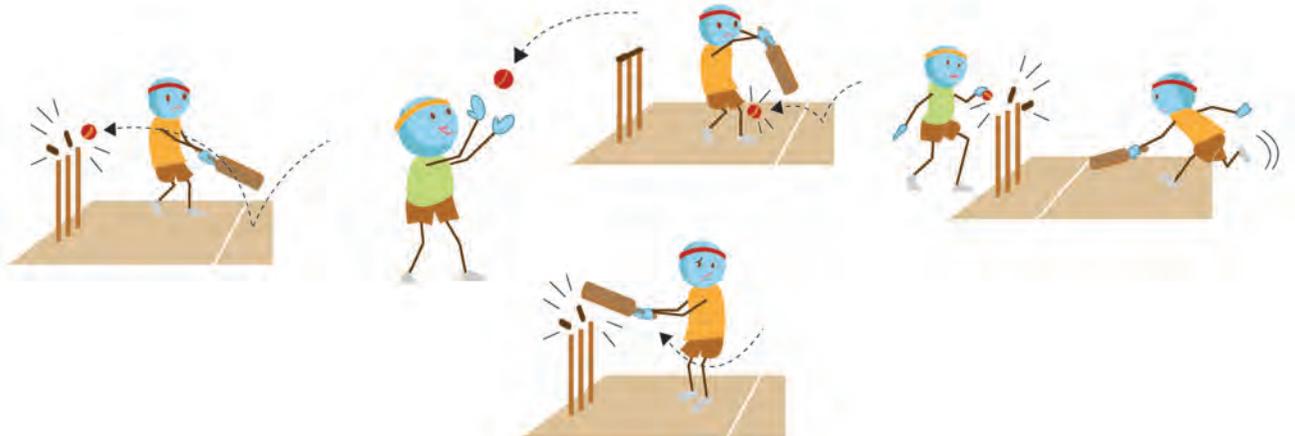
4 runs: the ball is hit over the boundary line after bouncing.

6 runs: the ball is hit directly over the boundary line.



### A batsman is out if:

- the bowler knocks down the bails,
- the batsman knocks down the bails,
- the batsman touches the ball with his leg,
- the ball is caught in the air by a fielder,
- the bails are knocked down before the batsman gets back to their side of the pitch (one batsman on each side of the pitch).



## Instructions

- When the fielders run to catch the ball, they should:
  - ✓ communicate with other teammates in order to avoid bumping into one another,
  - ✓ alternate between watching the ball as it falls and watching where you are running.
- Communicate and organise themselves as members of the same team in order to collectively occupy the defence's area.
- The defence should shout "I've got it!" before catching the ball in order to inform teammates so they can act accordingly.
- Have players umpire matches (count the runs and ensure that rules are respected).
- Have the number of runs completed by the attackers counted aloud by the umpire.

# Adapt the activity to your needs



## Challenges identified

### Mixed-sex environment

Developing the skills of all players  
Adjusting to working with others

### Interdependence

Cooperation  
Participation from all  
Decision-making

### Interdependence

Sharing out roles  
Effort made to help the team

### Respecting rules (being aware of your own responsibilities)

Communicating with and listening to others  
Having confidence in others

### Participation from all

Mutual aid  
Self-confidence and confidence in others

## Possible variations

Mix boys and girls in the same team.

Set up an exercise/match in which players are tied together in pairs by the wrist and run and catch the ball in a pair, make decisions as a pair, etc.

Give each player a specific role. Within the same team, some fielders can only catch the ball and others can only hit the targets (with the ball that was caught).

Players become umpires! Game without an umpire: together the players set out the rules and the pitch's boundaries before playing. Then they umpire the game themselves.

After catching the ball, fielders must make a minimum of three passes before being able to hit one of the two targets.

## Ethos of the activity

One of the specificities of cricket is the positioning of all players within the space: two attackers surrounded by eleven fielders and observed by their nine teammates. This situation allows for each player to be confronted with their own responsibilities and for a trusting relationship to be built between the two attackers. Being observed, they must also control their emotions throughout the activity, make choices and act on them.

## Interpersonal skills and knowledge

### Building an identity

- **Ability to pay attention and concentrate**  
Players in defence watch the ball continuously including when in fall-back positions.
- **Ability to analyse and make decisions**  
Players analyse a situation and choose the most suitable form of action. Develops initiative.
- **Ability to manage your emotions**  
Players take turns to stand alone in front of the others (teammates and opponents), and develop sense of responsibility.

### Relating to others

- **Working in a team towards the same goal**  
The defence works collectively to return the ball (peer support), while avoiding running (passing the ball).

### Sharing space

- **Positioning within the space**  
The defence participates in a rational and collective use of space.
- **Sharing space with other players**  
Players work in the same space as others, each player working in turn, and to accept swapping sides with opponents between each innings.





# Chess

9



## Aim of the game

To take the opponent's king by reaching "checkmate" (term used when the opponent has no solution and loses the phase/game).

## Basic rules (more details on next page)

- Played one on one on a games board with 64 squares (8x8).
- There are six types of pieces. Each piece moves differently and captures opposing pieces by moving onto their squares.
  - ✓ The pawn moves only one square at a time (option to move two spaces the first time it is played). It cannot move backwards and can only capture other pieces diagonally. When it reaches the other end of the chessboard, it is exchanged for another piece.
  - ✓ The bishop always moves diagonally, for as many spaces as desired.
  - ✓ The knight moves one space forward, behind or to either side then one space diagonally. It is the only piece which can jump over the other pieces.
- ✓ The rook moves horizontally and vertically for as many spaces as desired.
- ✓ The queen moves in the same way as both the bishop and the rook (horizontally, vertically and diagonally).
- ✓ The king moves one space in any direction.
- Each player has 16 white or black pieces. The player with white pieces starts the game, then the players take turns.
- The winner is the player who takes the opponent's king.



## Features

### Values

- Analysis and synthesis
- Anticipation and initiative
- Concentration

### Specific features

- **A unique relationship with the opponent**  
Players interact with the opposition not through physical contact but through the chess pieces interacting on a shared games board.
- **A structured and systematic opposition**  
The chessboard itself is symbolic of the game: chequered and clearly marked out. The rules for moving the pieces are the same for all players, so the participants compete on a level playing field.
- **Constant observation of the other player**  
Players observe and analyse their opponent's actions, and their own moves are in reaction to them!
- **The crucial need to control emotions**  
The lack of physical contact with the opposition highlights the importance of the psychological element of the game. Participants must remain strong in difficult moments and maintain concentration.

### Champion tips

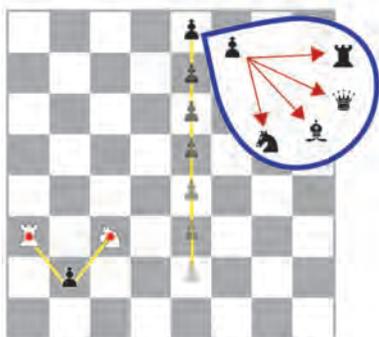


**Alexandra Kosteniuk**  
Chess champion, Russia

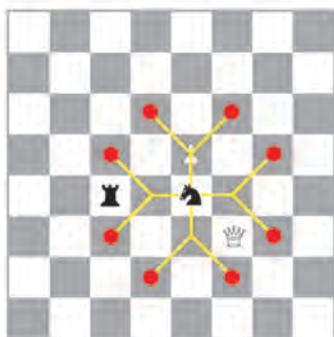
*"In chess, the main role of the instructors is to teach the participants how to use their head and their logic to solve problems, not just in the game but also in their lives in general."*

# Setting up the activity

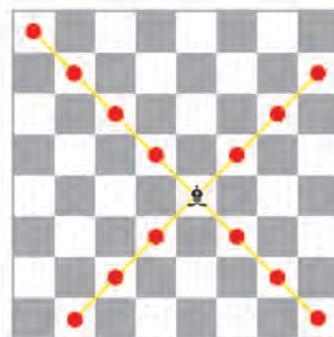
Move ——— Capture of a piece ●



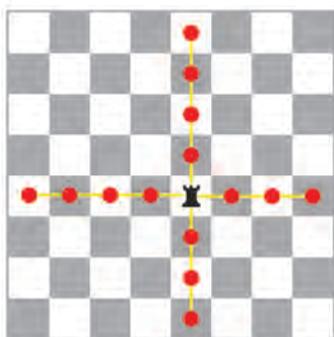
Pawn / Pawn exchange



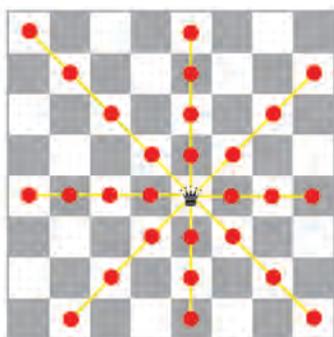
Knight



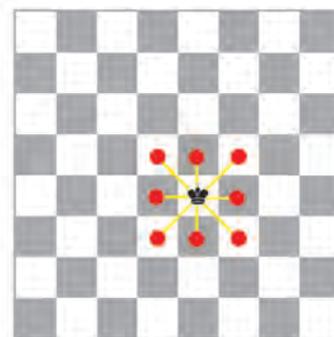
Bishop



Rook



Queen



King



King-side castling

Queen-side castling



Starting positions



Check

Checkmate

## What can be adapted

### Practice area

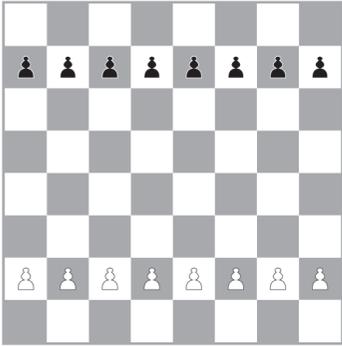
- Can be played inside or outside.
- The size and shape of the board can be adapted according to the number of players and the specific goal of the session (possible to play with several players, on a chessboard with targets, obstacles, etc.).

### Equipment

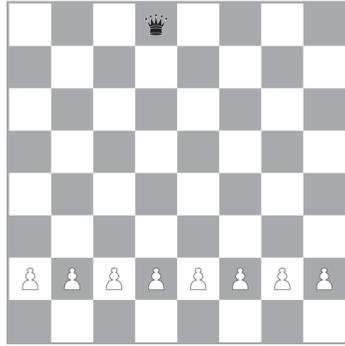
- Use a games board and chess pieces or equivalent (see sheet G).
- Can also be played on a life-sized chessboard (drawn in chalk on the ground), with each participant as a piece.

### Rules

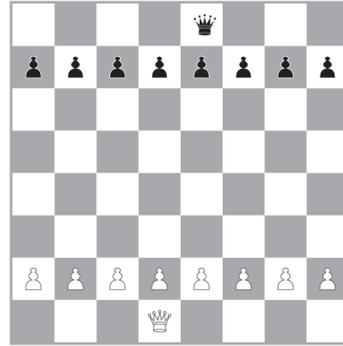
- To increase or decrease the difficulty:
  - ✓ change the number of squares on the board (e.g. 16 squares: 4x4),
  - ✓ change the number of pieces per participant.
- Increase or decrease the number of players (can be played in teams of two, three, etc.).
- Play for a certain amount of time:
  - ✓ each participant has 7 seconds to think about and make their next move, or
  - ✓ each participant has a total of 5 minutes to finish the phase, and decides how to manage their own time.
- Count points according to the pieces taken (a pawn is worth one point, a knight and a bishop are worth three points, etc.).
- Play on several chessboards at the same time, against several opponents.
- Concentrate on specific objectives (take the opposing king, take all the opposing pieces, finish the phase in a certain amount of time, etc.).



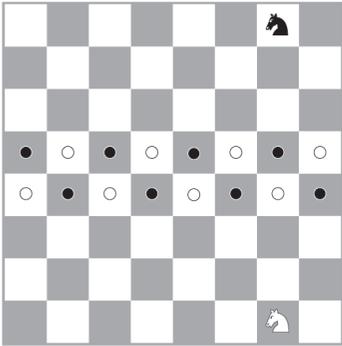
Moving a pawn to the last line



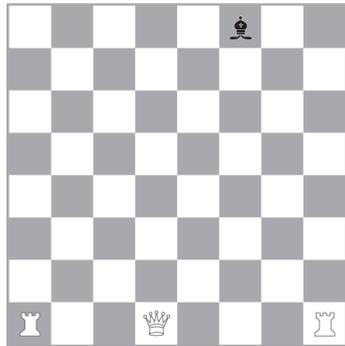
The black queen must capture all of the white pawns, which must get to the last line



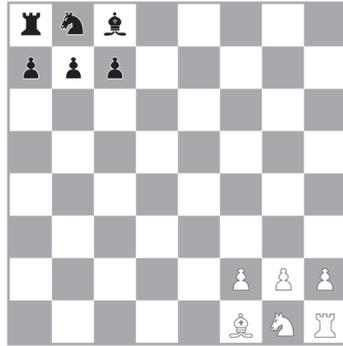
Capture all of the opponent's pieces



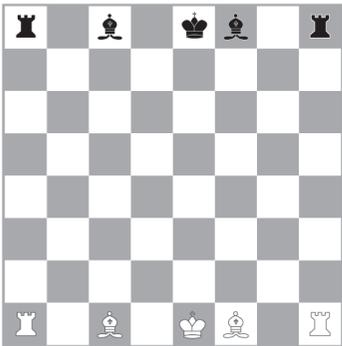
Be the first to capture all of the opponent's tokens



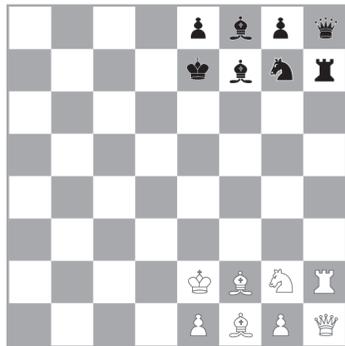
The whites must capture the black bishop



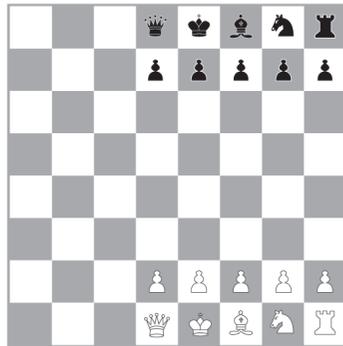
Capture all of the opponent's pieces



Be the first to get three checkmates



Capture the opponent's king



Capture the opponent's king



## Instructions

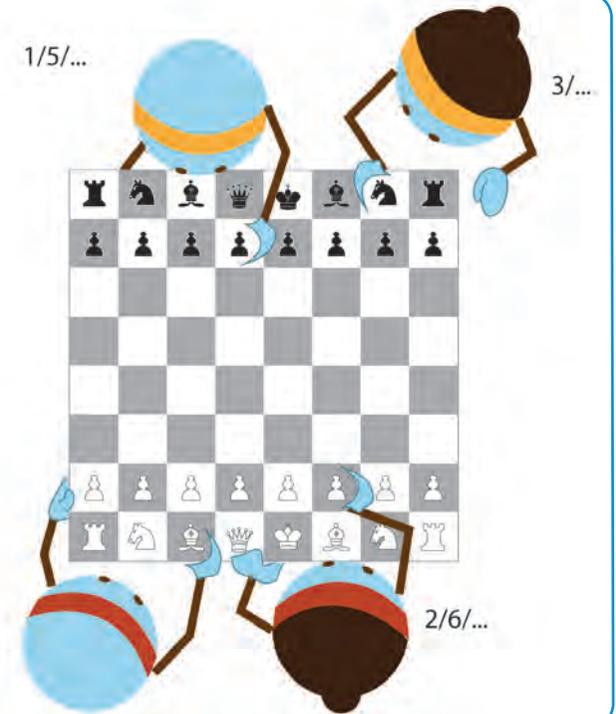
- Players should announce to their opponent:
  - ✓ “check”, when they attack the opponent’s king in such a way that they have to move it or protect it with another piece.
  - ✓ “checkmate”, when they attack their king and there is no way the opponent can defend it (the unavoidable capture symbolises the defeat of the captured king).
- Alternate the phases by playing with white pieces or black pieces (the player with white pieces starts the phase).
- Players should explain their reasoning to the instructor/teacher as they are about to make a move.
- Have participants demonstrate techniques.
- Have players change partners between each exercise/phase to adapt their playing style to each opponent.
- Have the participants umpire the phases to ensure that the rules are respected.

1/5/...

3/...

4/...

2/6/...



# Adapt the activity to your needs



## Challenges identified

### Participation by all

Communication  
Making collective decisions



## Possible variations

Play sixteen against sixteen! Each participant stands on a life-sized chessboard (drawn in chalk on the ground) and represents one piece each.

### Confidence in others

Communication  
Respecting each person's individual capabilities



Play two against two: players in each team take turns to make moves.

### Self-confidence

Control over emotions  
Attention and concentration



One player plays on two chessboards at the same time, against two different opponents (so the player alternates their moves between the two boards).

### Managing emotions

Managing stress  
Self-confidence



Two participants play a phase of chess in a certain amount of time (e.g. each player has 7 seconds to make their next move.).

### Taking responsibility

Listening and communication  
Acceptance of being watched and judged by others



Two participants play a phase in front of the others who watch them and give advice.

## Ethos of the activity

Because player interaction is mediated by the pieces, chess makes enormous demands on players' mental and emotional strength. This provokes curiosity, the desire to search for a solution and the pleasure of finding it. Players learn to analyse the space, account for and anticipate their opponent's actions, as well as control their emotions and have confidence in themselves throughout the whole game.

## Interpersonal skills and knowledge

### Building an identity

#### • Ability to focus

Players remain attentive and focused throughout the game.

#### • Ability to vary moves

Players use different pieces and vary how they move them.

#### • Self-control

Players control their emotions, and remain determined and mentally strong in difficult moments.

### Relating to others

#### • Ability to adapt and react

Players adapt their game to their opponent's playing style.

#### • Ability to interact with others

Players interact vicariously with others. They use their own pieces to take those of their opponent and accept it when opponents take theirs.

### Sharing space

#### • Sharing the playing area

Players interact with their partner on a small board, and share the space with their opponent's pieces.

#### • Sharing space

Players use a shared game board and take turns to move their pieces (learning to share).





# Fencing

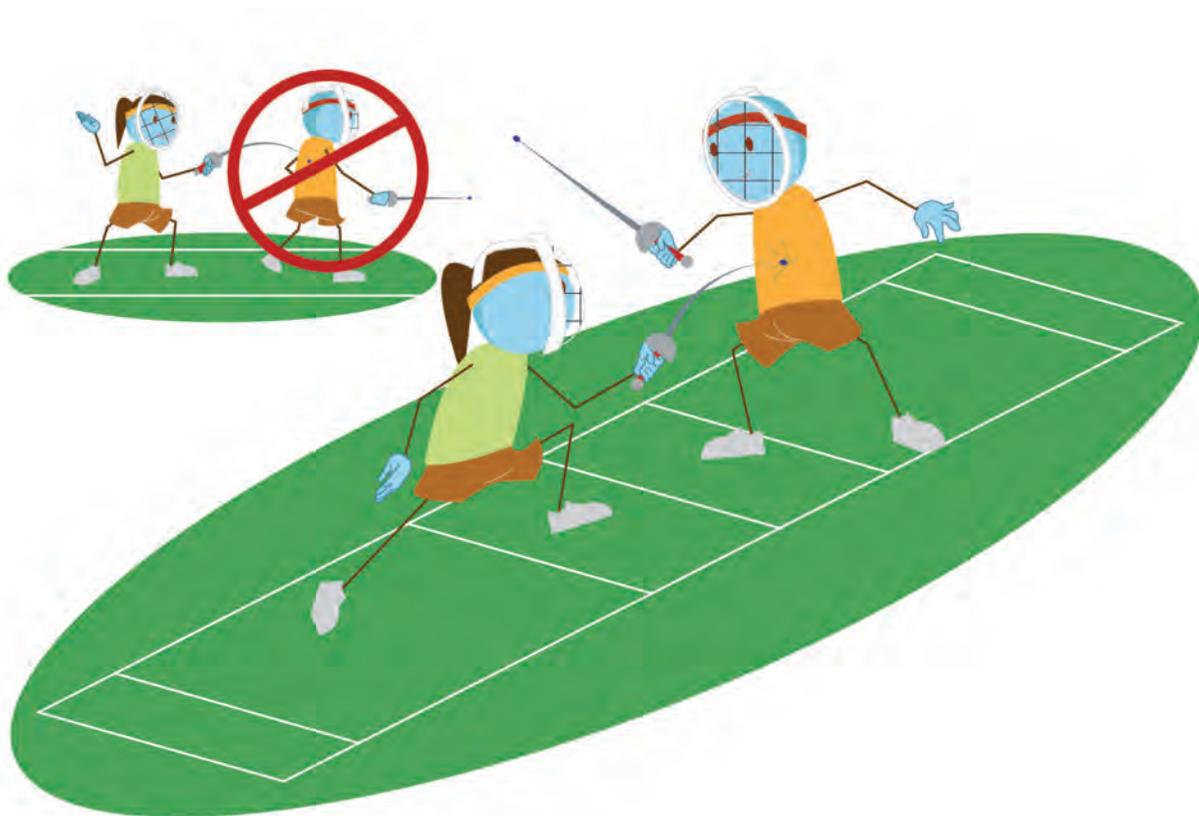


## Aim of the game

Within a marked-out area of play, try to touch your opponent's body in pre-determined target areas with an épée without getting touched yourself.

## Basic rules

- Two opponents.
- Takes place within a rectangular area, along the line (forbidden to cross the lateral boundaries).
- Fencing possible between girls and boys.
- Attacking an opponent from behind or hitting them with the épée (hit made but not scored) is forbidden.
- You must only touch your opponent on the predefined target areas of the body (one point per target area).



## Features

### Values

- Control of your emotions
- Confidence in yourself and others
- Respect for others (competition without aggression)

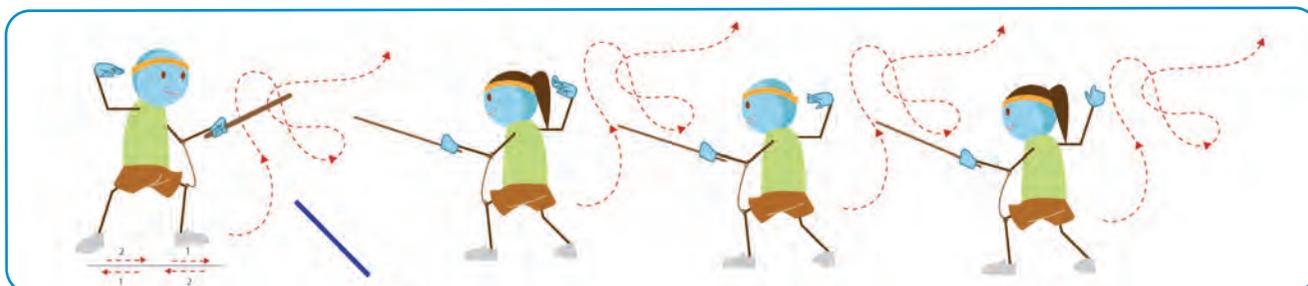
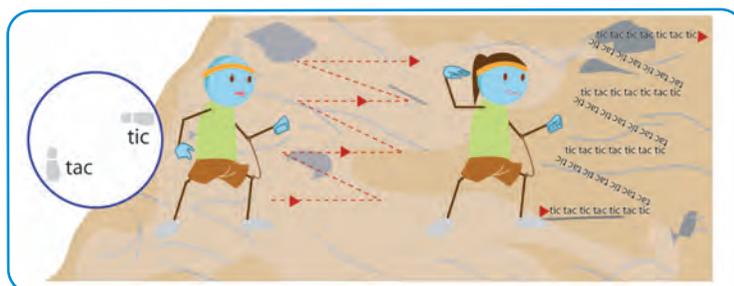
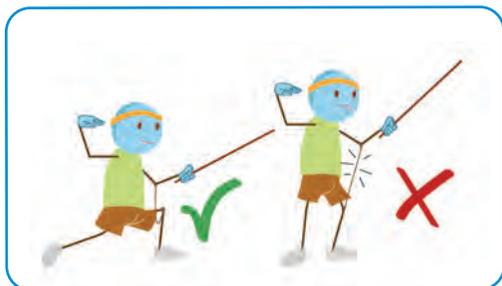
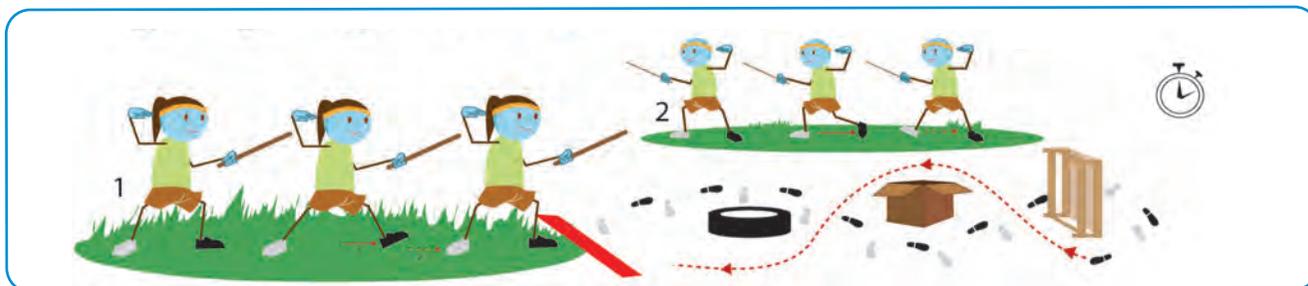
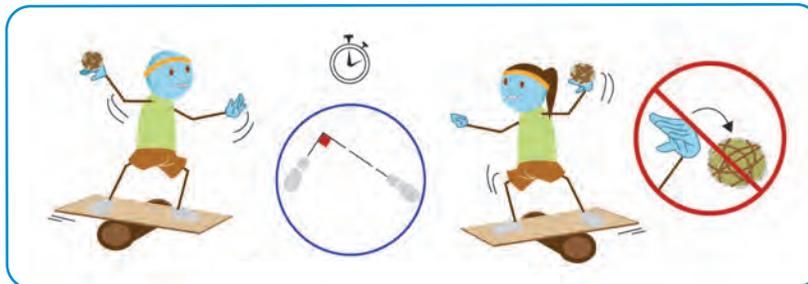
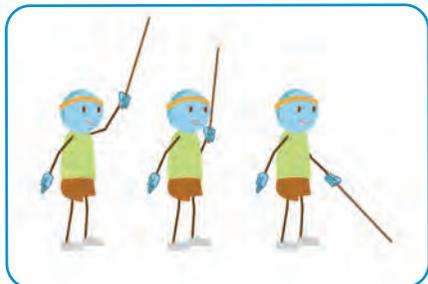
### Specific features

- **A combat sport with almost no contact**  
The very use of an épée means that an opponent is fought without direct bodily contact, as opposed to other combat sports, such as boxing, judo and karate.
- **The same épée for everyone**  
Using the same épée reduces the physical differences between opponents. Girls and boys, both younger and older, can therefore compete with “equal weapons”.
- **A significant strategic component**  
Given that strength is not of great importance in order to win, participants rapidly develop their own tactical skills (strategies) for attacking and defending.
- **A unique relationship with your opponent:** touch them with your épée in different areas, while ensuring their safety at the same time.

### Champion tips

Referees' decisions must be respected throughout play. Everyone must know the rules and adhere to them in matches, making sure others respect them. The referee is the one who makes the decisions and directs play. He or she decides which actions are attacking and defensive actions, and gives out penalties for faults. This is a particularly good training task for participants, as they learn how to judge faults, award points and declare a winner.

# Setting up the activity



## What can be adapted

### Practice area

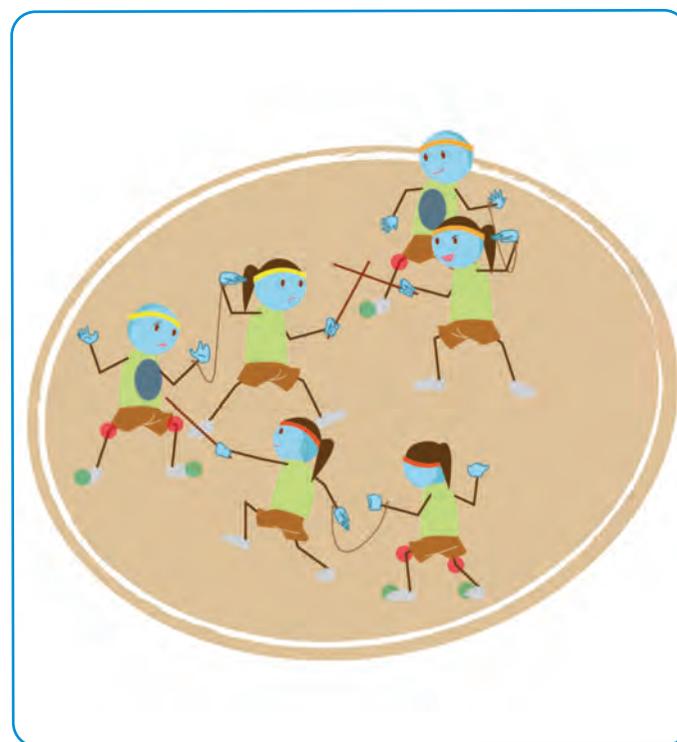
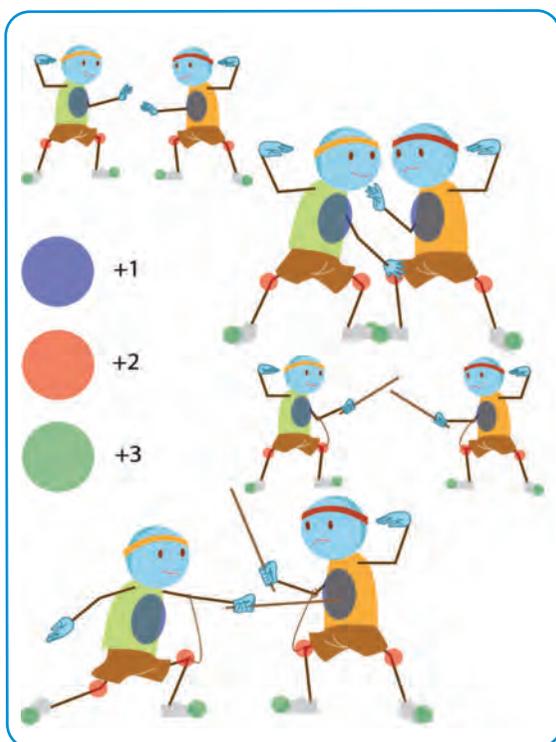
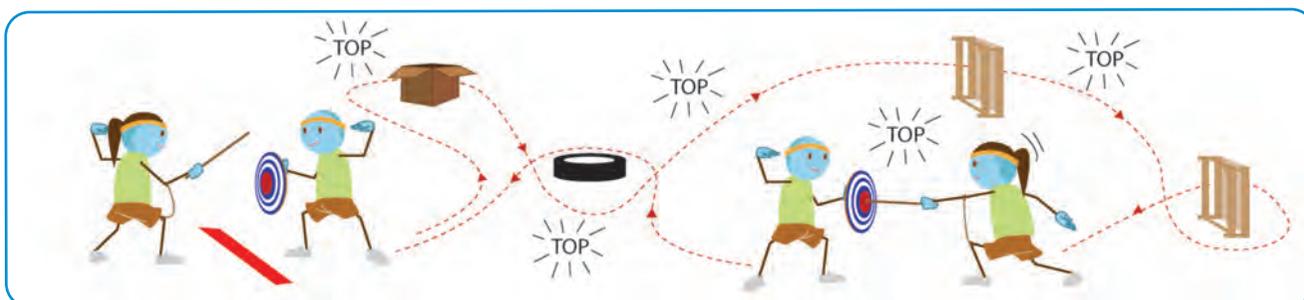
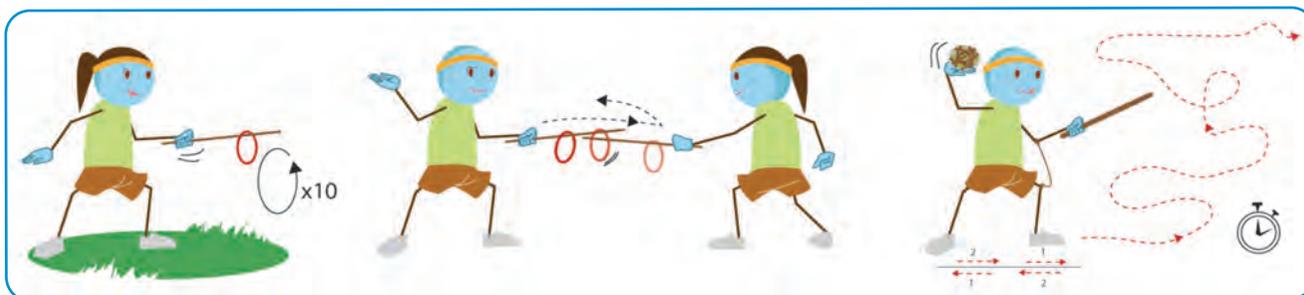
- Can be played on all types of solid surfaces (tarmac, grass, etc.).
- Adapt the size and shape of the practice area (width and length depending on the aim of the session).

### Equipment

- Mark out the practice area with coloured tape, rope and/or blocks (see sheet C).
- Wear an army jacket or simple reinforced clothing that protects you from your opponent's épée (see sheet H).
- Use a mask and an épée or equivalent (see sheet H).

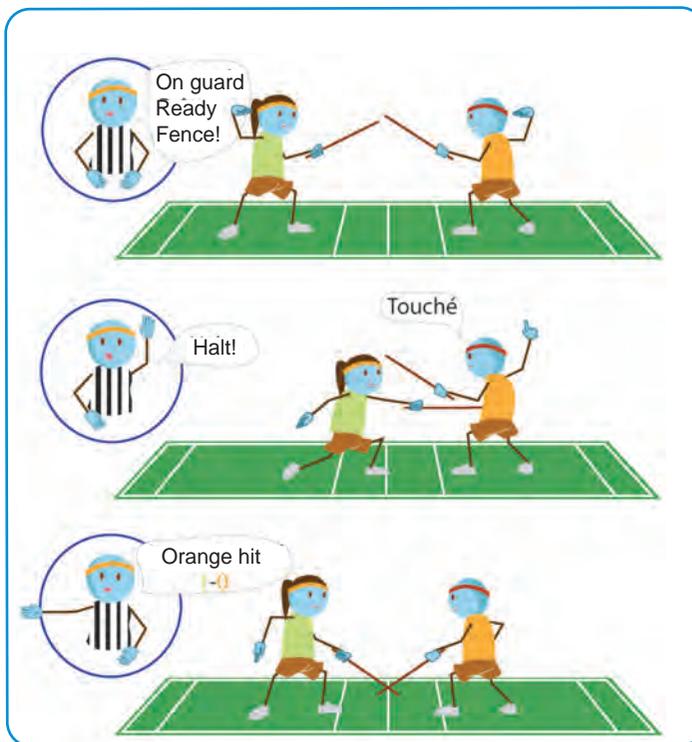
### Rules

- Change:
  - ✓ the duration of practices and fights,
  - ✓ the combat zone (alter the length and width of the rectangle, circular zone, etc.),
  - ✓ the permitted areas where the opponent can be touched (feet, chest, etc.),
  - ✓ the number of touches necessary to win a match.
- Allow or forbid attacks below or above the waist.
- Forbid a fencer to use certain parts of the body (one hand behind the back, stand on one foot only, etc.). This loss of balance makes for good attack and defence training.
- Give each fencer a different target (one fencer has to touch the lower body, the other the upper).
- Award different points depending on the area of the body touched.
- Include a safety zone at each side of the area of play (zone where the fencer can take refuge and cannot be touched).



## Instructions

- Players should salute their partner/opponent at the beginning of each training exercise/bout as a mark of respect.
- Masks should be worn when carrying an épée.
- Épées must be placed on the floor when not in combat.
- Have participants demonstrate the techniques and exercises.
- Change partners between each training exercise or bout in order to adapt to different styles of play.
- Beginners should touch the opponent with the side of the épée (and not with the point).
- Have participants umpire the bouts in order to make sure rules are respected and the physical well-being of the fencers is preserved. Depending on safety distances, the umpire may keep their mask on.



# Adapt the activity to your needs



## Challenges identified

### Awareness of space and boundaries

Thinking about what you must and must not do in each area  
Taking calculated risks



### Respect for rules

Dos and don'ts for each participant  
Accepting the judgment of others



### Respect for rules

Communicating and listening to others  
Confidence in others  
Accepting the judgment of others



### Working with others

Cooperation  
Participation from all  
Decision taking



### Accepting other people's points of view

Cooperation



## Possible variations

At each end, create a safety zone in which fencers cannot be touched. This will help them to overcome their apprehension by guaranteeing them a place where they are safe.

The crossing of feet (in fencing moves) is forbidden. Any touches made after having crossed the feet will be annulled and a yellow card will be given.

Three participants decide on the rules together. One of the three umpires the other two. At the end of the bout, the three discuss the action and the points scored, then change roles.

Organise a bout (two against two) in which the participants from the same team are attached by their free wrist (the one not holding the épée).

Have two fencers demonstrate a series of techniques in front of the rest of the group.

## Ethos of the activity

Fencing is one of the rare combat sports which sees fighting with almost no bodily contact. The use of an épée (the same for everyone), means participants (girls and boys of different sizes and ages) are in the situation of having "equal weapons" and can take on their opponent in a measured way. Moreover, this allows them to express themselves with their bodies and thus develop another form of communication with others.

## Interpersonal skills and knowledge

### Building an identity

- **Ability to analyse and develop strategies**  
Fencers develop a strategy for advancing an attack.
- **Ability to take decisions and carry them through**  
Umpiring develops ability to award points and declare a winner.

### Relating to others

- **Ability to adapt to others**  
Fencers adapt technique in relation to the opponent.
- **Help and protect others**  
Fencers touch the opponent without hurting them.
- **Role play**  
Fencers assume different roles (attack, defence, umpire, observer) and accept roles changing between each session.

### Sharing space

- **Self-awareness within a space**  
Fencers become aware of their body within the space and face forwards.
- **Use of the shared space**  
Fencers understand the space and learn how to use it to advantage. They let an opponent/partner "touch" your space.





# Floorball

11

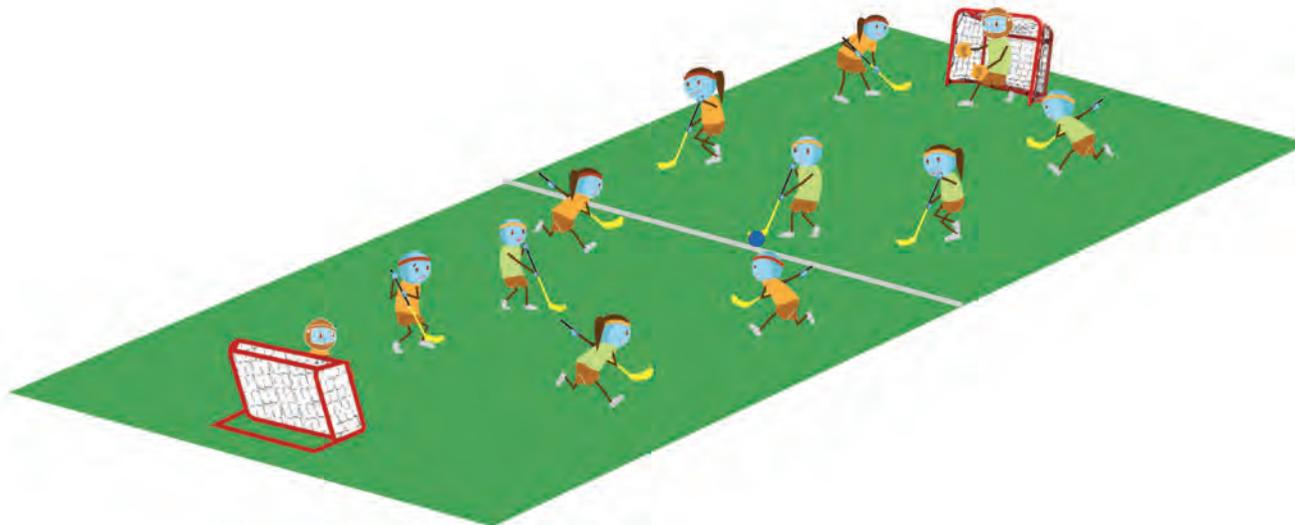


## Aim of the game

To cooperate as a team to get the ball into the opposing side's goal, using sticks.

## Basic rules

- Two teams of six players (five players plus goalkeeper).
- Each player has a stick except for the goalkeepers, who have a helmet and gloves.
- Players are allowed to run with the ball and stick without limit and to pass the ball in any direction.
- The winning team is the one that scores the most goals in the time allowed.



## Features

### Values

- Reflexes
- Agility and mobility
- Working individually in the interests of the team

### Specific features

- **Free movement with the ball**  
Players are allowed to move around the court freely with the ball in all directions.
- **The same stick for everyone**  
The use of an identical stick reduces the effect of size difference between the participants; young girls and boys of differing ages can thus go head-to-head on a level footing.
- **A very important strategic element**  
As strength is not of great importance in order to win, participants rapidly develop their own tactical skills (strategies) for attacking and defending as a team.

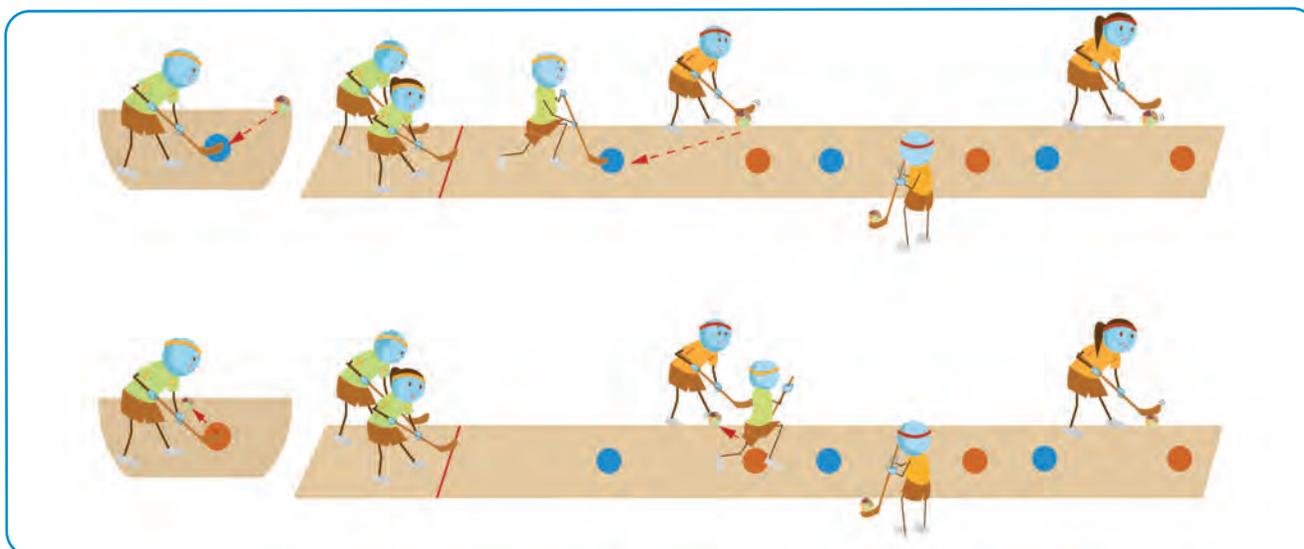
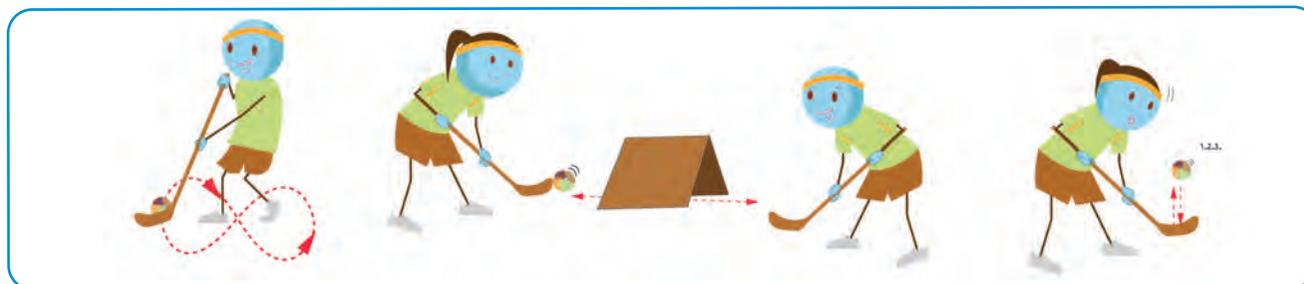
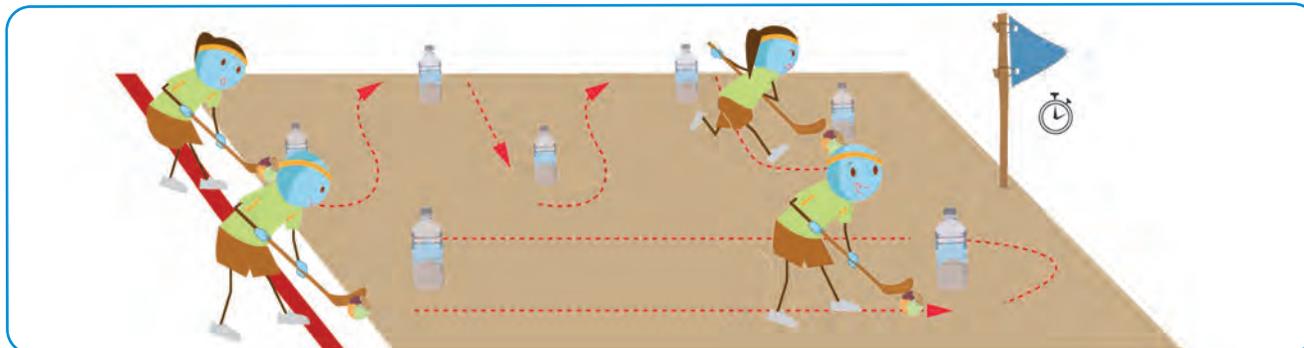
### Champion tips

Team spirit develops between the players, making it an important characteristic of floorball. Each player is unique and should use their skills to benefit the others. If some players get more opportunities than others, they must understand that it is only of limited benefit without the input and progression of their teammates.

The speed of play and the small rink size makes floorball an activity where movement is collective, with and without the ball, which provides for efficient, offensive play. This occurs even in defence, where each player is part of a block and must adapt to their opponents' and teammates' moves.

Therefore, each action should be taken with the rest of the team in mind!

# Setting up the activity



## What can be adapted

### Practice area

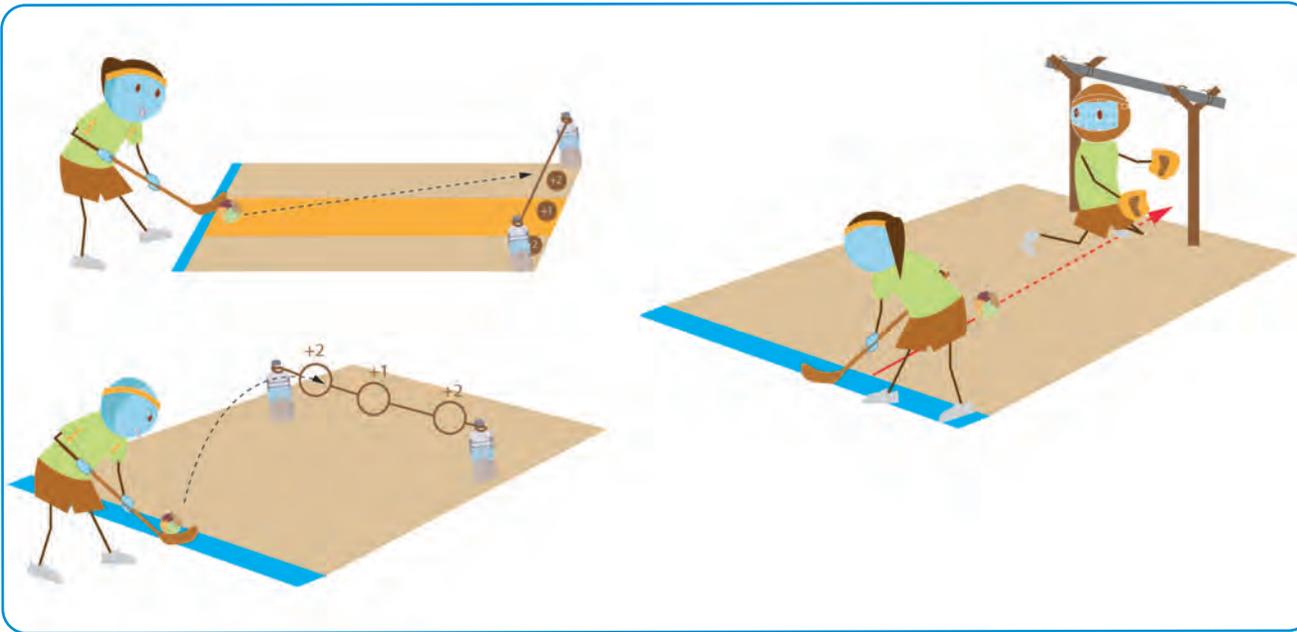
- Can be played inside or outside on all types of solid surface (tarmac, grass, etc.)
- The size and shape of the practice area can be changed (a larger or smaller rink depending on the number of players and the specific aim of the session).
- Can be played on a rink with just one goal (both teams simultaneously attacking and defending) or with two goals (each team attacking the opposing team's goal and defending their own).

### Equipment

- Mark out the area of play using cones, rope, flags and/or painted lines/chalk (see sheet C).
- Distinguish between teams using headbands, stripes and/or different coloured clothing (see sheet C).
- Use:
  - ✓ goalposts, or equivalent (see sheet E),
  - ✓ a ball and sticks, or equivalent (see sheet E),
  - ✓ a helmet, gloves and protection for the goalkeeper (see sheets F and H).

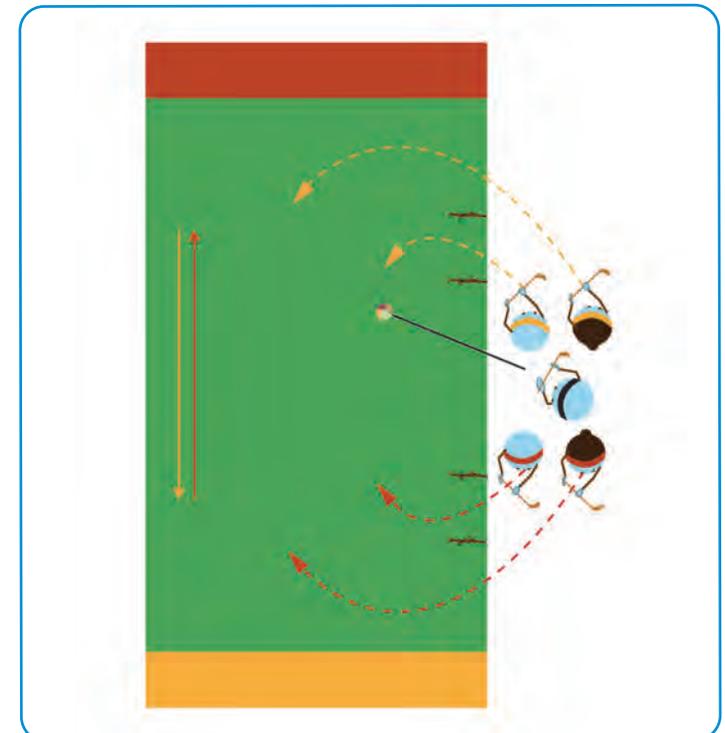
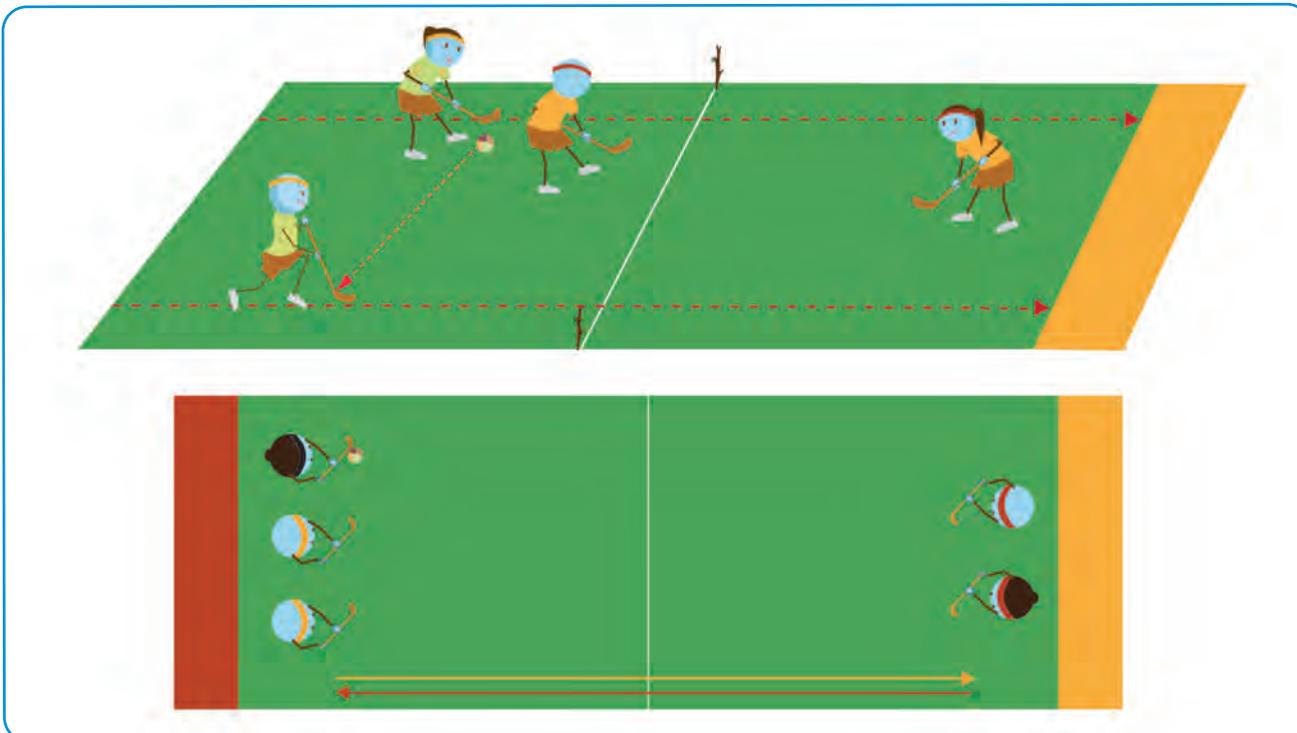
### Rules

- Change the number of players per team.
- Reduce or increase the number of players on each side to create an unequal number of players and work on attack or defence (2 against 3, 4 against 6, etc.).
- To increase or decrease the difficulty:
  - ✓ increase or reduce the goal size,
  - ✓ use a smaller or larger ball.
- Decide on a minimum number of passes before a player must take a shot.
- Do not allow the goalkeeper to stand up (he/she must remain on his/her knees).
- Forbid players from running with the ball for more than three steps (after which point they have to pass the ball on).
- Change the goalkeeper's box (e.g. only shoot when a certain distance from the goal).
- Change the number of points scored according to the player who shoots and/or their position on the rink when they shoot.



## Instructions

- Players should make sure that their partner is ready/paying attention before passing them the ball.
- Set a maximum time limit for attacking. If, by the end of this time, the attackers haven't scored, the ball reverts to the opposing team.
- When a defender is charged by an attacker, call their name and and/or point it out to them.
- Ask for teammates' help in defence.
- Position yourself in an empty space and ask for the ball from teammates in attack (through speech, movements, etc.).
- Get the players to umpire matches in order to make sure the rules are respected.
- Change the number of players on court to avoid collisions.



# Adapt the activity to your needs



## Challenges identified

### Trusting others

Communication  
Listening to others



## Possible variations

In pairs, one is blindfolded and dribbles the ball while the other guides him/her using touch and/or speech.



### Cooperation

Working with others  
Communication

All players on a team must have received the ball one or more times before the team can shoot.



### Interdependence

Making an effort to help others  
Using your skills to help others

No goal shooting! During a match, one player on each team can pass the ball but is forbidden from shooting.



### Working with others

Communication  
Interdependence

Six-a-side match: each team only has three sticks that they have to pass around.



### Working with others

Communication  
Interdependence

In two teams of eight: within each team, pairs of players are joined at the wrist.

## Ethos of the activity

Score a winning goal, experience team spirit, feel the excitement of defending your goal...but also learn to accept defeat and manage your nerves before a game: floorball helps you to overcome these emotions and get to know yourself better.

Moreover, whether in attack or defence, players soon gain an awareness of their responsibilities towards the rest of the team. Throughout the game, they must make decisions and act on them.

## Interpersonal skills and knowledge

### Building an identity

- **Ability to pay attention and concentrate**  
Players constantly watch the ball, even during defensive withdrawals.
- **Ability to make decisions**  
Players choose the most appropriate path of action: dribbling, shooting or passing to a strategically placed player.

### Relating to others

- **Respect for other people's abilities**  
Players respect the capabilities of their partners and have confidence in them. If a less agile teammate is strategically placed on the court, players should not hesitate to pass them the ball.
- **Ability to adapt to others**  
Players adapt to the strength and actions of their opponents and react quickly.

### Sharing space

- **Sharing the practice area**  
When playing in attack, players locate and move to empty spaces to cover ground and obtain the ball.
- **Positioning in the field**  
Players interact with partners and opponents in a small space, respecting each other's physical well-being.





# Gymnastics

12

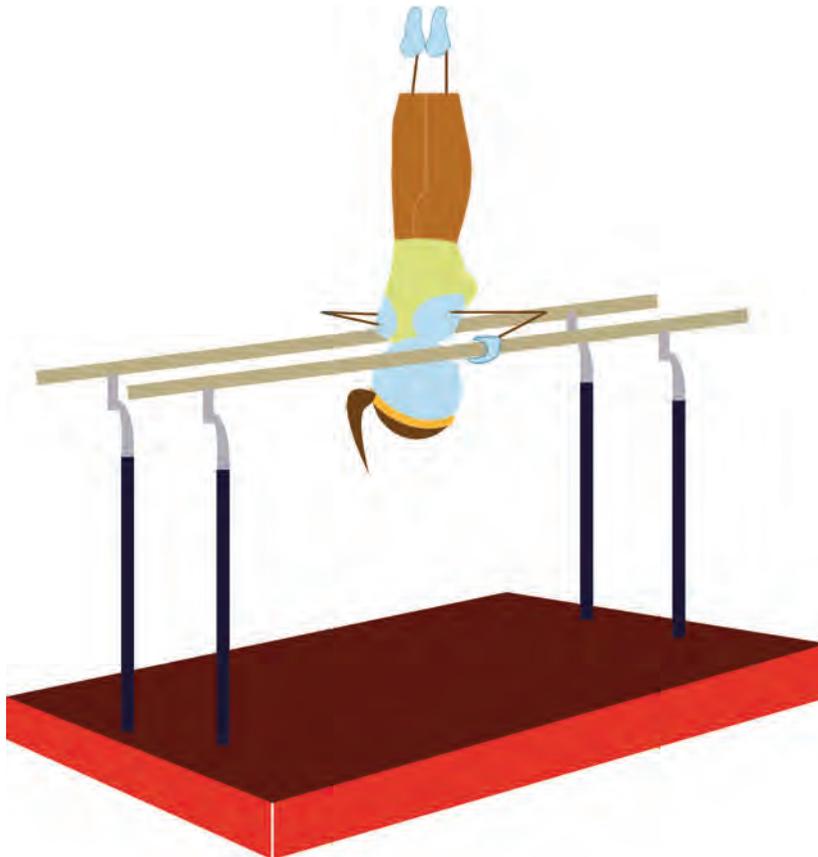


## Aim

To perform figures (body shapes) and sequences of movements, freely or on command, on the floor or using apparatus (gymnastic equipment).

## Basic rules

- Gymnastic events can be individual or team-based (teams can include boys and girls), and can take place on the floor or using apparatus such as the beam, pommel horse, vault, rings, or bars.
- Participants perform figures/sequences with the aim of being observed and/or assessed according to an agreed set of criteria.
- The observers/judges give scores based on originality, technical difficulty, mastery of technique and control of the body.
- The winner is the participant who is awarded the most points by the judges.



## Features

### Values

- Creativity and originality
- Taking risks in controlled conditions
- Perseverance
- Self-control (physical and mental control)

### Specific features

- **Attention to feelings**  
Participants are attentive to feelings that tell them that they have not executed a movement correctly. They try to be aware of every movement in order to improve next time.
- **Near automatic self-evaluation**  
Throughout the activity, participants take on board new information and evaluate and judge their movements in order to reproduce or improve them.
- **Constant evaluation and judgement**  
Participants agree to be watched and judged according to a set of criteria.
- **The body, the “instrument” at the centre of the activity**  
The body is central to the activity; participants must pay attention to it and take care of it.

### Champion tips

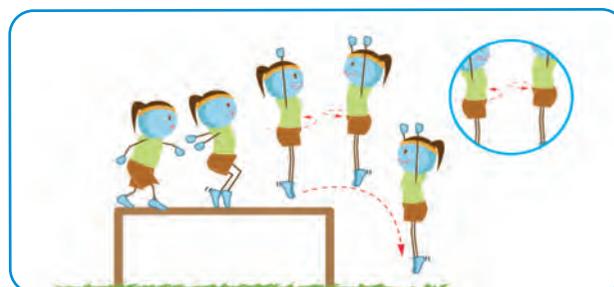
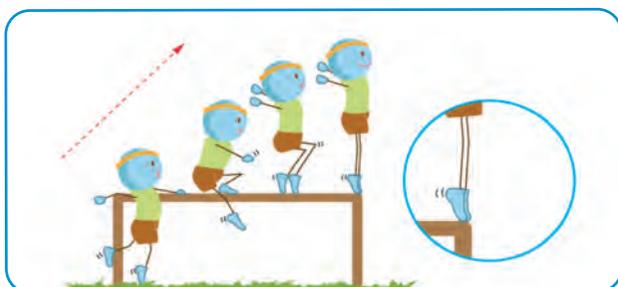
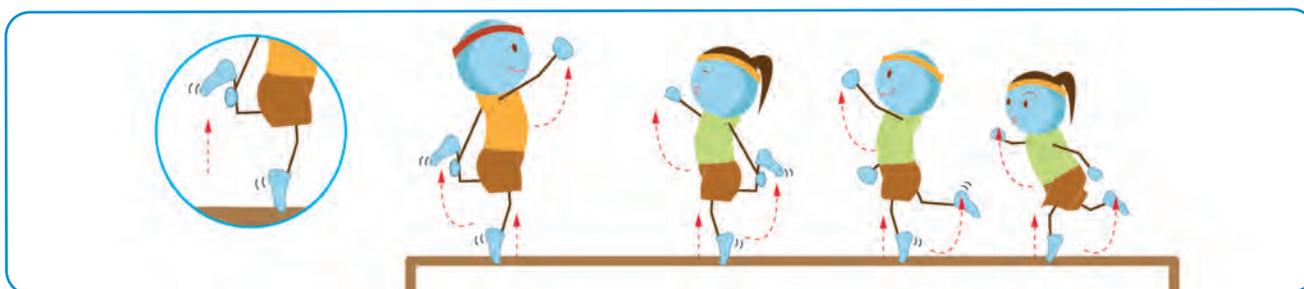
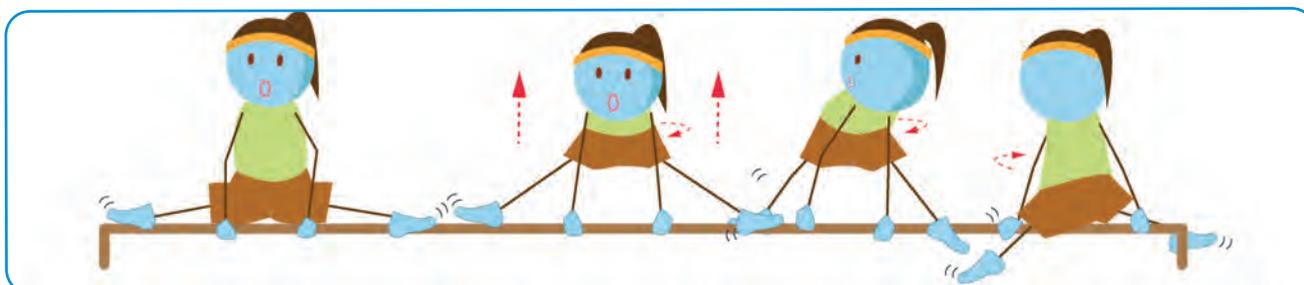
**Jorge Hugo Giraldo Lopez**  
Gymnastics Champion, Colombia



*“Gymnastics is a sport that challenges the whole body. Becoming a good gymnast requires hard work, strength, coordination and flexibility. You must face your fears in order to reach your goals!”*



# Setting up the activity



## What can be adapted

### Practice area

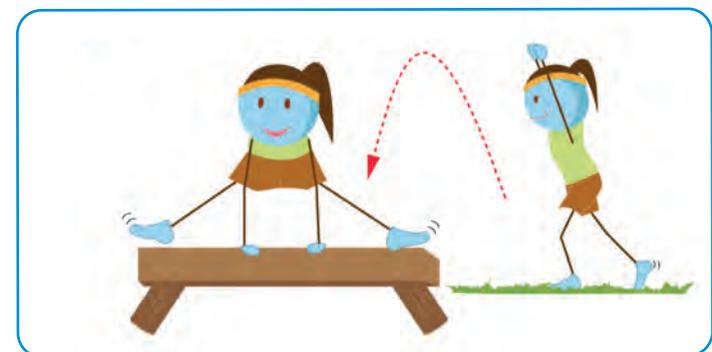
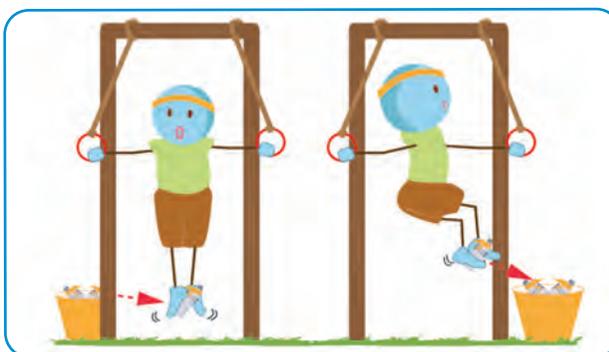
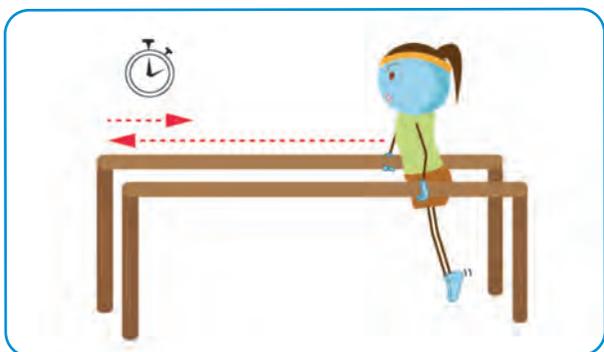
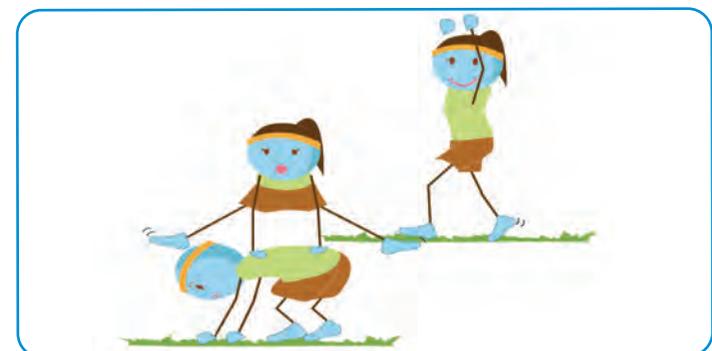
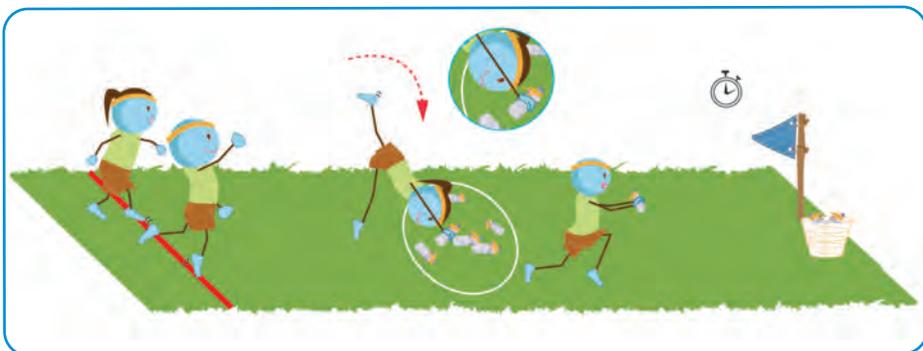
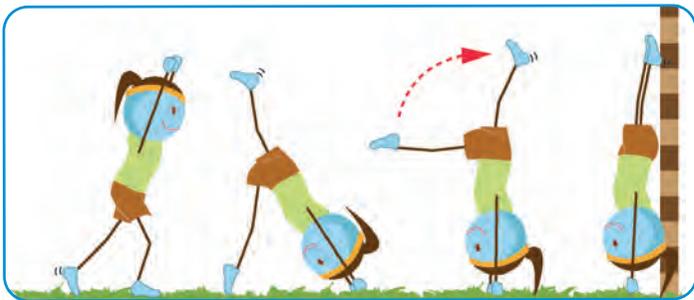
- Practise inside or outside, in a mostly clear area in order to maximise safety.
- Practise on any type of solid surface that cushions falls (e.g. tatami mats, sand, rice straw, grass, etc.).
- Change the size of the practice area according to the number of participants, in order to avoid collisions.

### Equipment

- The practice area can be marked out using cones, rope, flags and/or paint/chalk (see sheet C).
- Use equipment or adapted equipment (tables, chairs, taut rope, etc.) that will not compromise the safety of the participants.

### Rules

- Adapt the movements to the gymnast's age and ability.
- Organise team demonstrations/competitions (with the aim, for example, of reproducing movements at the same time).
- Perform movements with your eyes closed, with the help of other participants to ensure your safety.
- Accompany the movements by music, rhythmical instruments or singing and follow the rhythm.
- Improvise new figures/be creative.
- Allow a set amount of time in which to perform.
- Initially, allow rest periods between movements, building up to uninterrupted sequences.
- Change:
  - ✓ the starting position of the participants (on their knees, on one leg, on tiptoes, etc.),
  - ✓ the distance of a leap,
  - ✓ the pose to be taken,
  - ✓ the size and type of apparatus used,
  - ✓ the participants' goal (performance time, final position, quality of landing, etc.),
  - ✓ the number of points awarded per movement,
  - ✓ the number of attempts permitted.



## Instructions

- Give clear and simple instructions one-to-one, based on each participant's performance.
- Use positive feedback to encourage the participant's effort and make sure everyone is participating.
- Get the participants to form a circle around performers in order to make sure they follow the rules and to guarantee their safety.
- Make sure you see everyone and that the gymnasts can hear instructions.
- Start with easy movements and slowly increase the difficulty.
- Avoid line-ups and gymnasts standing still or sitting. Gymnastics is being active!
- Make sure that a space is free before performing a movement and/or a sequence.
- Alternate between moving to the left and to the right.
- Landings should be stable, on two supports.
- Get the participants to demonstrate techniques.

# Adapt the activity to your needs



## Challenges identified

### Observation

Communication  
Cooperation

### Trust

Self-confidence  
Communication

### Cooperation

Confidence in others  
Interdependence

### Accepting the judgement of others

Observation and judgement  
Listening to others

### Observation and judgment of others

Listening to and accepting the judgments of others  
Taking advice on board

## Possible variations

Face to face, one participant performs a sequence while another copies them; together they try to perform the same movements at the same time.

A participant performs a sequence while blindfolded. The other participants take responsibility for their safety.

In teams of three, two participants carry the third in order to perform a sequence of movements together.

One or several participants perform a series of techniques for the rest of the group who act as judges.

In groups of two, one participant performs a movement while the other observes and advises them on how to improve.

## Ethos of the activity

Throughout the activity, participants are watched and judged by other participants according to a set of criteria. In this way, they learn to listen to others and take on board others' opinions. They then try to improve their performance based on this feedback – an important skill when working with others. Through gymnastics, each participant can develop their listening skills and their ability to take on board others' opinions, whether or not they are different from their own!

## Interpersonal skills and knowledge

### Building an identity

- **Ability to pay attention and concentrate**  
Concentrate on performing an action.
- **Ability to be self-controlled**  
Control the body while moving in a space.
- **Ability to analyse and correct**  
Analyse movements, identify mistakes, and correct them in future attempts.

### Relating to others

- **Ability to work in a team towards a common goal**  
Perform a sequence of movements with several partners.
- **Ability to accept being watched by others**  
Take turns performing in front of the rest of the group.
- **Ability to accept the judgement of others**  
Agree to be watched and assessed by others according to a set of criteria, and listen to their advice.

### Sharing space

- **Sharing the practice area**  
Participants take it in turns to use the same space/apparatus (they agree to share).





# Judo

# 13



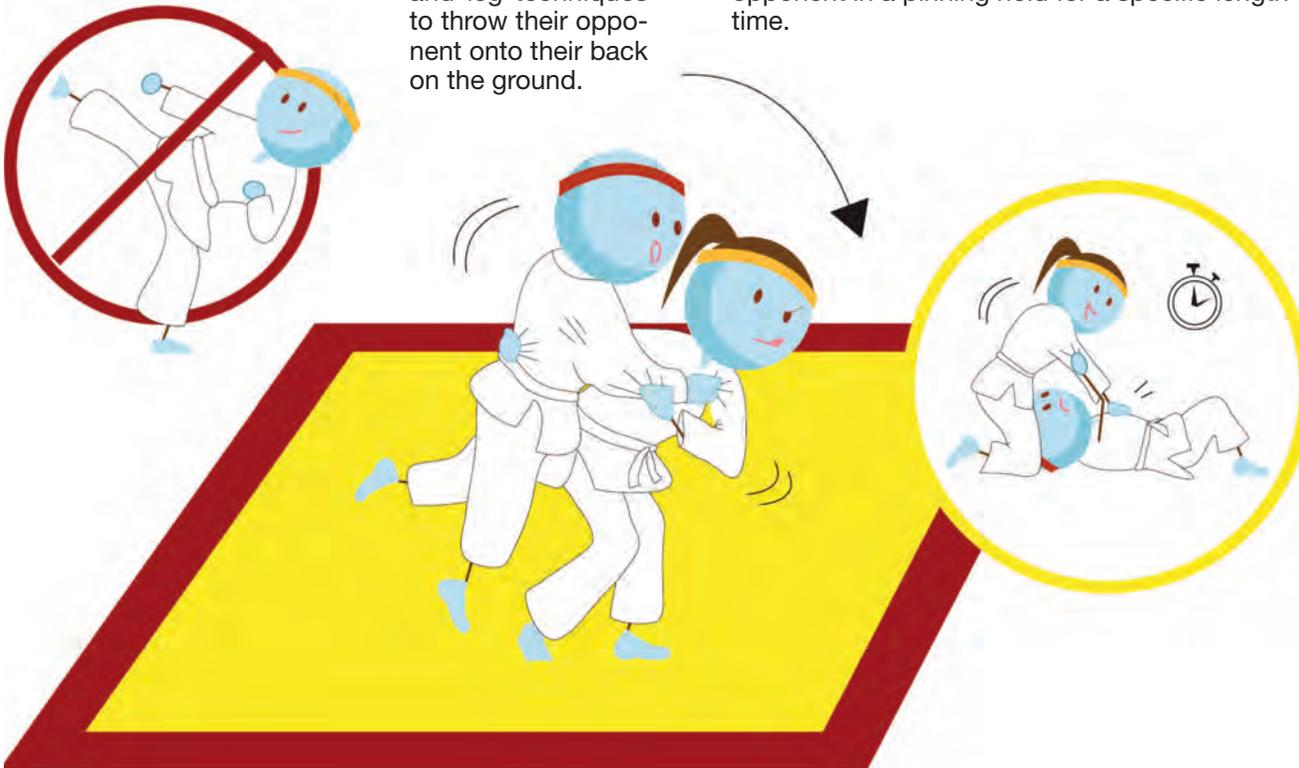
## Aim of the game

Using strength, speed and control, throw the opponent off balance in order to throw them onto their back on the ground, pinning down both shoulders. This scores an “ippon” (outright victory through a clean, decisive move).

An ippon can also be scored by pinning the opponent to the ground by their shoulders for a specific length of time, or by using a particular move which forces the opponent to surrender.

## Basic rules

- Two fighters.
- Fighters must be barefoot, in a standing position on the ground, and wear a judogi (heavy cotton uniform).
- Mixed-sex training sessions. Bouts are organised by age group, weight and gender.
- From a standing position, fighters use shoulder, hip and leg techniques to throw their opponent onto their back on the ground.
- Strikes to the opponent are forbidden.
- How to win:
  - ✓ From a standing position: when a fighter throws their opponent onto their back with force, speed and control.
  - ✓ On the ground: when a fighter immobilises their opponent in a pinning hold for a specific length of time.



## Features

### Values

Judo adheres to a moral code of:

- Politeness – respect for others.
- Courage – doing the right thing.
- Sincerity – expressing thoughts and feelings honestly.
- Honour – remaining true to your word.
- Modesty – talking about yourself without vanity.
- Respect – confidence cannot be built without respect.
- Self-control – knowing how to keep quiet despite feeling angry.
- Friendship – the purest and strongest human emotion.

### Specific features

- **A unique relationship with the opponent:** their safety must be ensured while throwing them down onto their back.
- **An indispensable education**  
Learning how to fall allows participants to become more sure of themselves. Falling is a necessary component of learning!
- **Appropriate dress required... for everyone's benefit**  
The judogi, the uniform worn by judoka (judo practitioners), enables partners/opponents to grab hold of each other and therefore practise correctly.
- **The need to control aggression** (the fighting spirit) and respect for the opponent.

### Champion tips

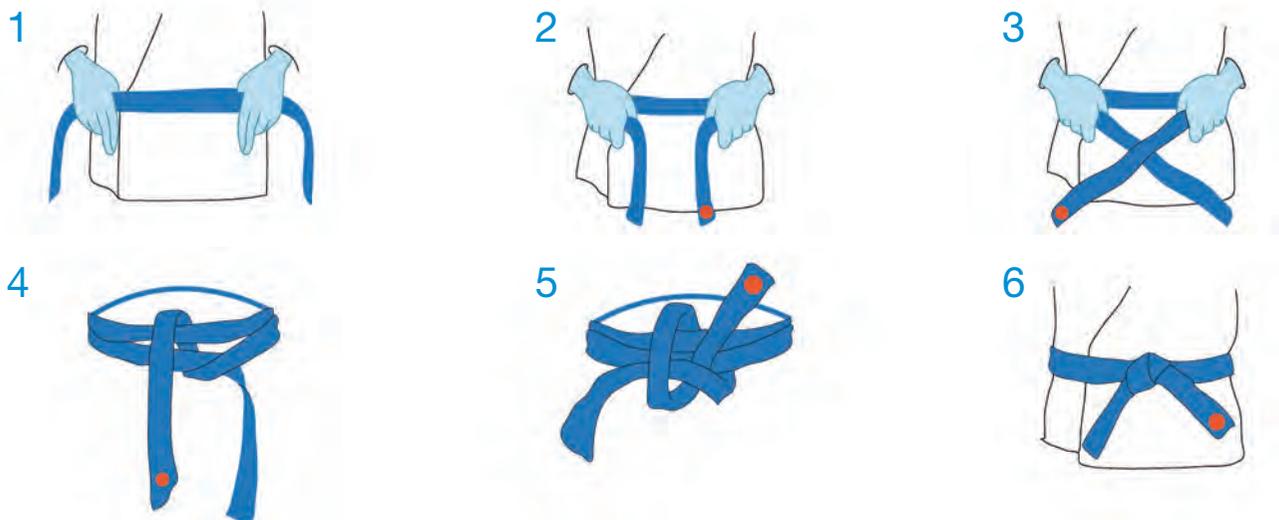


**Isaac Angbo**  
**Judo Champion, Côte d'Ivoire**  
*“Judo is the art of using intelligence to throw your opponent onto his back. It's a joyful sport. It's also excellent training for life.”*

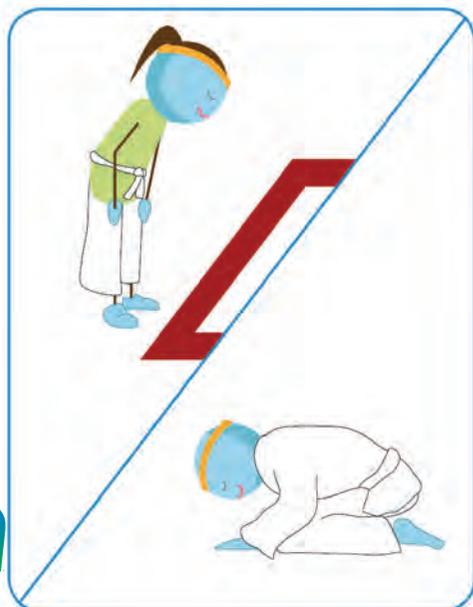


# Setting up the activity

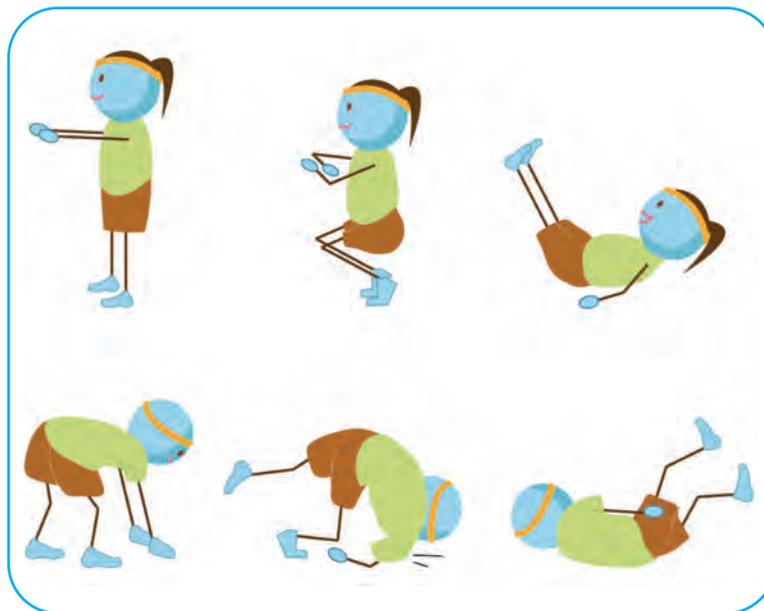
## Belt knot



## Salute



## Falls



## What can be adapted

### Practice area

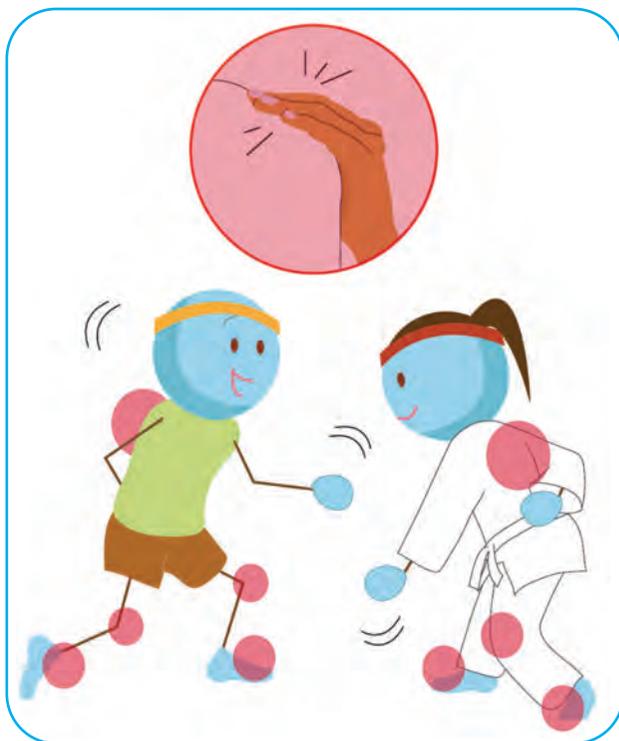
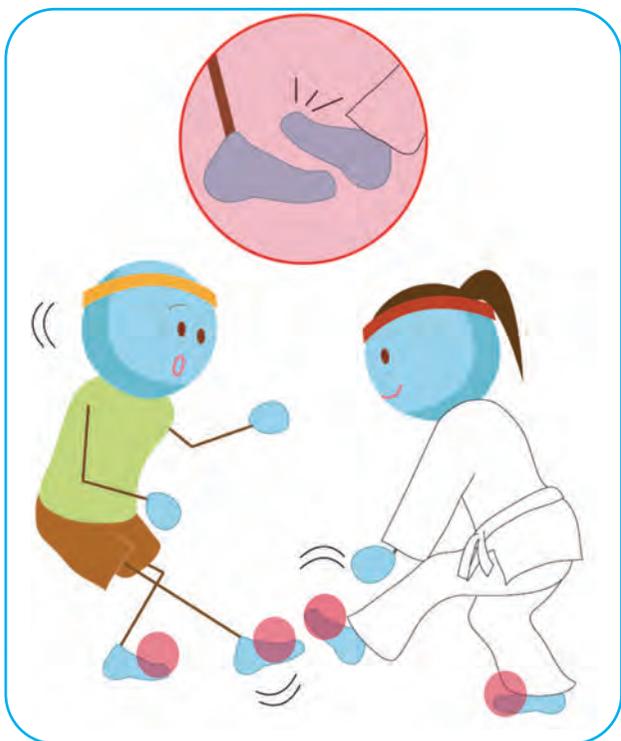
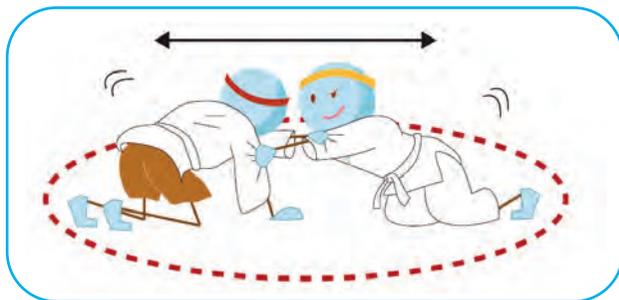
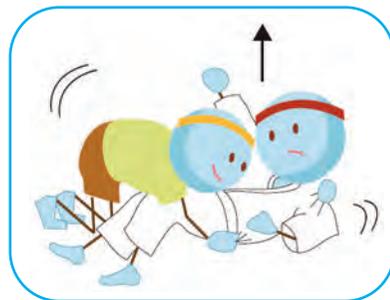
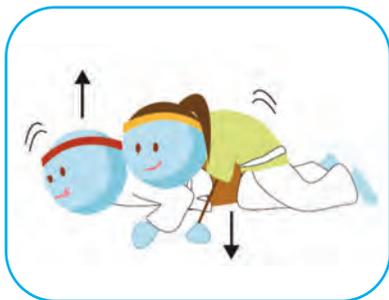
- Judo can be played on any solid surface capable of breaking falls (tatamis, sand, rice straw, grass, etc.).
- The size and shape of the surface of the practice area can be changed (e.g. made bigger or smaller depending on the purpose of the session).

### Equipment

- Mark out the practice area with a coloured belt/band, a rope or cones (see sheet C).
- Wear judogis, army jackets or simple heavy clothes in order to be able to grab onto the opponent.
- Use headbands, string, belts and/or different coloured clothes to distinguish between fighters (see sheet C).

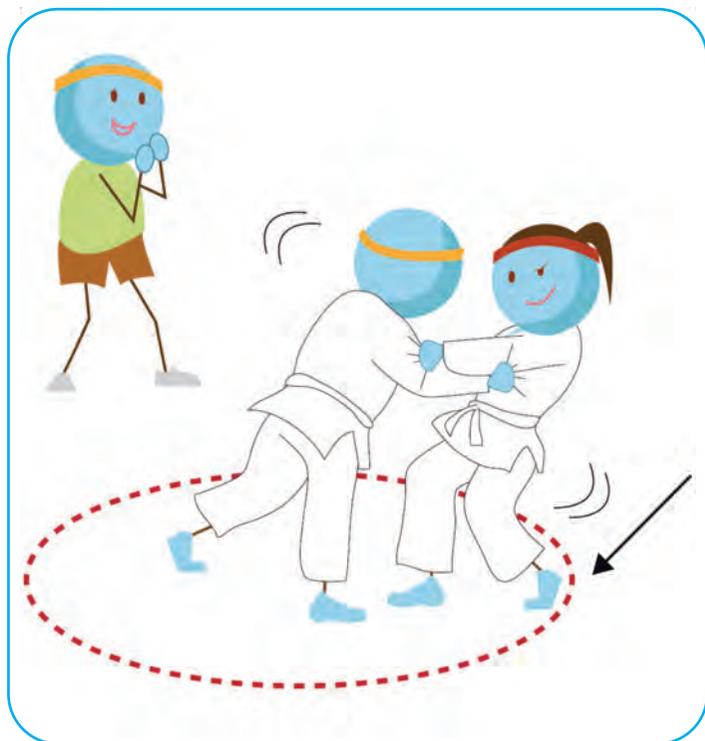
### Rules

- Change the duration of exercises and fights.
- Allow or forbid certain shoulder, hip and leg techniques used to throw the opponent to the ground.
- Allow or forbid the use of techniques below or above the waist.
- Start the fighters in different positions (standing, kneeling, sitting face to face or back to back, etc.).
- Alternate the techniques from left to right.
- Forbid the use of certain parts of the body for one fighter (hands, arms or legs) and/or certain techniques. This creates an imbalance which is good attack/defence training.
- Give the exercises a theme (e.g. one fighter attacks while the other is only allowed to dodge or block them, etc.).
- Separate the fighters, awarding points according to:
  - ✓ the quality of their throws (onto the opponent's back, side or buttocks, with force, speed and control),
  - ✓ how long they can hold their opponent in a pinning hold.



### Instructions

- Shoes must be taken off before practice.
- Belts must be tied around the waist to fasten the judogi and to allow the opponent to grab it.
- Fighters should carry out a “salute” in a standing and/or kneeling position as a mark of respect:
  - ✓ at the beginning and end of the session around the edge of the practice area, then with all participants together,
  - ✓ at the beginning and end of an exercise or fight between two fighters.
- Hold on to the opponent’s arms while throwing them to ensure their safety.
- Change partners after each exercise.
- Have participants umpire fighters to ensure their safety.
- Change the number of fighters on the mat to avoid collisions.



# Adapt the activity to your needs



## Challenges identified

### Mixed-sex environment

Development of girls' skills  
Adapting technique in relation to others

### Respect for the rules

Communication and listening to others  
Confidence in others  
Learning to accept the judgements of others

### Cooperation

Peer support  
Communication

### Sense of responsibility

Listening and communication  
Adapting speech in relation to others  
Learning through observation

### Acceptance of being watched by others

Cooperation

## Possible variations

Have a boy and a girl fight each other.

Together, three participants decide on some rules. One of the three umpires the other two. At the end of the fight, all three participants discuss what happened and the points scored.

In pairs, one participant is blindfolded while their partner guides them through a judo technique (by using their voice and/or by touching them).

The instructor/teacher demonstrates an exercise to one part of the group who then explains it to the others.

Two fighters demonstrate a series of techniques in front of the rest of the group.

## Ethos of the activity

Based on the principles and values of martial arts and combat sports, judo is, as stated by Jigoro Kano, who created it in 1882, first and foremost an educational tool that is particularly suited to young people. After observing snow piled up on tree branches and seeing the strongest ones break under the weight of this natural force and the smallest, most flexible ones able to shake it off by bending, Kano came to the conclusion that the flexible can defeat the strong. Through judo, which literally means "the gentle way", people of all genders, weight and sizes can compete against each other rationally and safely. By bowing to each other before each bout, judoga demonstrate their respect and trust in each other, accepting that judo is a shared learning experience in which opponents are responsible for each other's safety and well-being.

## Interpersonal skills and knowledge

### Building an identity

- **Anticipation and initiative**  
Fighters analyse, anticipate an opponent's actions and reactions and take the initiative (take risks).
- **Self-control**  
Fighters participate in the activity without aggression and with a clear head.

### Relating to others

- **Adapting to the abilities of others**  
Fighters adjust their technique according to the strength and actions of an opponent, and react quickly.
- **Helping and protecting others**  
Fighter always ensure an opponent's safety by holding onto their arm while throwing them to the ground.

### Sharing space

- **Control of the body**  
Fighters control their balance and movements. Fighters work together with a partner or compete against them in a small space.





# Karate

14

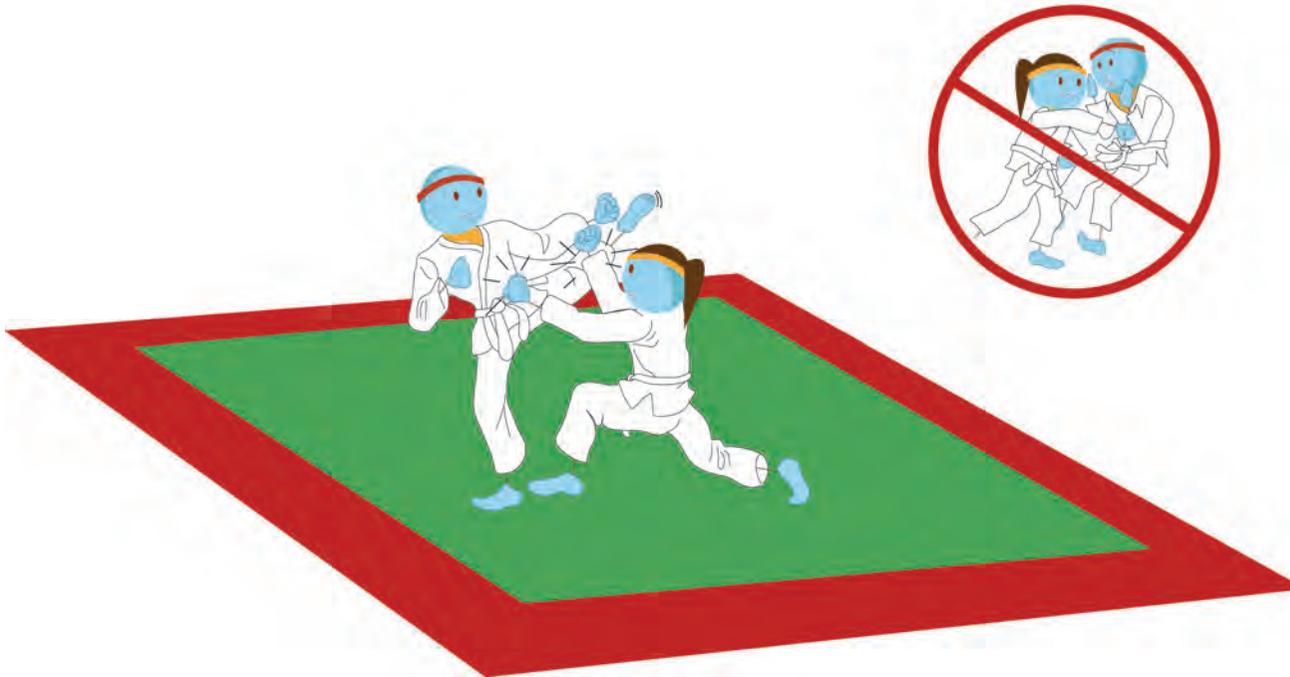


## Aim

To avoid the opponent's strikes and to touch/hit him with control and precision, using certain parts of the body, on predefined zones of the opponent's body.

## Basic rules

- Two opponents.
- Bouts organised by weight category, can be between girls and boys.
- Practised with bare feet, standing up, wearing karategi (uniform made out of reinforced cotton), on a marked out surface.
- Make contact with the opponent ("touch strikes") without hitting them ("hit strikes" are forbidden). Control the power and precision of the strikes.
- Only use certain parts of the body (to be defined in advance) to make contact with your opponent.
- Only aim at certain parts of the opponent's body. It is forbidden to make contact with your opponent if they are on the ground, on their back, and at neck height.
- Points are awarded according to the area of the body where contact is made insofar as the two opponents are not physically harmed.



## Features

### Values

- Self-control (physical and mental control)
- Commitment to and respect of others
- Self-confidence

### Specific features

- **A relationship with a specific opponent**  
Managing the opposition based on controlled impact (power of controlled strikes).
- **An organised bout**  
Only using certain body parts to touch predefined physical targets.
- **A constant game of attack/defence**  
Finding the right balance between attacking your opponent and defending yourself (taking controlled risks).
- **A necessary control of aggression**  
Fighting spirit and respecting others.

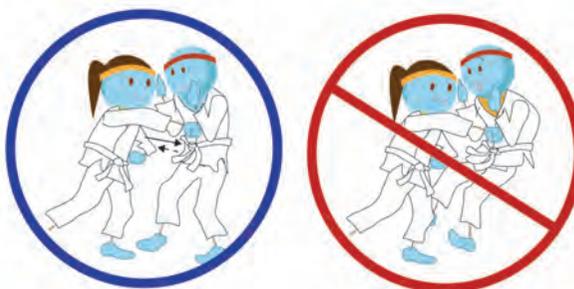
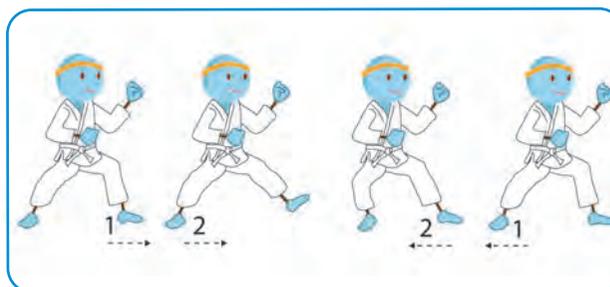
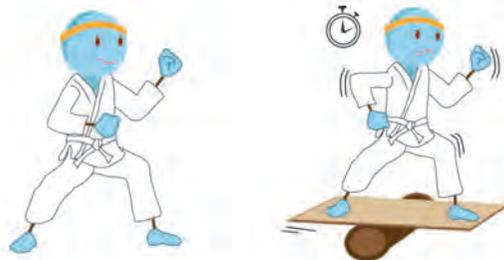
### Champion tips

More than just a sport, karate is a way of life which aims for physical and mental control. It enables participants to express themselves physically without needing to speak to one other.

Several types of karate exist, nevertheless the activity's logic remains the same: you must touch the opponent with bare hands and feet while defending yourself (hit strikes forbidden). The participants thus prove themselves through their technical and tactical qualities, but in no way through the power of their strikes. Without changing anything, the speed of execution must be accompanied by total control over the impact, at risk of being penalised.



# Setting up the activity



## What can be adapted

### Practice area

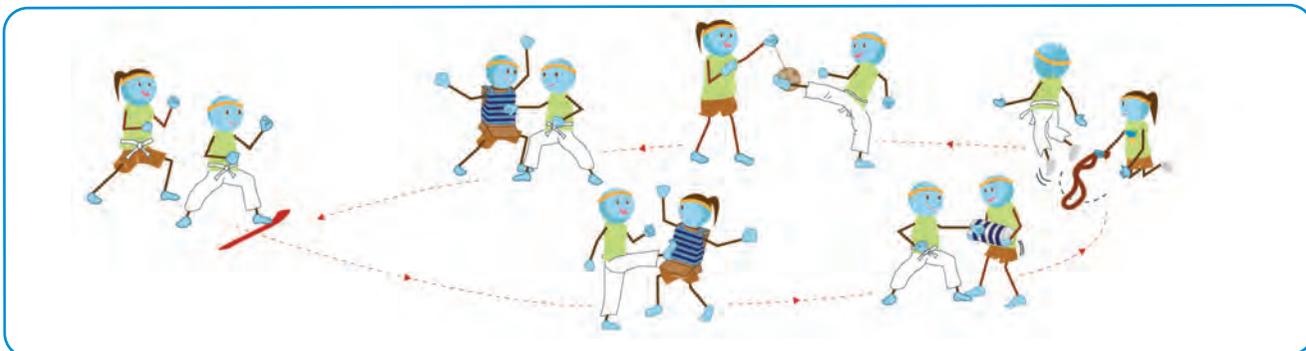
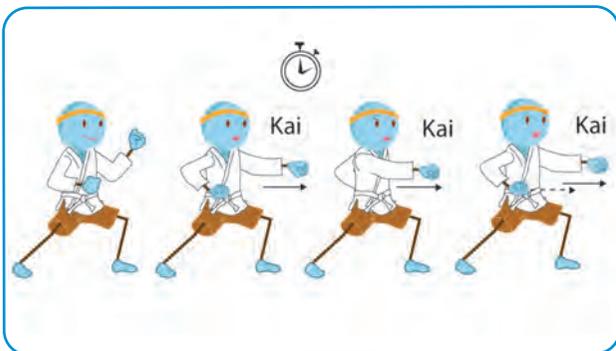
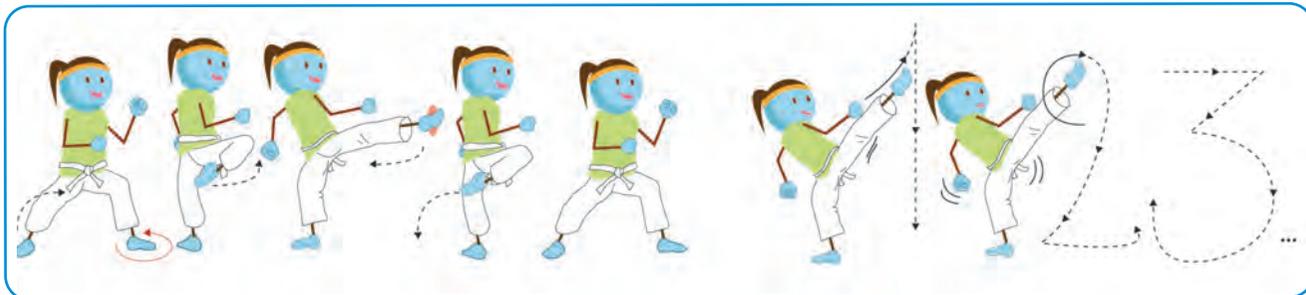
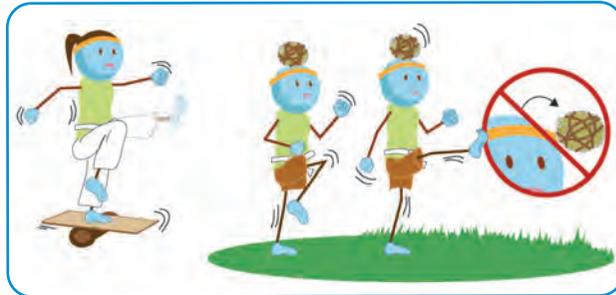
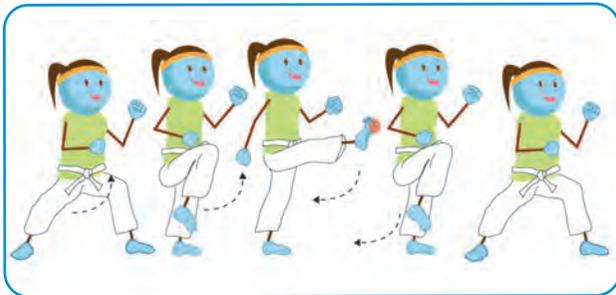
- Practice on all types of firm surface (tatami, sand, rice straw, grass, etc.).
- Change the size and shape of the practice area according to the aim of the session.

### Equipment

- Mark out the practice area with a coloured strip, rope or paint/chalk (see sheet C).
- Dress in karategi, military jackets or reinforced clothing.
- Use protective clothing such as padded gloves, a padded helmet and a mouth guard, particularly on areas of the body which are target zones (see sheet H).

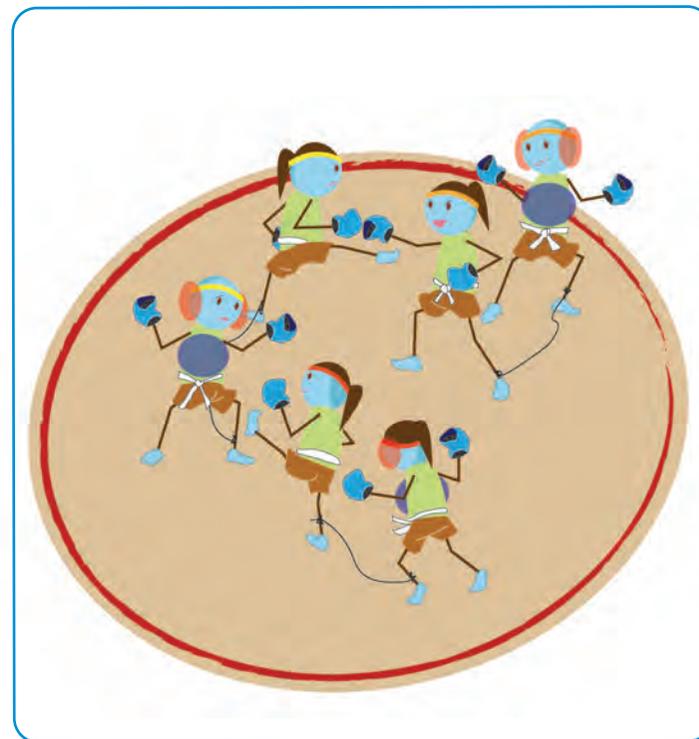
### Rules

- Change the length of the exercises and bouts.
- Permit or forbid:
  - ✓ certain types of strike,
  - ✓ the use of certain limbs to attack and/or defend (fingers, open or closed hands, forearms, feet, elbows, knees, etc.),
  - ✓ strikes on certain parts of the body (for example only below or above the waist).
- Start the bouts in different positions (standing up, kneeling, sat face to face, etc.).
- Do themed exercises (for example, one person attacks and the other can only evade).
- Separate the opponents by attributing points according to:
  - ✓ the control and precision of the strikes,
  - ✓ the parts of the body used to make contact,
  - ✓ the area of the body touched.
- Permit or forbid hit strikes, all the while taking care to maintain the opponent's safety.



## Instructions

- Take off your shoes before the session.
- Knot your belt at waist height in order to close your karategi.
- Salute each other, a symbol of respect, standing up and/or kneeling:
  - ✓ at the beginning and the end of the session at the edge of the practice area, then between all participants,
  - ✓ at the beginning and end of an exercise or bout between two participants
- Start with the idea of making contact (and not hitting) the opponent.
- Get the participants to umpire the opponents, thus guaranteeing their safety. Change roles between each exercise.
- Change partners between each exercise/bout in order to adapt to their way of practising.
- Get the participants to demonstrate techniques.



# Adapt the activity to your needs



## Challenges identified

### Mixed-sex environment

Promoting each person's abilities  
Adapting in relation to others

### Respecting rules

Communication and listening to others  
Having confidence in others  
Accepting the judgment of others

### Cooperation

Helping each other  
Communication

### Taking responsibility

Listening and communicating  
Adapting the way you communicate with others  
Learning by observation

### Accepting being observed by others

Cooperation

## Possible variations

Put girls and boys in opposition.

Three participants define the rules, and then one of them umpires the other two. At the end of the bout, all three discuss the actions and points scored.

In pairs, one person is blindfolded and led by their partner (by voice and/or touch) to carry out a particular move.

The instructor/teacher demonstrates an exercise to one part of the group, who then explain it to the others.

Two opponents demonstrate a sequence of moves in front of the rest of the group.

## Ethos of the activity

Karate is interspersed with rituals of group salutes. Carried out by the participants before and after each exercise/bout, the partner's salute represents the symbolic value of having promised to respect the rules, your partner and their physical well-being. It is a symbol of faith which testifies that each person needs others to succeed in their learning process and contributes to the success of other people.

## Interpersonal skills and knowledge

### Building an identity

#### • Commitment and investment

Accept confrontation, position yourself forwards and protect yourself, while at the same time taking risks.

#### • Ability to anticipate and take the initiative

Analyse, anticipate your opponent's actions and reactions, and take the initiative.

#### • Self-control

Wholeheartedly commit to the activity without being aggressive, while making sure you and your opponent are unharmed.

### Relating to others

#### • Ability to adapt to others

Adapt your response according to your opponent's actions and reactions (react quickly).

#### • Help and protect others

Make contact with certain zones on the opponent's body while respecting their physical well-being.

### Sharing space

#### • Share space

Interact with your opponent in a small space. Let them enter your space.

#### • Relationship with others

Let them make contact with your body in the predefined zones.





# Wrestling

15

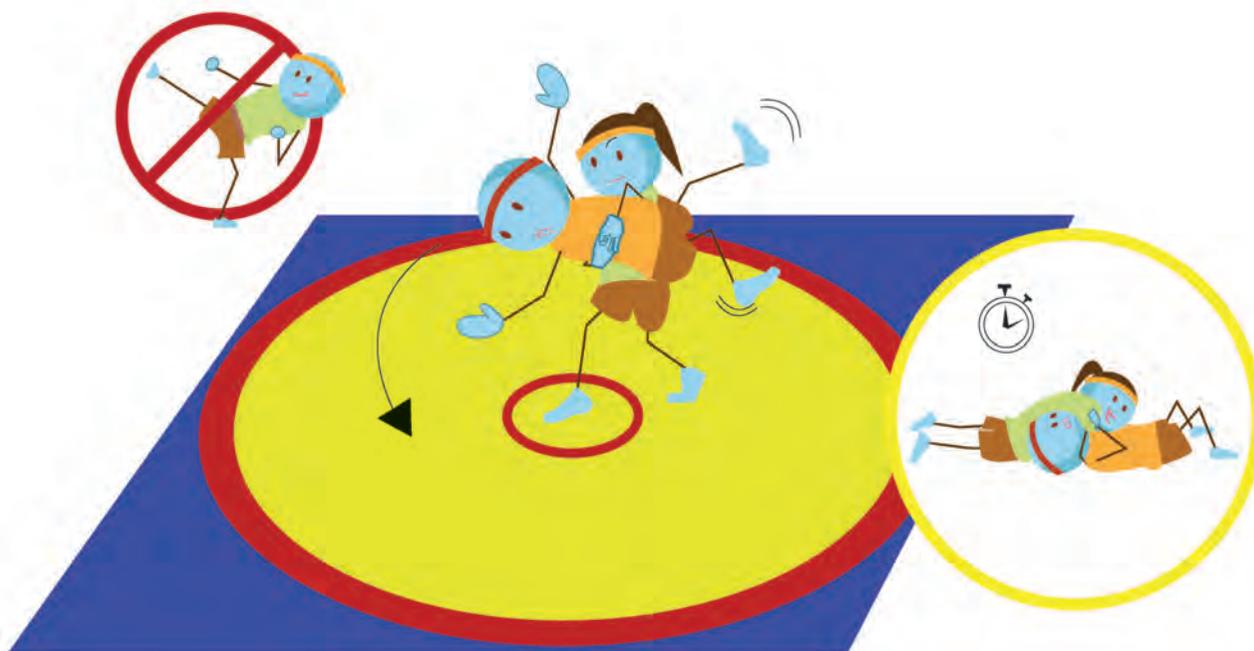


## Aim of the game

To throw the opponent off balance in order to throw them to the ground and immobilise them with both shoulders on the mat or to push them out of the marked-out area of play.

## Basic rules

- Two fighters.
- Fighters must be barefoot, in a standing position on the ground and remain inside the circular mat area.
- Fights are organised by weight category and are possible between girls and boys.
- Strikes to the opponent are forbidden.
- How to win:
  - ✓ From a standing position: when a fighter throws their opponent to the ground and/or pushes them outside of the circle.
  - ✓ On the ground: when a fighter immobilises their opponent by pinning both shoulders to the ground for a specific length of time.



## Features

### Values

- Self-confidence
- Fighting spirit
- Self-control and respect for others

### Specific features

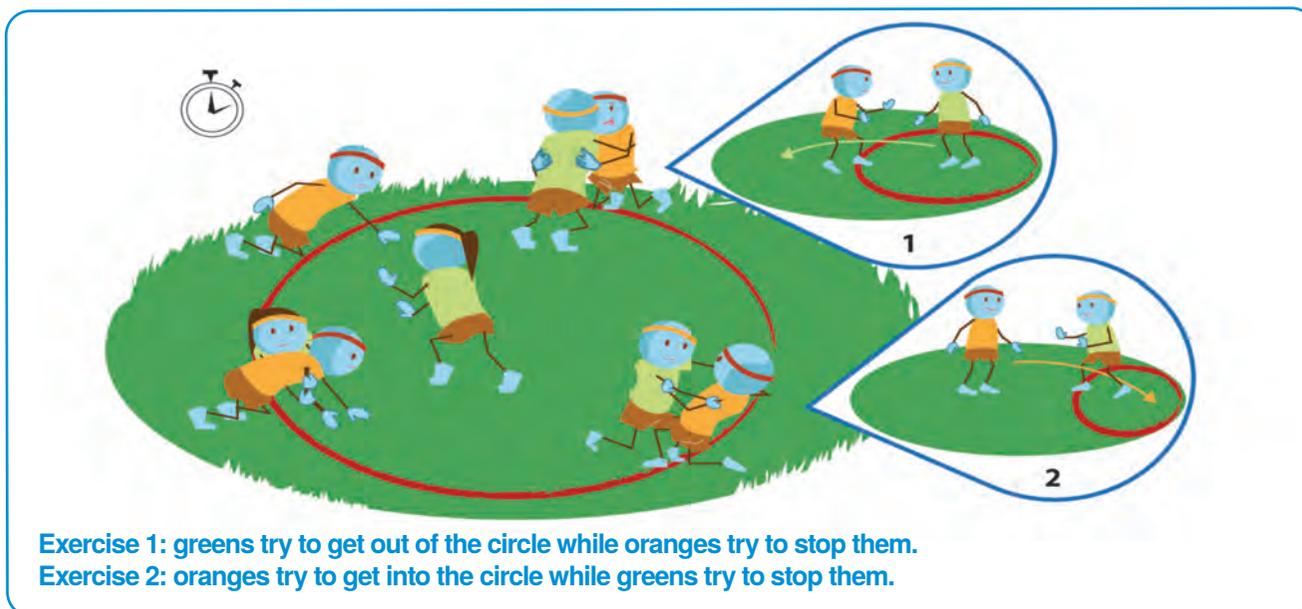
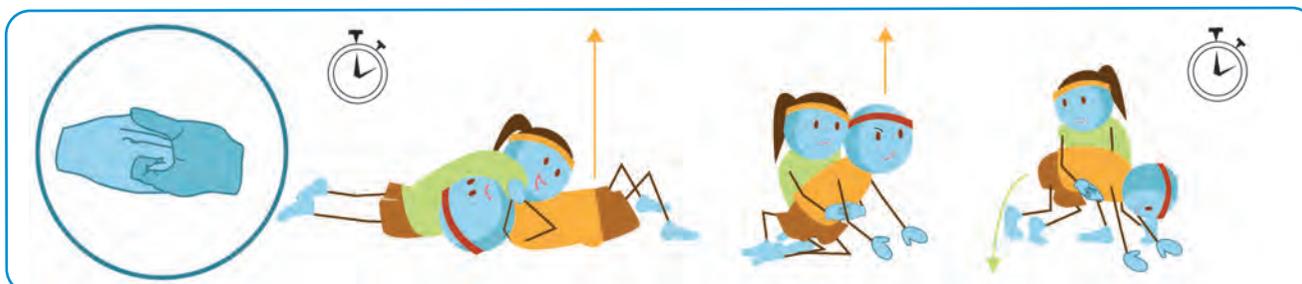
- **A unique relationship with the opponent:** their safety must be ensured while throwing them down onto their back.
- **An indispensable education**  
Learning how to fall enables participants to become more sure of themselves. Falling is a necessary component of learning!
- **The need to control aggression** (the fighting spirit) and respect for the opponent.
- **Rational progression**  
In order to make the sport accessible to all, introduce the practice of starting on all fours, then standing, with no hands, with one hand then with two, etc. Forbid fighters from lifting their opponent off the ground at first.

### Champion tips

Because it relies heavily on the principle of agility, wrestling allows people of all sizes, genders and weight to compete against each other in a reasoned way in different sessions. Each person can express themselves with their body without needing to talk (the mode of expression is body language). The practice of wrestling also helps participants to build self-confidence and learn about their constantly developing bodies.



# Setting up the activity



**Exercise 1:** greens try to get out of the circle while oranges try to stop them.  
**Exercise 2:** oranges try to get into the circle while greens try to stop them.

## What can be adapted

### Practice area

- Wrestling can be practised on any solid surface capable of breaking falls (soft mats, sand, rice straw, grass, etc.).
- The size and shape of the surface of the practice area can be changed (e.g. made bigger or smaller depending on the purpose of the session).

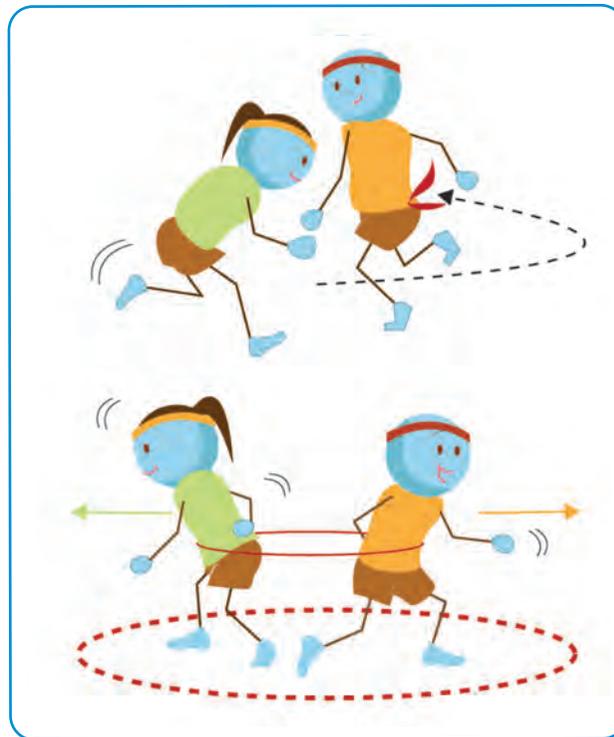
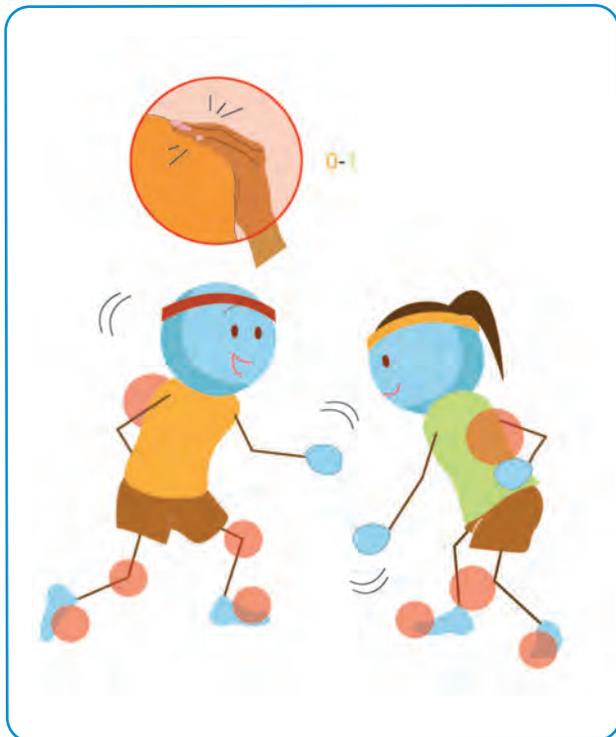
### Equipment

- Mark out the practice area with a coloured belt/band, a rope or cones (see sheet C).
- Use headbands, string, belts and/or different coloured clothes to tell the different fighters (see sheet C).

### Rules

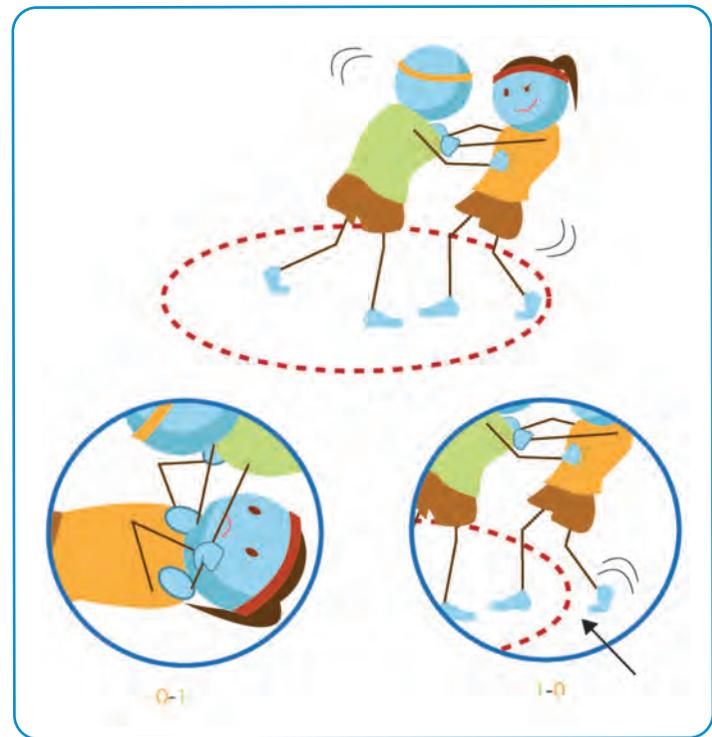
- Change the duration of the exercises and fights.
- Allow or forbid the use of techniques below or above the waist.
- Start the fights in different positions (standing, kneeling, sat face to face or back to back, etc.).
- Forbid the use of certain body parts for one fighter (hands, arms or legs) and/or the use of certain techniques to create an imbalance which is good attack/defence training.
- On the ground, allow or forbid certain supports (standing on one leg, or using both legs but only one hand).
- Give each fighter a different objective (push the opponent out of the circle, push them onto their back, onto one knee, onto their buttocks).
- Separate the fighters, awarding points according to:
  - ✓ the quality of their throws (onto the opponent's back, side, etc.),
  - ✓ the number of times their opponent is pushed out of the circle,
  - ✓ how long they hold their opponent on the ground.





### Instructions

- Shoes must be taken off before practice.
- Fighters should shake hands at the start of each exercise/fight as a mark of respect.
- Give clear and simple one-on-one instructions during exercises, specific to each fighter.
- Have participants demonstrate techniques/exercises.
- Alternate the exercises to the left and to the right.
- Have participants umpire fighters to ensure rules are respected and to preserve fighters' safety.
- Change the number of fighters on the mat to avoid collisions.
- Change partners after each exercise/fight to adapt to each participant's style.



# Adapt the activity to your needs



## Challenges identified

### Self-confidence

Organisation in a space without visual markers (feeling without seeing)  
Consciousness and appropriation of space



## Possible variations

Both fighters wear blindfolds during a fight and attack. An umpire ensures their safety and guides them using their voice so they can find their way around the space.

### Mixed-sex environment

Ensuring the safety of others  
Respect for different abilities



Have a boy and a girl fight each other.

### Respect for the rules

Communication and listening to others  
Confidence in others  
Learning to accept the judgement of others



Together, three participants decide on some rules. One of the three umpires the other two. At the end of the fight, all three participants discuss what happened and the points scored.

### Self-confidence and confidence in others

Understanding of the body in a space without visual markers (feeling without seeing)  
Sensitivity to touch



One fighter is blindfolded and attacks. The opponent is responsible for their safety and can only dodge attacks (counter-attacks not permitted).

### Sense of responsibility

Listening and communication  
Adapting speech in relation to others  
Learning by observation



The instructor/teacher demonstrates an exercise to one part of the group who then explains it to the others.

## Ethos of the activity

Wrestling allows participants to let off steam and express themselves physically. However, as in all combat sports, good practice depends on respect for the rules within a structured framework. Make sure each fighter commits to preserving their safety as well as that of their partner.

## Interpersonal skills and knowledge

### Building an identity

- **Self-confidence**  
Fighters develop awareness of the body and its strength.
- **Self-control**  
Fighters develop control over emotions.
- **Respect for the rules**  
Fighters do not harm an opponent, and ensure safety in all actions, etc.

### Relating to others

- **Adapting to the abilities of others**  
Fighters adapt relationships with others and transform aggression into a controlled fighting spirit.
- **Helping and protecting others**  
Fighters ensure the safety of the opponent while throwing them down (respect for others).
- **Role-playing**  
Fighters assume different roles (attack, defence, umpire, observer) and accept roles changing between each session.

### Sharing space

- **Self-awareness within a space**  
Fighters develop awareness of their body in the space, with or without visual markers (blindfolded).
- **Use of space**  
Fighters develop awareness of the space and how to use it to advantage.



# Rugby

16

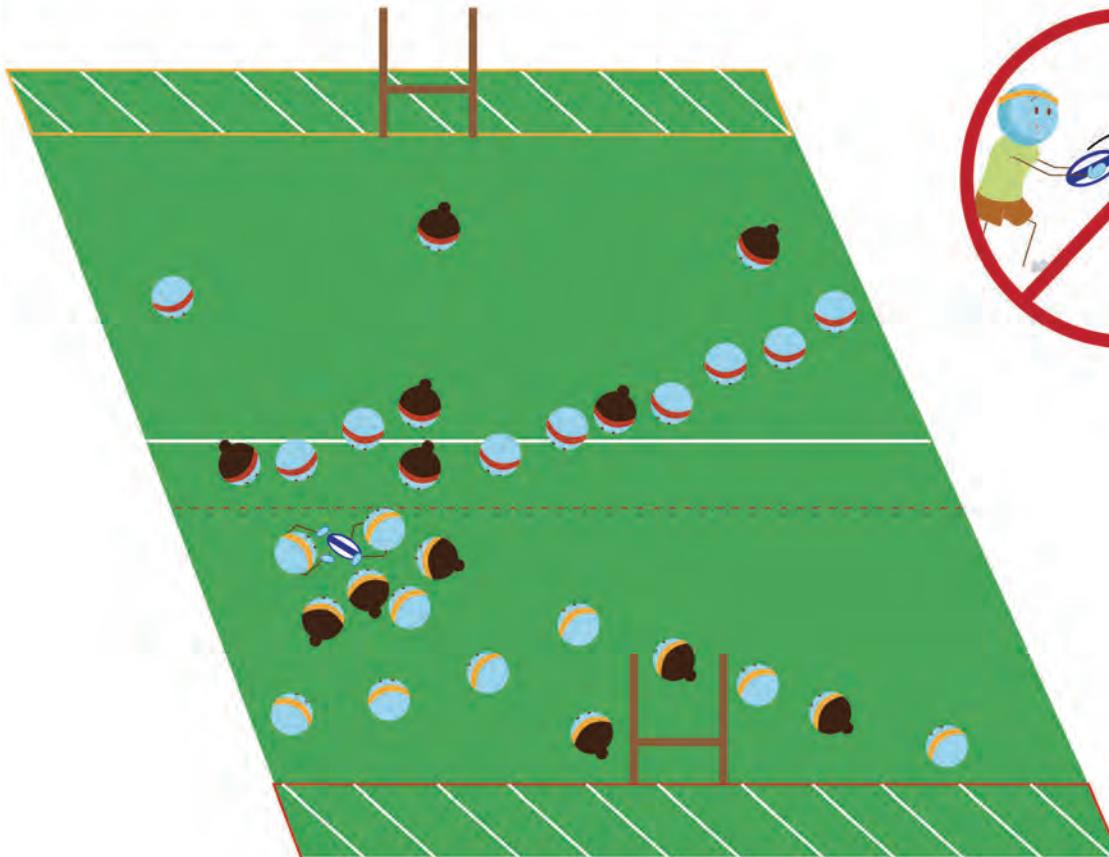


## Aim of the game

To move forward by passing the ball amongst the team in order to score a try (ground the ball whilst holding onto it) in the opposing team's in-goal area (horizontal targets shown on diagram), all the while defending their own in-goal area.

## Basic rules

- Two teams of 15 players.
- It is forbidden to go over the imaginary line level with the ball and parallel to the in-goal areas.
- Players are allowed to run while holding the ball.
- Passes can only be made backwards.
- Players tackle (pull to the ground) the opponent carrying the ball, below the waist.
- Players must surrender the ball if successfully tackled by their opponent.
- Points are scored by grounding the ball in the opposing in-goal area.



## Features

### Values

- Solidarity
- Commitment and fighting spirit
- Respect for others and discipline

### Specific features

- **A novel piece of equipment:** an oval-shaped ball which bounces unpredictably.
- **A unique relationship with the opponent:** hand to body contact with tackles or “touches”.
- **A different way of positioning within the space**  
Passes cannot be made forwards, so teams must run with the ball and play collectively to move forwards.
- **The need to control aggression** (fighting spirit) and respect others.

### Champion tips

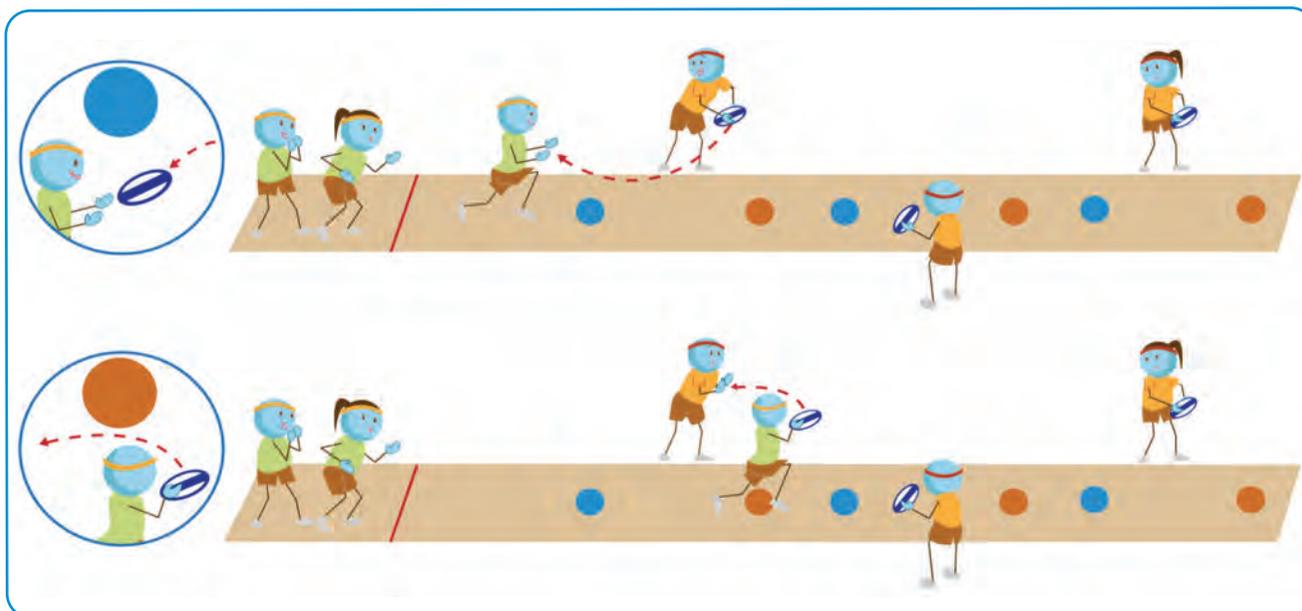
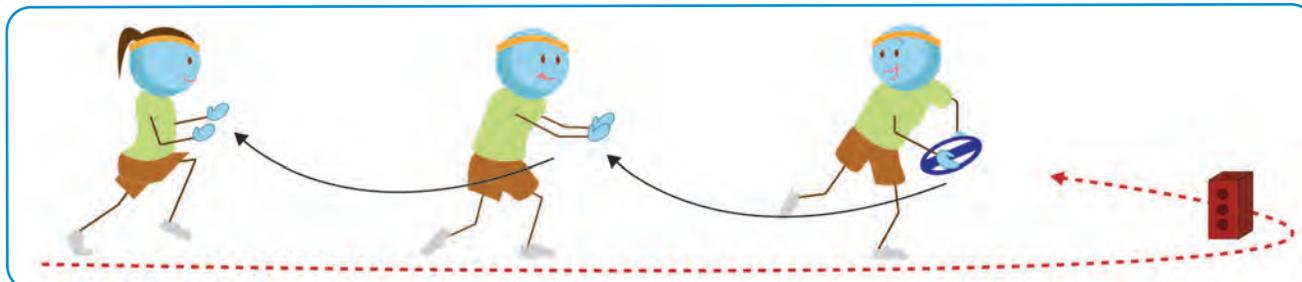
**Serge Betsen  
Rugby Champion, France**



*“Rugby makes us feel emotions and want to share them, all facing the same way and supporting each other. In a rugby team, each individual performance is in context: each effort contributes to the whole. So solidarity, self-sacrifice and respect are important values in this sport.”*



# Setting up the activity



## What can be adapted

### Practice area

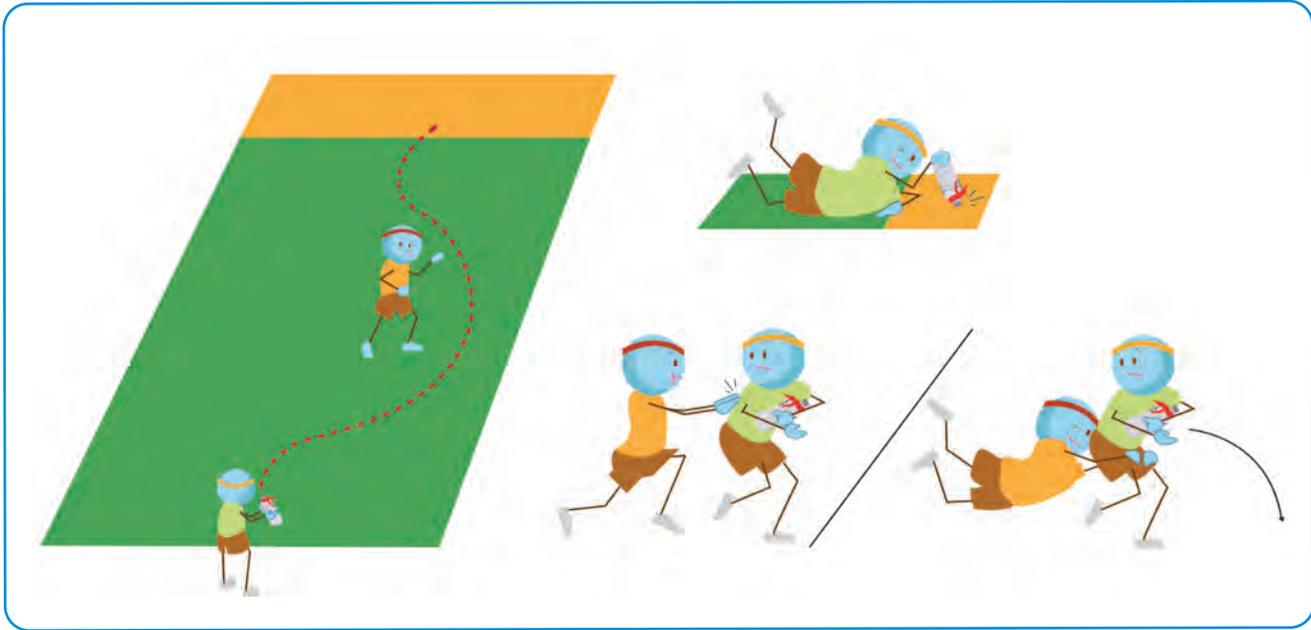
- Can be played on any solid surface (grass, sand, etc.).
- The size and shape of the practice area can be adapted (larger or smaller pitch depending on the number of players and the specific goal of the session).

### Equipment

- Mark out the practice area using cones and/or flags (see sheet C).
- Distinguish between teams using headbands, stripes and/or differently coloured clothes (see sheet C).
- Use balls (round or oval) or objects which are easy to transport (a bottle, a shoe, etc.) (see sheet E).

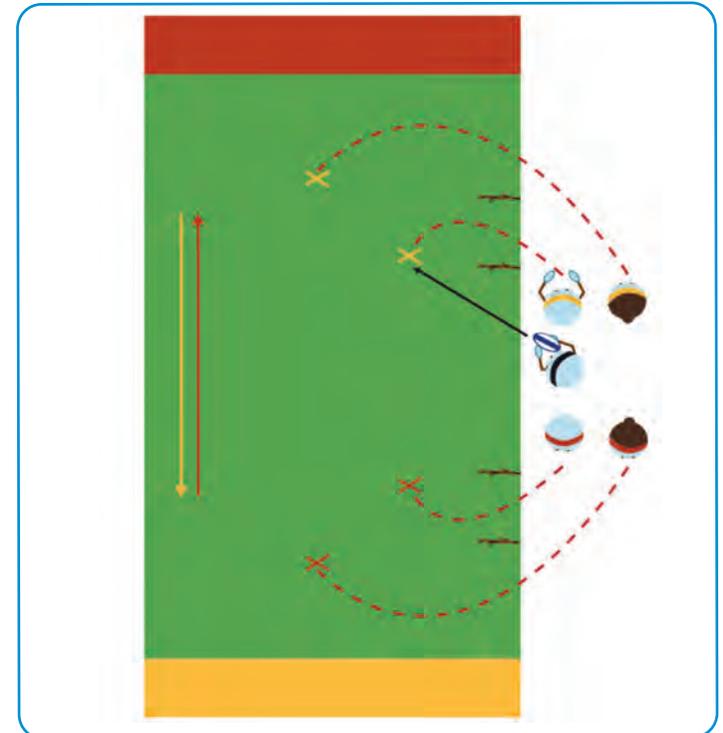
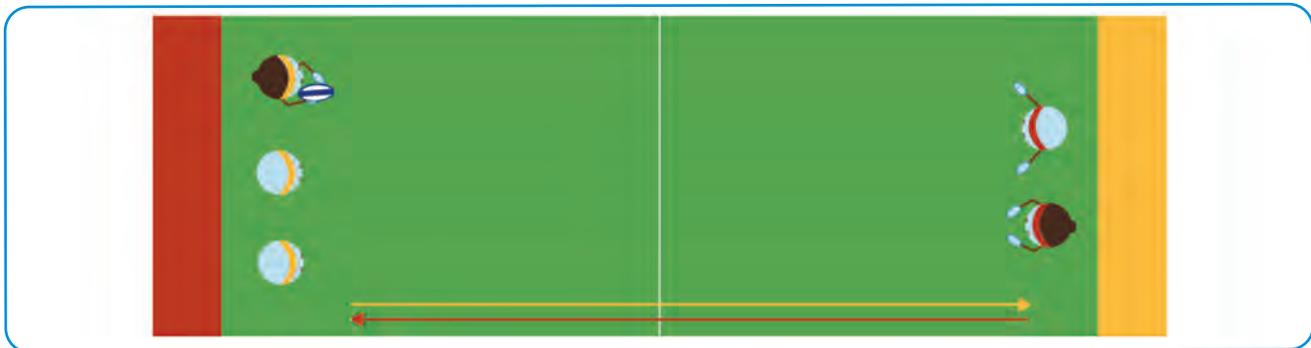
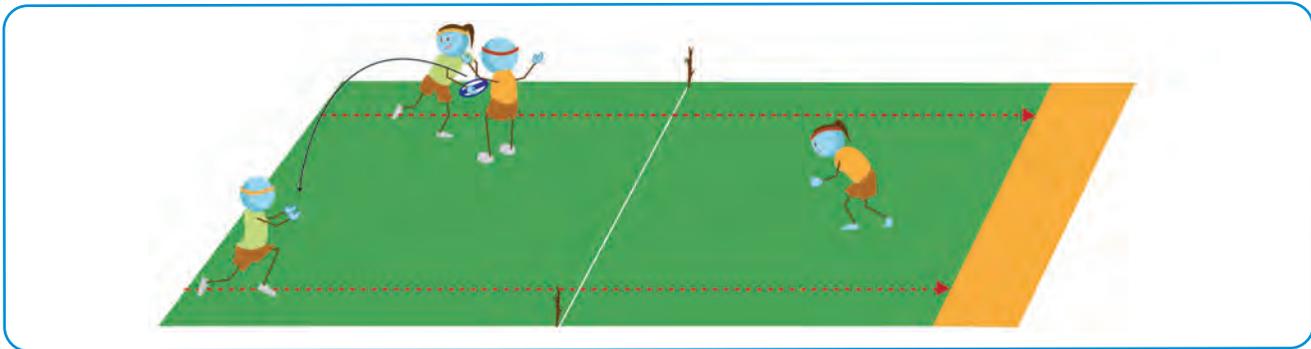
### Rules

- Change the duration of the exercises and matches.
- Change the number of players per team:
  - ✓ 3 against 3 / 7 against 7 / 15 against 15, etc.,
  - ✓ reduce or increase the number of players in one team to create an imbalance to train the attack/defence (2 against 3 / 4 against 6 / 7 against 10, etc.).
- Vary the different defensive options possible on the player carrying the ball (forcing them to drop the ball):
  - ✓ tackle them to the ground,
  - ✓ touch them with either one or two hands,
  - ✓ grab onto their tag (in this case a tag is attached to each player)
- Change the possession of the ball:
  - ✓ when it touches the ground,
  - ✓ when the player carrying the ball is kicked into touch,
  - ✓ according to the number of tackles or touches.



## Instructions

- Players should make sure that a partner is ready/paying attention before passing them the ball.
- Players should always position themselves behind the player with the ball to receive it (ball can only be passed backwards).
- If an exercise involves touching the person with the ball with two hands (instead of tackling them):
  - ✓ Player should shout “Tag!” as they touch them, so they know they have been tagged and drop the ball onto the ground. One of their teammates can pick it up and continue to play.
  - ✓ The umpire should count each touch aloud. After six touches, the team on the defence gains the ball and becomes the attacking team.



# Adapt the activity to your needs



## Challenges identified

### Mixed-sex environment

Development of each participant's individual skills  
Adapting to others



## Possible variations

Mix girls and boys within the same team.

### Respect for the rules (taking responsibility)

Communication and listening to others  
Confidence in others



Together, the players decide on rules before playing and then umpire themselves (so the game has no umpire).

### Cooperation

Helping each other out  
Communication



In two teams of 8: within each team, pairs of players are attached together at the wrist.

### Respect for others

Bodily contact  
Commitment without aggression (fighting spirit)



Introduce bodily contact between players progressively through touch and tackling exercises.

### Controlling emotions

Managing fear



Attack versus defence! The player with the ball must move forward with the ball (not allowed to pass).

## Ethos of the activity

A moving imaginary line separates the two teams, which moves according to the position of the ball on the pitch. This feature means participants must get to grips with the idea of "territory".

Furthermore, being allowed to run freely with the ball forces players to take on their own responsibilities. Between playing individually and/or collectively, they must make decisions and act on them.

## Interpersonal skills and knowledge

### Building an identity

- **Ability to control emotions**  
Players engage in the activity without aggression.
- **Ability to take on responsibilities**  
Players maintain a clear head whilst playing individually and collectively.

### Relating to others

- **Ability to work together in a team towards a collective goal**  
Players compete together.
- **Helping and protecting others**  
Players touch or tackle the opponents without hurting them. They support and protect the player carrying the ball.
- **Ability to adapt**  
Players adapt to the strength and actions of others.

### Sharing space

- **Ability to open up personal space**  
Players accept being touched/tackled by the opponents.
- **Respect for the shared space**  
Players maintain awareness of the moving imaginary line (separating the two teams) and respect the opposing team's space.





# Tennis

17

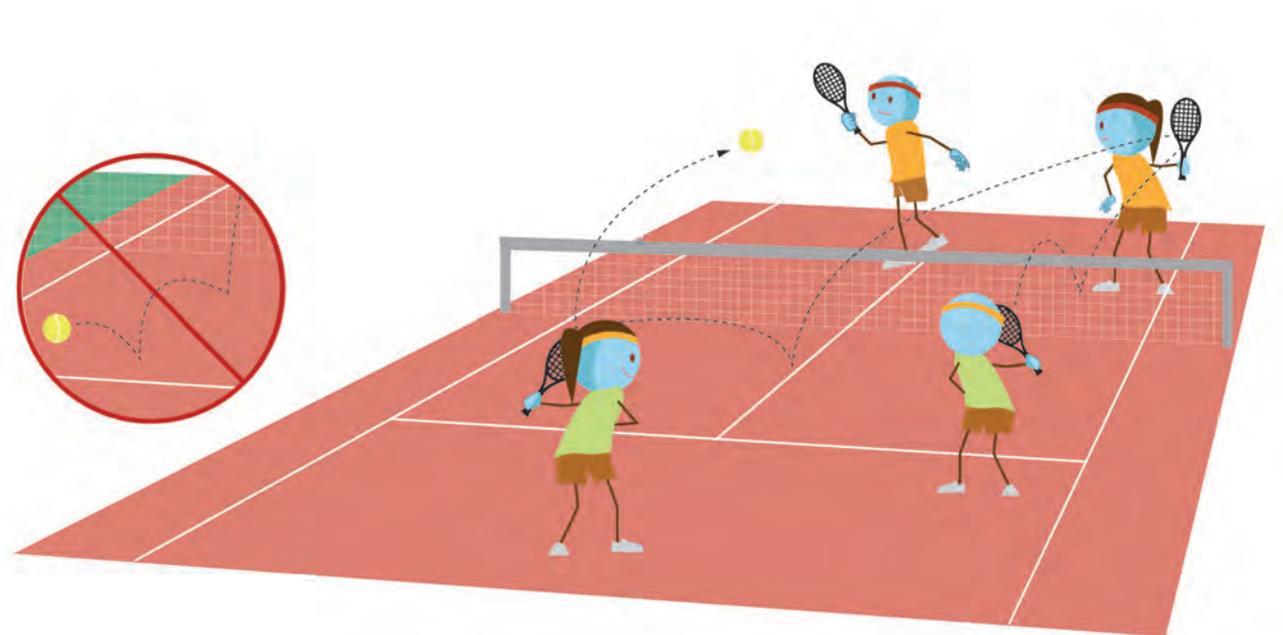


## Aim of the game

To hit a ball with a racket in order to send it over a net, so that it bounces within the boundaries of the opposite court and the opponent cannot return it.

## Basic rules

- Two players (one against one) or four players (two against two).
- Played on a marked court (two opposing sides separated by a net).
- The ball must only bounce in the opposite court.
- The ball must be hit before it bounces twice.
- A point is docked if the ball bounces twice or bounces outside the boundaries of the court.



## Features

### Values

- Concentration
- Observation of the opponent
- Taking measured risks

### Specific features

- **A unique relationship with the opponent**  
Without physical contact, the opposition is met with via a ball, a means of communication which passes constantly between the two opponents.
- **Organised in a unique space:** two horizontal playing surfaces separated by a high, vertical obstacle, the net.
- **Unique authorisation**  
Players can walk on their opponent's target area, as this is also their area of play.
- **An indispensable command of emotions**  
The opposition of players without physical confrontation increases the importance of the psychological aspect. At difficult points, they must be mentally strong.

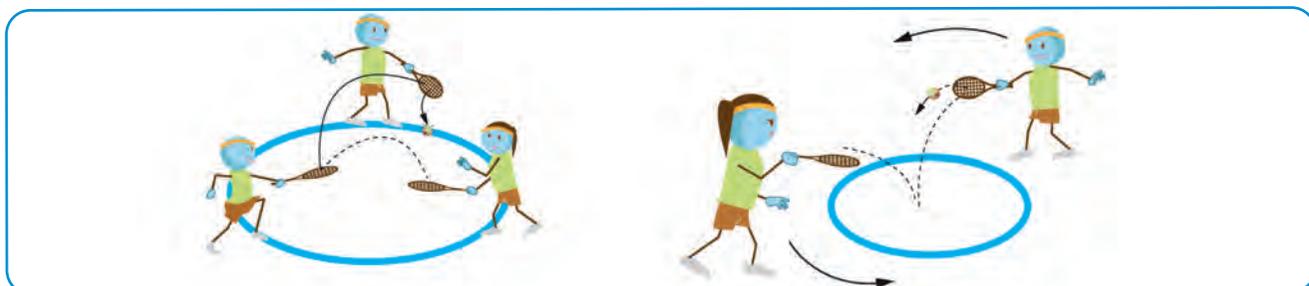
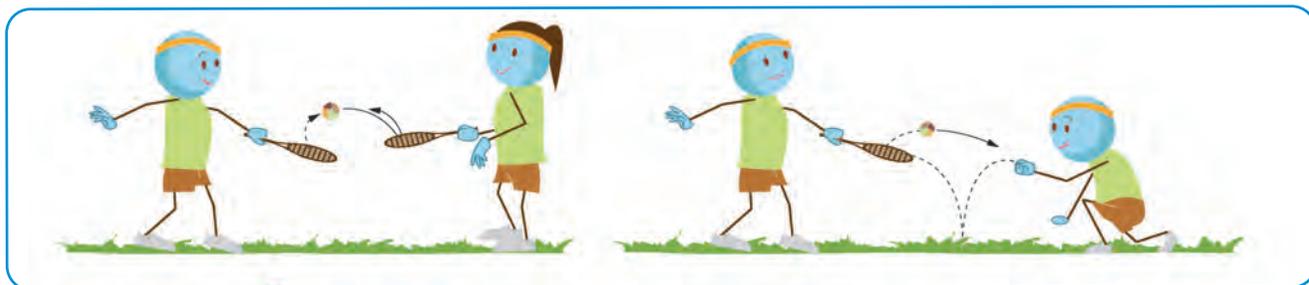
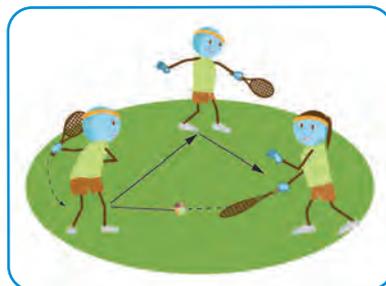
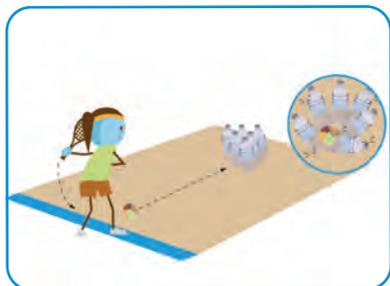
### Champion tips



**Rohan Bopanna**  
Tennis Champion, India

*"My experience in the professional tennis circuit has taught me this: when you really want something that you've never had, you have to do things that you have never done before."*

# Setting up the activity



## What can be adapted

### Practice area

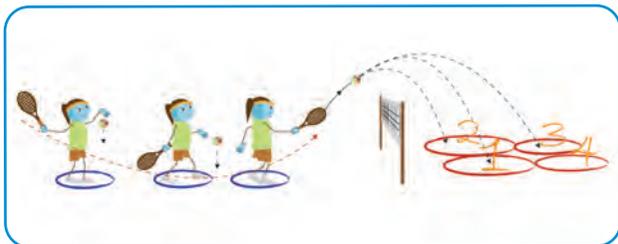
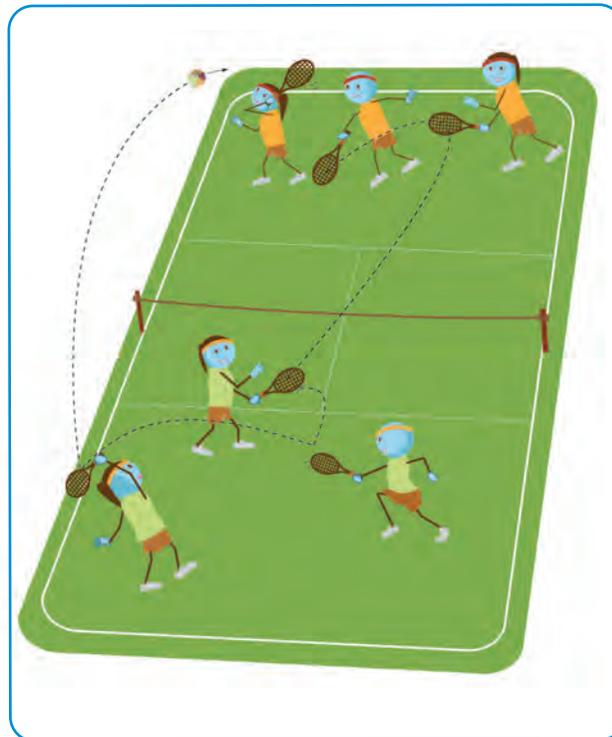
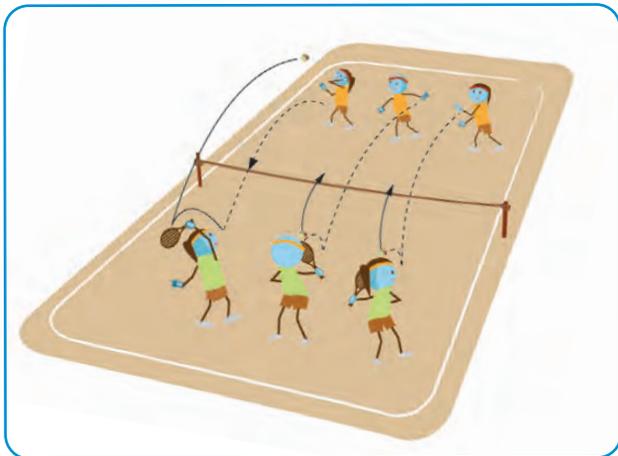
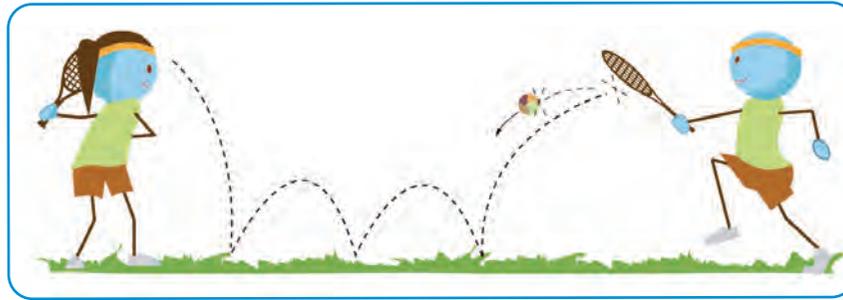
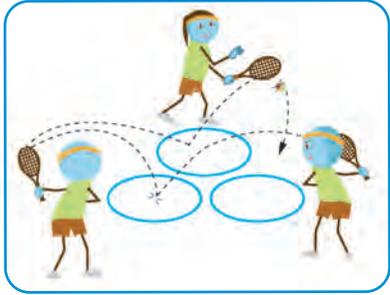
- Play inside or outside on all types of more or less flat solid surfaces where the ball can bounce (tarmac, grass, etc.).
- Adapt the size and shape of the practice area according to the purpose of the session (longer or shorter and/or wider or narrower, with obstacles, targets to aim for, etc.).

### Equipment

- Mark out the area of play with cones, rope, flags and/or paint/chalk (see sheet C).
- Use a net or equivalent to separate the two courts (see sheet F).
- Use:
  - ✓ one racket per player (see sheet F),
  - ✓ a ball that bounces (see sheet F).

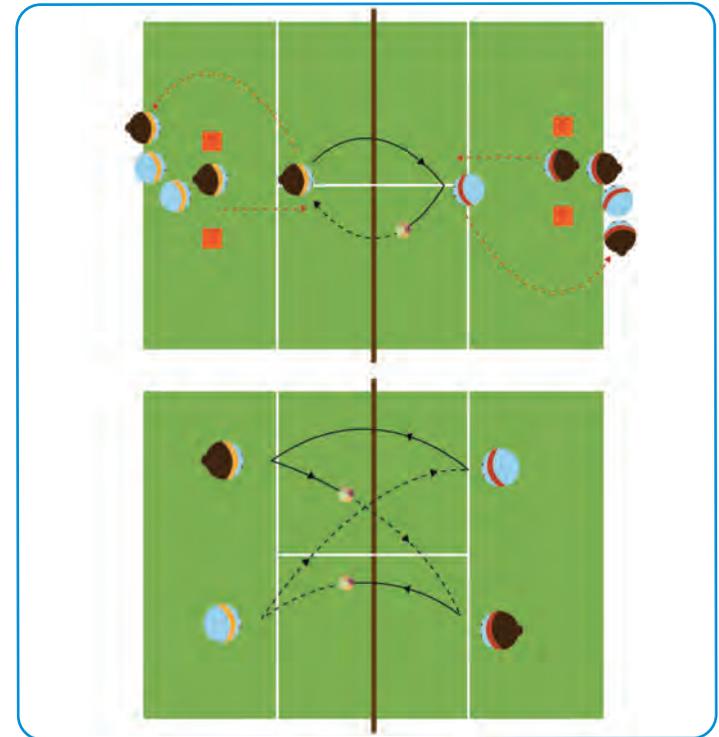
### Rules

- Decrease or increase:
  - ✓ the height of the net,
  - ✓ the length and width of the court,
  - ✓ the number of players per team.
- For those who find it difficult to receive the ball and then return it straightaway:
  - ✓ allow it to be caught first, or make it bounce on the racket before returning it,
  - ✓ allow or forbid one or more bounces before receiving/returning the ball,
  - ✓ use a bigger or smaller ball, which bounces more or less high.
- Decide the value of points awarded according to:
  - ✓ the hitter,
  - ✓ his/her position on the court during the shot, and/or
  - ✓ the area where the ball lands.



## Instructions

- During the exercise, give clear and simple one-on-one instructions, specific to each player.
- Have the players demonstrate techniques/ exercises.
- Alternate movements to the left and to the right.
- Have the players umpire matches in order to make sure rules are respected.
- When two people play against two or more:
  - ✓ split the roles (each person plays on a specific part of the court, the players each take it in turns to hit the ball, etc.),
  - ✓ shout "I've got it!" before receiving the ball to inform your team-mates so you don't get in each other's way.
- Change partner between each exercise/match in order to adapt to different styles of play.



# Adapt the activity to your needs



## Challenges identified

### Equality

Dependence  
Using your skills for the benefit of others

### Working with others

Listening and communicating  
Interdependence

### Cooperation

Listening and communicating  
Interdependence

### Cooperation

Listening and communicating  
Managing stress  
Accepting defeat

### Respect for rules

Confidence in others  
Accepting the judgment of others

## Possible variations

Match with two against two: in each team, points awarded by one of the two players are worth double those awarded by the other.

Match with two against two: in each team, two players have to hit the ball in turn while attached at the wrist (the one which isn't holding the racket).

Match three against three: the players have a single racket per team and pass it among themselves between each rally to hit the ball in turn.

Two teams on two courts side by side: the aim of each team is to have a longer rally than the team next to them.

Three players decide on the rules together. One of them umpires the other two. At the end of the match, the three discuss the actions and points scored.

## Ethos of the activity

In order to make tennis accessible to everyone, the idea of confrontation can be introduced progressively. Introduction to the activity can be done with the following steps:

- hitting: "I play on my own" (ball skills, hitting it against the wall),
- rallying: "I play with someone" (making the rally last with the help of my partner),
- separating: "I play against someone" (winning the rally against my opponent).

## Interpersonal skills and knowledge

### Building an identity

- **Ability to focus**  
Players constantly watch the ball, even during defensive withdrawals.
- **Ability to vary actions**  
Players build up forehand and backhand rallies, with different effects and ball trajectories.

### Relating to others

- **Ability to adapt and react**  
Players adapt their shots to the position of their opponent (aim for specific areas, empty spaces etc.).
- **Ability to communicate**  
Players communicate with their partner in order to build team spirit, and with opponents in order to count points.

### Sharing space

- **Share space**  
Players interact with their partner in a small space by hitting the ball in turns.
- **Ability to interact in the other person's space**  
Players send the ball to the opposite side of the court, which is both their target and the opponent's area of play.





# Table Tennis

18

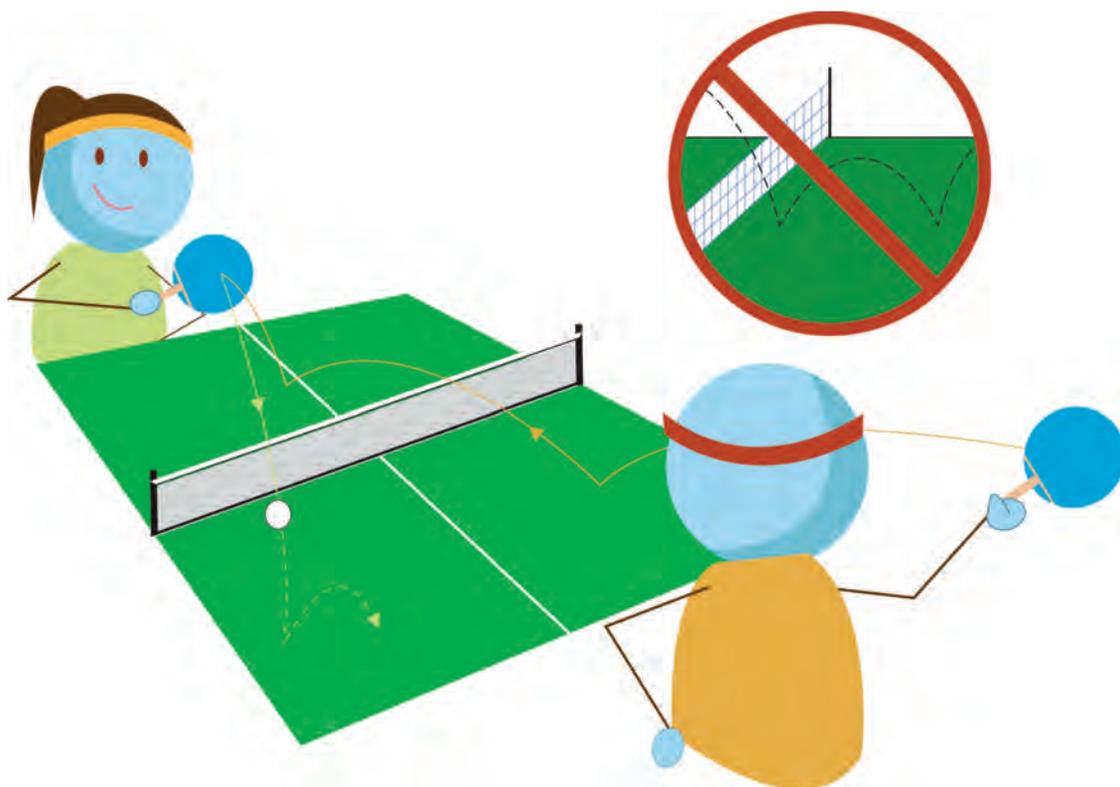


## Aim of the game

To hit a ball with a bat in order to send it over a net, so that it bounces on the opposite side of the table and the opponent cannot return it.

## Basic rules

- Two players (one against one) or four players (two against two).
- In doubles, the two players on the same team take it in turns to hit the ball.
- When serving, the ball bounces once on the server's side and once on the opposite side of the table. Then, during the rally, the ball must only bounce on the opposite side of the table.
- The ball must be hit before the second bounce.
- A point is docked if the ball bounces twice or bounces off the table.



## Features

### Values

- Reflexes and reaction
- Observation and adaptation to the opponent
- Concentration

### Specific features

- **A unique relationship with the opponent**  
Without physical contact, the opposition is met with via a ball, a means of communication which passes constantly between the two opponents.
- **Organised in a unique space:** two horizontal playing surfaces separated by a high, vertical obstacle, the net.
- **A surface which is both target and practice area**  
The players' areas of play are also the horizontal targets aimed at by the opponent.
- **An indispensable command of emotions**  
The opposition of players without physical confrontation increases the importance of the psychological aspect. At difficult points, they must be mentally strong.

### Champion tips

**Peter Karlsson**  
Table Tennis Champion, Sweden



*"Table tennis is based on four distinct areas: technique, tactics, psychological well-being, and physical fitness. Evaluate your position in each area and try to improve. Good luck!!"*



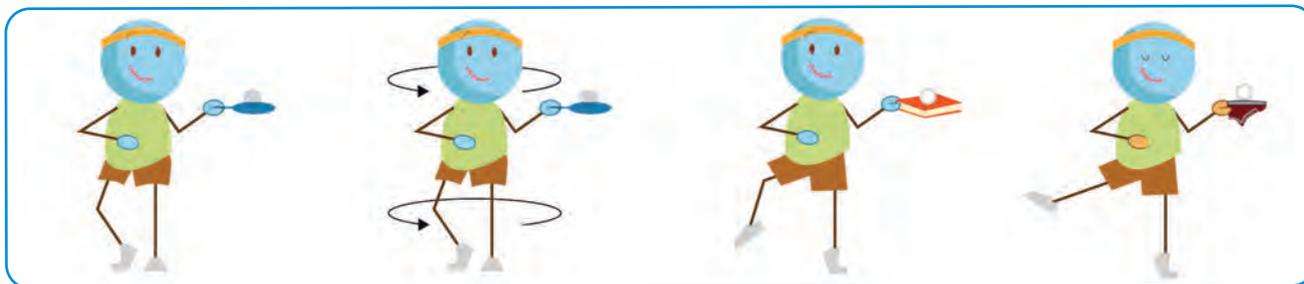
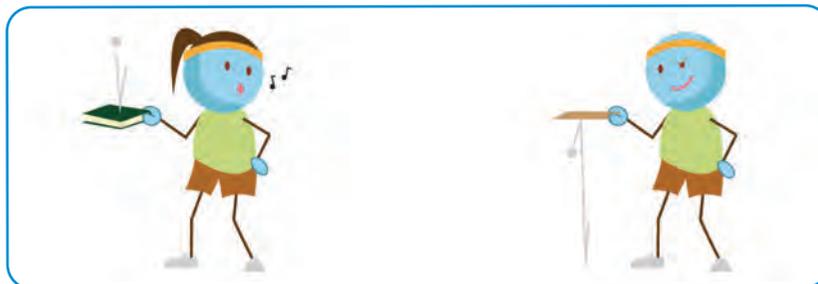
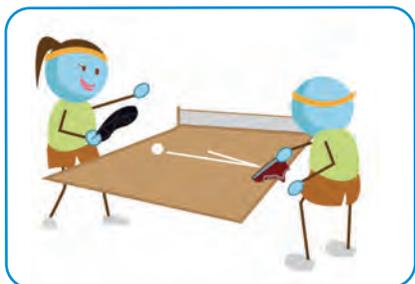
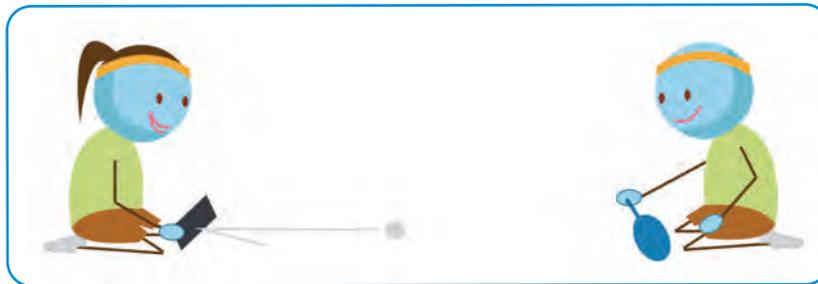
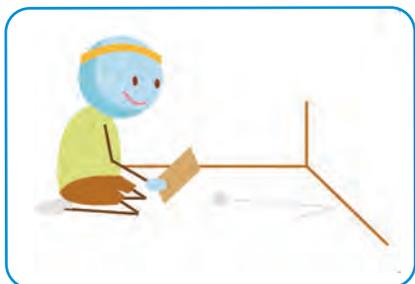
# Setting up the activity

## Racket grip

### Handshake grip:



### Penhold grip:



## What can be adapted

### Practice area

- Play inside or outside (watch out for wind which changes the trajectory of the ball).
- Adapt the size and shape of the table according to the purpose of the session (longer or shorter and/or wider, with obstacles and/or targets to aim for etc.).

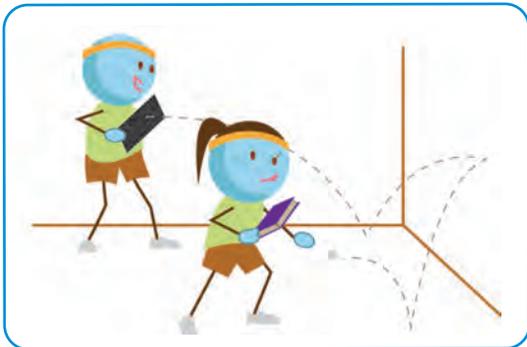
### Equipment

- Play on all types of solid surfaces where the ball can bounce (table, wooden or metal board, etc.).
- Use a net or equivalent to separate the two sides (see sheet F).
- Use:
  - ✓ one bat per player (see sheet F),
  - ✓ a light, bouncy ball (see sheet F).

### Rules

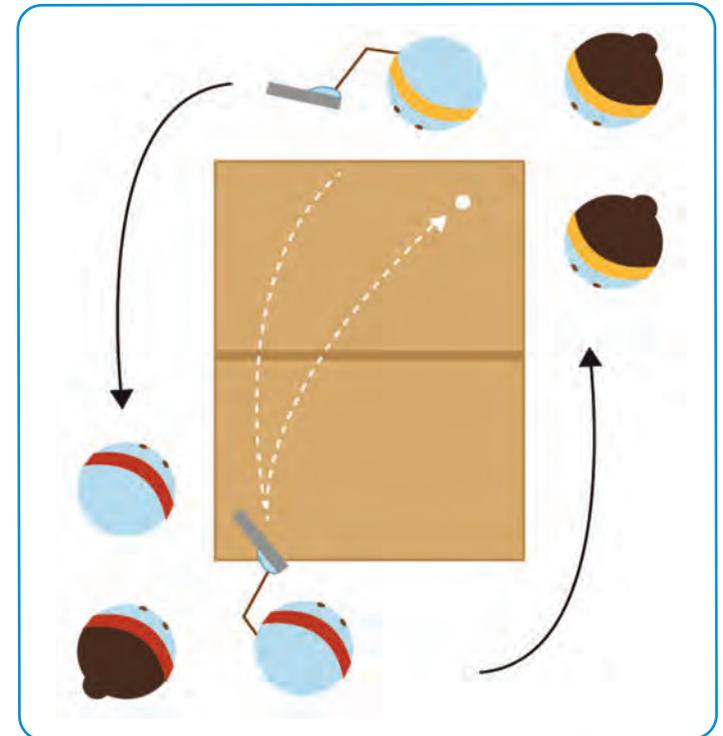
- To increase or decrease difficulty:
  - ✓ raise or lower the height of the table and/or the height of the net,
  - ✓ increase or decrease the size of the table (distance between players and the net, width of table, etc.),
  - ✓ allow players to serve from the side of the table at varying distances from the net,
  - ✓ increase or decrease the number of players per team (1 against 1, 1 against 2, 2 against 2, etc.).
- For those who find it difficult receiving and returning the ball straightaway:
  - ✓ let them receive the ball first, then control it with their hands or bounce it on the bat before returning it,
  - ✓ allow or forbid one or more bounces before returning the ball,
  - ✓ use a bigger or smaller ball which bounces more or less high.
- Decide the value of points awarded according to the hitter, his/her position in relation to the table during the shot, and/or the area where the ball lands.





## Instructions

- During the exercise, give clear and simple one-on-one instructions, specific to each player.
- Have the players demonstrate techniques/exercises.
- Alternate movements to the left and to the right.
- Get the players to umpire matches in order to make sure rules are respected.
- Split the roles when playing two against two or more (each person plays on a specific side of the table, the players take turns hitting the ball, etc.).
- Change partner between each exercise/match in order to adapt to different styles of play.



# Adapt the activity to your needs



## Challenges identified

### Working with others

Communication  
Interdependence

### Working with others

Communication  
Interdependence

### Cooperation

Communication  
Managing stress  
Accepting defeat

### Respect for rules

Communicating and listening to others  
Confidence in others  
Accepting the judgment of others

### Learning to be responsible

Listening and communicating  
Changing speech according to others  
Learning by observation

## Possible variations

Match with two against two: in each team, the two players are attached by the wrist or the ankle.

Match with two against two: the two players have a single bat per team and pass it between each other to hit the ball.

Two teams on two tables side by side: the aim of each team is to have a longer rally than the team next to them.

Two players decide on the rules together, then play against each other and umpire each other.

The instructor/teacher demonstrates the exercise to one part of the group which then explains it to the rest of the group.

## Ethos of the activity

By proposing duelling situations without physical contact, table tennis makes huge demands on players' emotions. Therefore players can fully engage in the sport without putting their physical health at risk. Throughout the activity they must control their emotions, stay positive and remain confident in themselves.

## Interpersonal skills and knowledge

### Building an identity

- **Ability to focus**

Players constantly watch the ball and focus on their actions and those of their opponent.

- **Ability to vary your actions**

Players vary the rallies (different lengths of shot, different trajectories and different effects).

- **Self-control**

Players develop ability to control emotions, stay focused and be mentally strong at difficult points.

### Relating to others

- **Ability to adapt and react**

Players adapt shots to the position of the opponent (aim for specific areas, empty spaces etc.).

- **Ability to communicate**

Players communicate with their partner in order to build team spirit, and with opponents in order to count points.

### Sharing space

- **Share space**

Players interact with partner in a small space by hitting the ball in turns.

- **Ability to interact in the other person's space**

Players send the ball to the opposite side of the table, which is both their target and the opponent's area of play.





# Archery

19



## Aim

To fire arrows using a bow towards the centre of a target.

## Basic rules

- Played individually or as a team (in this case, tally up the points scored by members of each team). A person who practises archery is called an “archer”.
- Each part of the target corresponds to a certain number of points (the centre is worth the maximum number of points).
- The winner is the person who gains the most points by landing their arrows closest to the centre of the target.



## Features

### Values

- Thoroughness and precision
- Attention and concentration
- Self-control (physical and mental control)

### Specific features

- **Constant attention**  
Because of the relative immobility of the activity, archery requires participants to be attentive and alert.
- **Attention to physical signals**  
Participants look for internal signals that enable them to correct poorly adjusted movements. They try to feel each movement so that they can reproduce it perfectly.
- **Constant evaluation and judgement**  
Throughout the activity, participants take in information, and evaluate and judge their movements in order to reproduce or improve them.
- **Confrontation without contact**  
Girls and boys of varying ages can go head-to-head without physical contact.

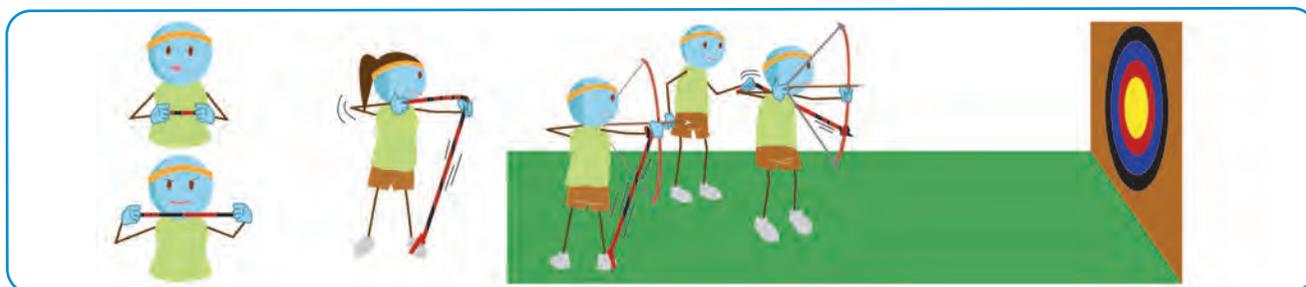
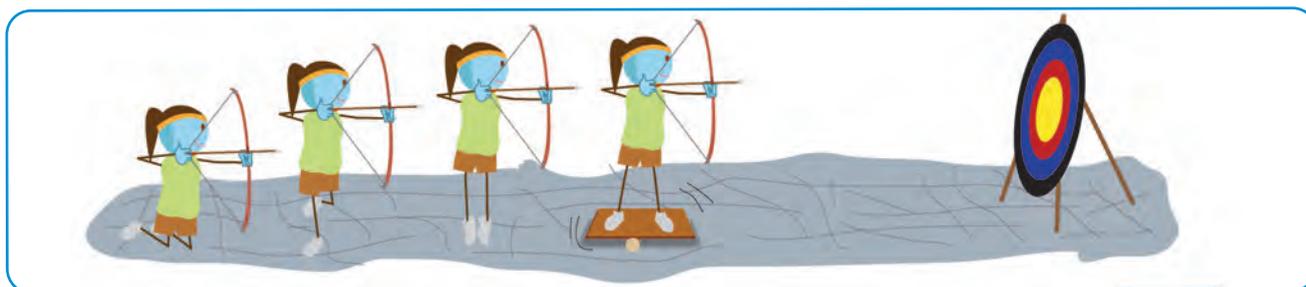
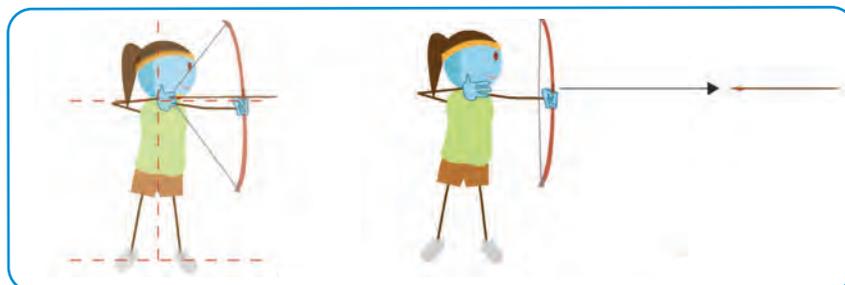
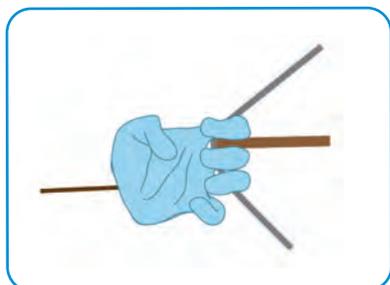
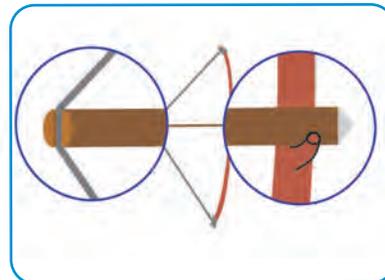
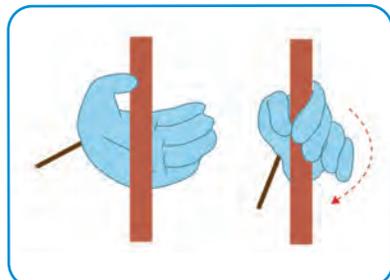
### Champion tips

In order to shoot well, you should think about the firing action beforehand. The archer should aim to be able to automatically recall exactly their sequence of movements, to the point of visualising the trajectory of the arrow.

Normally, archers are relaxed, because there is little at stake. However, when the stakes are raised in an assessment or competition, participants tense up. Hence why it is important to think it through beforehand!



# Setting up the activity



## What can be adapted

### Practice area

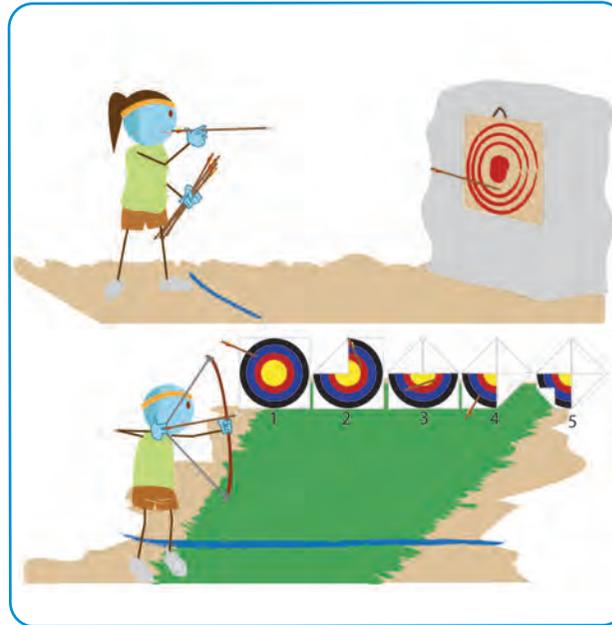
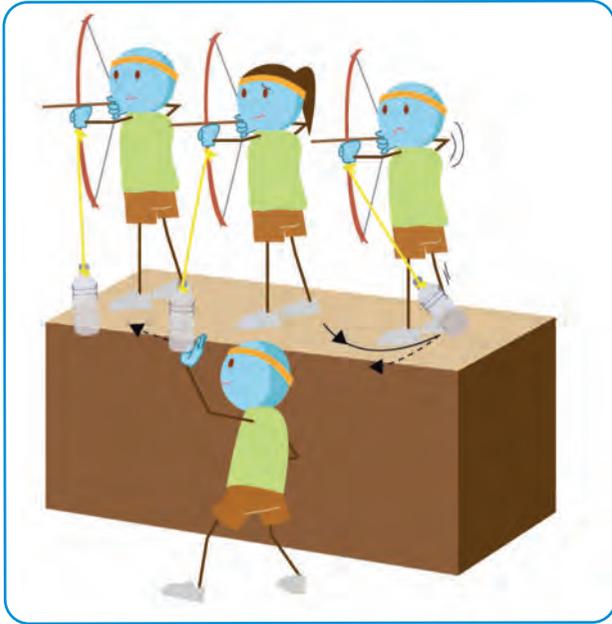
- Archery can take place inside or outside, in a largely open space that has been cleared to ensure safety.
- Adapt the size of the practice area (larger or smaller field depending on the number of archers, the type of bows used, and the aim of the session).

### Equipment

- Mark out the practice area using cones, rope, flags and/or painted lines/chalk (see sheet C).
- Distinguish between teams using headbands, stripes and/or differently coloured clothing (see sheet C).
- Use more or less rigid bows.
- Distinguish between different teams' arrows by sticking a different coloured band around them.
- Use different kinds of target (reversed table, a hanging hoop, etc.).

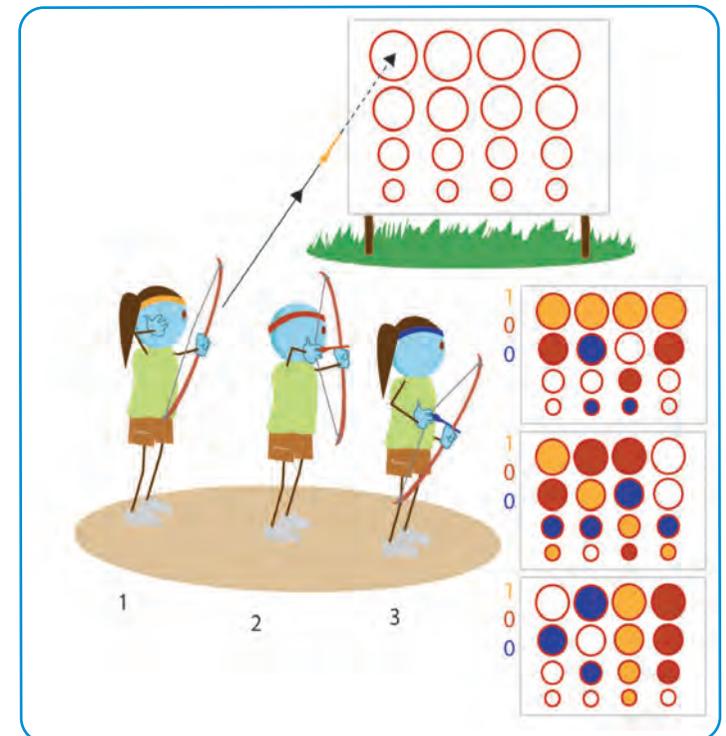
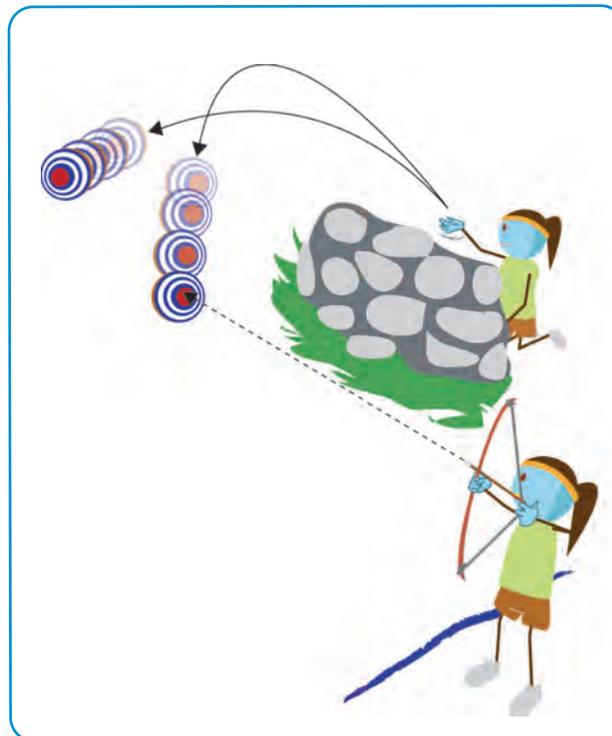
### Rules

- Organise matches by team (for example, two teams of three, each with three arrows).
- Take aim, then fire with closed eyes.
- Fire the arrow so it follows a specific trajectory.
- You can vary:
  - ✓ the position of the archer (on their knees, on one foot, on the tips of their toes, etc.),
  - ✓ the type of shot (the arrow should follow a linear/curved path, etc.),
  - ✓ the distance of the shot (increase or reduce the distance between the archer and the target),
  - ✓ the size and shape of the targets,
  - ✓ the point to aim for (a specific area on the target),
  - ✓ the number of points awarded depending on the different areas of the target,
  - ✓ the position of targets (stationary or mobile targets etc.).
  - ✓ the number of targets to aim for,
  - ✓ the number of arrows and attempts archers are permitted.



## Instructions

- Respect the safety instructions (never fire upwards, always fire towards a target and make sure that no-one is near or behind a target etc.).
- Check that nobody is standing in the firing area before firing.
- Put down the bow before going to see the results on the target.
- When retrieving the arrows from the target:
  - ✓ check that nobody is getting ready to fire at the target
  - ✓ place one hand on the target near the point of impact, take hold of the arrow with the other hand and pull at a straight angle,
  - ✓ retrieve the arrows one by one, checking that no-one is standing behind you as you pull them out.
- Get players to supervise shots, counting points, checking that shooters follow the rules, and ensuring safety.



# Adapt the activity to your needs



## Challenges identified

### Listening and communication

Cooperation  
Dependence  
Confidence in others



## Possible variations

In pairs, one blindfolded participant is guided by another, using their voice and/or hands, in taking aim and firing at a target.



After having shot, the blindfolded archer is led by their partner's voice to go and collect their arrow.



In teams of two, one keeps the bow steady and the other, without touching the bow, positions the arrow and fires at the target.



One participant directs the movements of the rest of the group, who follow their instructions when firing ("Place your feet", "Position your bow", etc.).



In pairs, one person fires and the other observes. After firing, the observer advises the archer, who tries to improve their movement in their next attempt.

### Listening and communication

Cooperation  
Dependence  
Confidence in others

### Teamwork

Cooperation  
Confidence in others  
Interdependence

**Respect for the rules** (taking responsibility)  
Communication and listening to others

### Accepting the observation and judgment of others

Listening and accepting judgments  
Taking advice on board

## Ethos of the activity

Throughout the activity, participants pay attention to physical indicators in order to reproduce movements as closely as possible. They learn to control the position of their bodies, to correctly adjust their back and pelvis, to reproduce a set of movements. By constantly listening to their bodies, participants develop the ability to feel and control their bodies, their breathing and their emotions.

## Interpersonal skills and knowledge

### Building an identity

- **Concentration skills**  
Participants pay constant attention to the target, including when they are preparing to fire.
- **Acceptance of being observed and/or judged by others**  
Participants take turns in shooting before others.
- **Ability to relax**  
Archers remain relaxed, even when preparing to fire.
- **Ability to analyse and correct**  
Analysing movements and identifying unnecessary movements that can alter the path of the arrow. Correct your movement during the following attempt.

### Relating to others

- **Ability to work in a team towards a common goal**  
Members of a team take turns to shoot at a single target. They observe and advise their teammates. They agree to be observed, and listen and take into account others' advice.

### Sharing space

- **Observe each person's space**  
Pay attention to where other participants are before shooting.
- **Share space**  
Each participant takes turns in firing at a single target (they agree to share).





# Volleyball

20



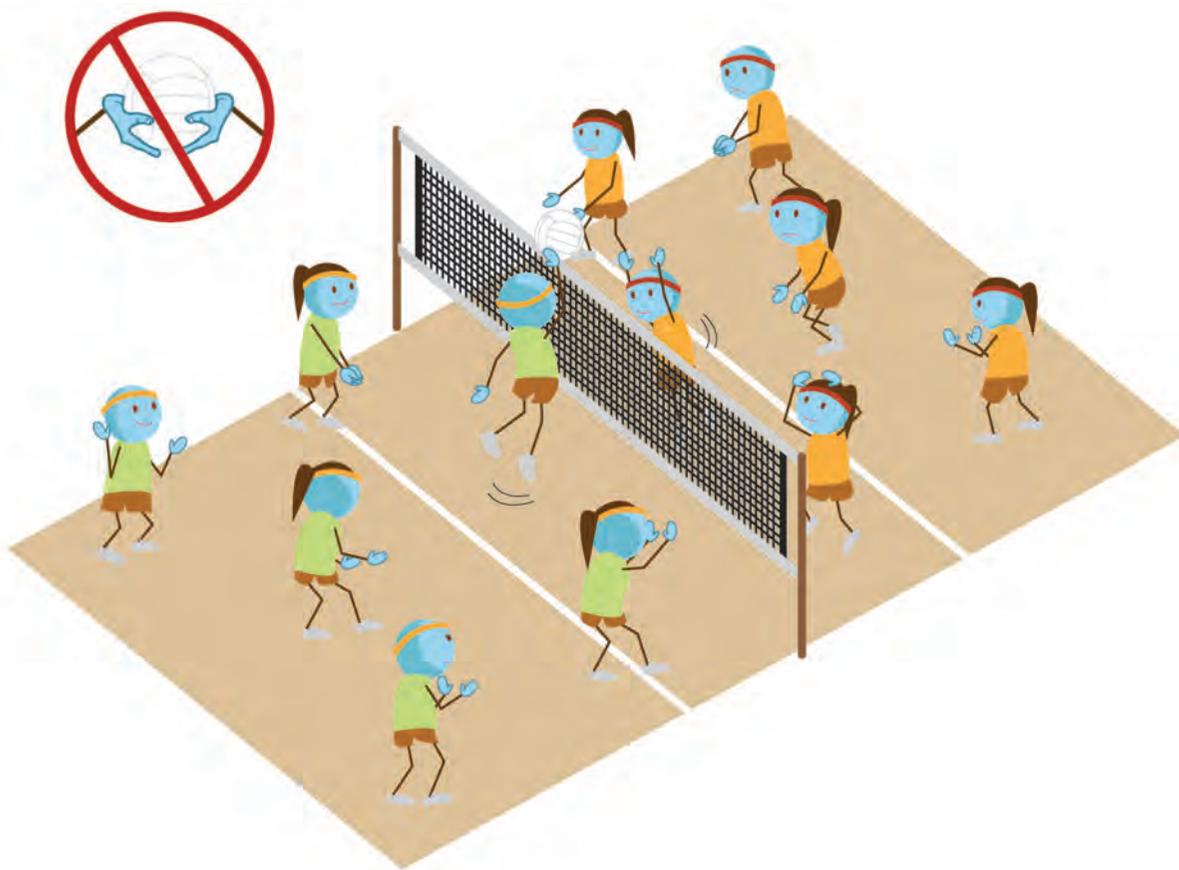
## Features

### Aim

Teams work together to pass the ball, using their hands, over the net in such a way that it lands on the floor on the opposing team's side, or so the opponent cannot return it.

### Basic rules

- There are two teams made up of two, four or six players, on either side of a net.
- A maximum of three passes can be made before the ball is passed to the opponent's court.
- Players cannot touch the ball twice consecutively.
- The ball must be hit (not held or thrown) and should not be blocked.
- A point is scored when the opposing team:
  - ✓ makes more than three consecutive passes,
  - ✓ lets the ball fall to the ground, or
  - ✓ makes contact with the net.



### Values

- Solidarity and teamwork
- Communication
- Confidence in others

### Specific features

- **A unique way of handling the ball**  
Extended contact with the ball is not permitted
- **“Limited” contact with other players**  
The ball cannot be passed back and forth between players (a maximum of three passes is allowed).
- **A unique relationship with the opponent:** there is no contact with the opposition, teams interact through a ball and a net.
- **A unique space:** two horizontal playing surfaces separated by a high, vertical obstacle - the net.
- **A surface which functions both as the target and the area of play**  
The two targets, on the ground are also the two teams' areas of play.

### Champion tips

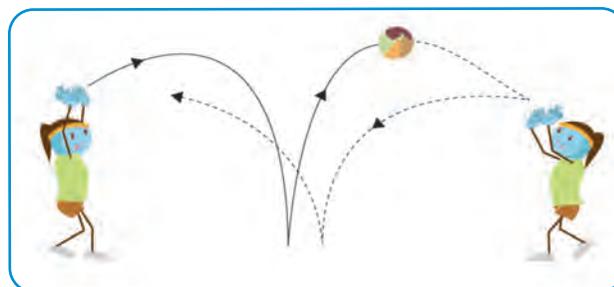
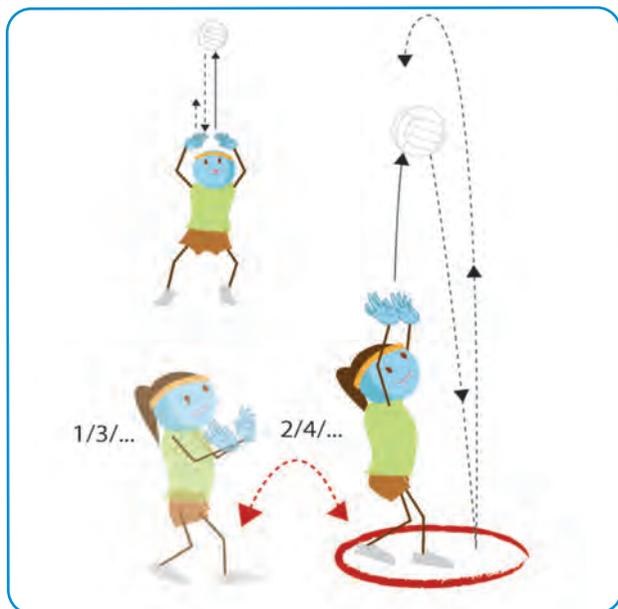
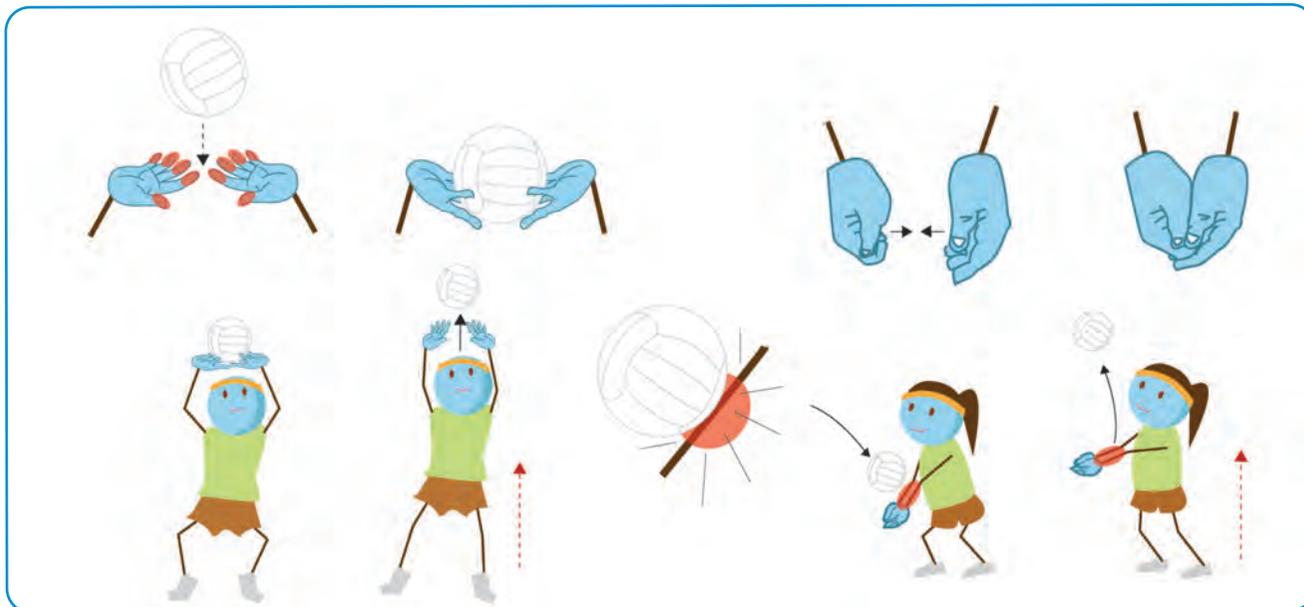


**Sidiki Sidibé,  
Volleyball Champion, France**

*“Characteristics of volleyball include quick starts, jumps of varying height, and sprints across very short distances. Be as relaxed as possible to be in tune with the ball; play with it, not against it.”*



# Setting up the activity



## What can be adapted

### Practice area

- Volleyball can be played inside or outside on all types of solid surface (tarmac, grass, etc.).
- Adapt the size and shape of the practice area (wider or narrower, longer or shorter, depending on the number of players and the aim of the session).

### Equipment

- Mark out the practice area using cones, rope, flags and/or painted lines/chalk (see sheet C).
- Use:
  - ✓ two posts and a net, or equivalent (see sheet E),
  - ✓ a ball that will bounce (see sheet E).

### Rules

- Change the duration of exercises and matches.
- To increase or decrease difficulty:
  - ✓ raise or lower the net,
  - ✓ catch the ball with two hands, then pass it back within two seconds,
  - ✓ allow the ball to be bounced once or more before receiving and passing it,
  - ✓ use a larger, smaller, heavier or lighter ball.
- Reduce or increase the number of players in one team so that the imbalance helps to train the attack/defence. (2 against 3, 4 against 6, 7 against 10, etc.).
- Change the minimum or maximum number of passes allowed before passing the ball to the opponent's area (for example, a minimum of five passes).
- Decide the value of points awarded according to:
  - ✓ the hitter,
  - ✓ their position on the ground during the hit,
  - ✓ the area where the ball lands.



# Adapt the activity to your needs



## Challenges identified

### Cooperation

Participation of everyone  
Acceptance of being watched by others

### Interdependence

Making an effort to help others  
Using skills to help others

### Controlling emotions

Dealing with fear  
Introducing contact with the ball

### Respect for the rules (taking responsibility)

Communication and listening to others  
Confidence in others

### Interdependence

Making an effort to help others  
Making an effort to help the team

## Possible variations



All players on one team must receive the ball once or more before the team can pass the ball back to the opposing team.



Players are forbidden to receive, pass and/or shoot! During a match, team members are given one or two of these roles (serve, receive, pass and/or shoot).



Attack versus defence! Face to face without a net, one player smashes (hits the ball from above) to the other who receives/returns the ball.



Player become umpires! Players decide the rules and the court's boundaries before playing. Then they umpire the game themselves (game without an umpire).



One of the players is forbidden to send the ball to the opposition's side. They are only able to serve, receive and pass the ball.

## Ethos of the activity

Volleyball is different from most other sports in that the horizontal goals are within the two teams' area of play. Players collectively occupy their playing area in order to protect it from opponents trying to score. Teams must find a good balance between attacking the opposition and defending their area.

## Interpersonal skills and knowledge

### Building an identity

#### • Concentration skills

Players constantly watch the ball, even during defensive withdrawals.

#### • Sense of balance

Players must use their balance when they are in position beneath the ball with their head tilted back.

#### • Ability to make decisions

Players choose the most appropriate course of action: shooting into an empty space or passing to a strategically placed player.

### Relating to others

#### • Accepting each player's individual abilities

Players trust and respect the abilities of their partners; if a less agile teammate is strategically placed on the court, players should pass them the ball.

#### • Working in a team towards a common goal

Players position themselves and work together with the same goal in mind. Players seek support from their teammates in order to succeed.

### Sharing space

#### • Positioning in the space

Players interact with their partners in a small space. They position themselves so that between them they fill their area.



# APPENDICES

# APPENDICES



# ADAPTED EQUIPMENT RESOURCE INDEX



# ADAPTED EQUIPMENT RESOURCE INDEX



Natural resources - A



Recycled waste resources - B

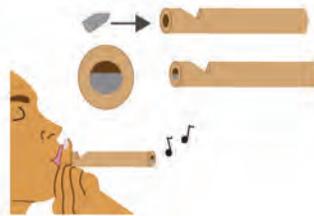
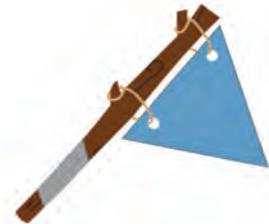
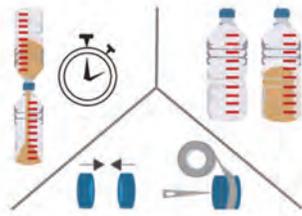
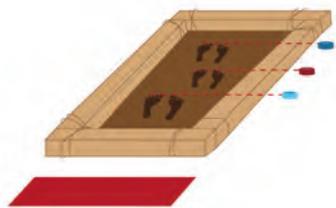
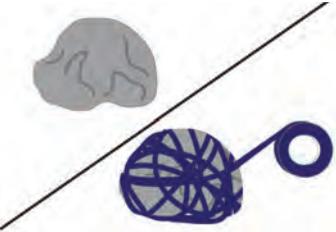
# Natural resources index

A

This index provides a list of natural resources that can be used to build adapted equipment.

Each row shows four examples of adapted equipment made using these resources.

Please refer to sheets C, D, E, F, G and H in the section "Building adapted equipment" for more information on the construction process.

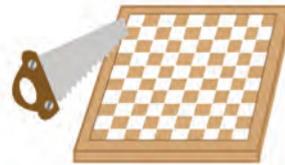
Resource	1	2	3	4
 <p>Wood</p>	 <p>Whistle (sheet C)</p>	 <p>Flag (sheet C)</p>	 <p>Checkers and chess pieces (sheet G)</p>	 <p>Baseball bat (sheet F)</p>
 <p>Sand</p>	 <p>Timer (sheet C)</p>	 <p>Punch bag (sheet H)</p>	 <p>Hurdle (sheet D)</p>	 <p>Jumping pit (sheet D)</p>
 <p>Stone</p>	 <p>Golf ball (sheet F)</p>	 <p>Shot put (sheet D)</p>	 <p>Checkers and chess pieces (sheet G)</p>	 <p>Golf club (sheet F)</p>



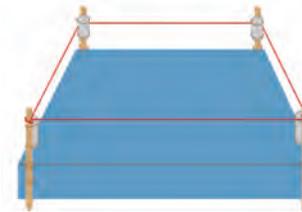
Wooden plank



Racket  
(sheet F)



Game board  
(sheet G)



Boxing ring  
(sheet H)



Tchoukball target  
(sheet E)



Tree trunk



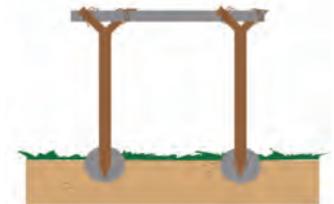
Basketball net support  
(sheet E)



Punch bag support  
(sheet H)



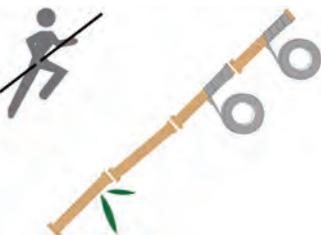
Net posts  
(sheet E)



Goal  
(sheet E)



Bamboo



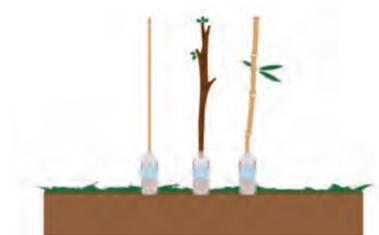
Pole  
(sheet D)



Javelin  
(sheet D)



Golf club  
(sheet F)



Cricket stumps  
(sheet F)

# Recycled waste resources index

B

This index provides a list of resources from recycled waste that can be used to build adapted equipment.

Each row shows four examples of adapted equipment made using these resources.

Please refer to sheets C, D, E, F, G and H in the section "Building adapted equipment" for more information on the construction process.

## Resource

1

2

3

4



Plastic bottle



Playing field marker  
(sheet C)



Javelin  
(sheet D)



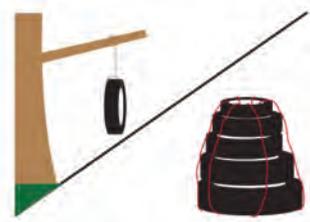
Relay baton  
(sheet D)



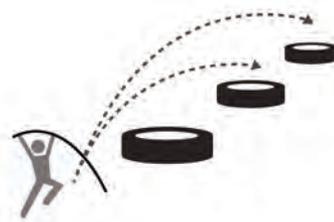
Timer  
(sheet C)



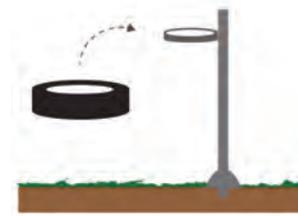
Tyre



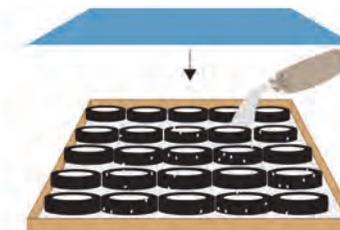
Punch bag  
(sheet H)



Target for pole vault  
(sheet D)



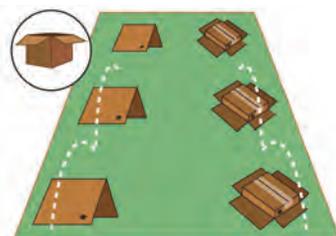
Basketball net  
(sheet E)



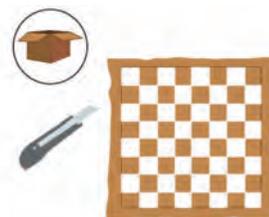
Tatami  
(sheet H)



Cardboard



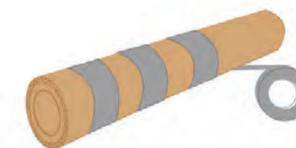
Hurdles  
(sheet D)



Game board  
(sheet G)



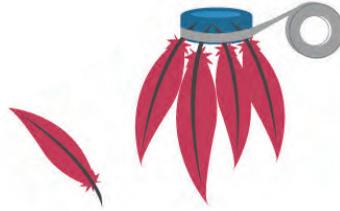
Protective gear  
(sheet H)



Bat or club  
(sheet F)



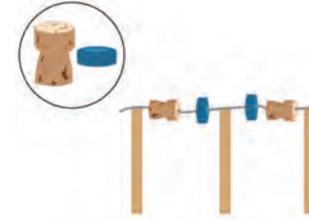
Bottle cap



Badminton shuttlecock  
(sheet F)



Checkers and chess pieces  
(sheet G)



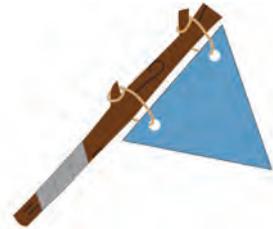
Cricket balls  
(sheet F)



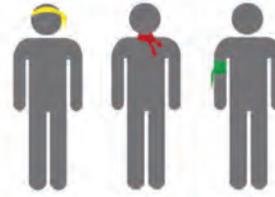
Measuring instrument  
(sheet D)



Cloth



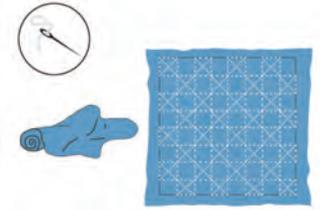
Flag  
(sheet C)



Team markers  
(sheet C)



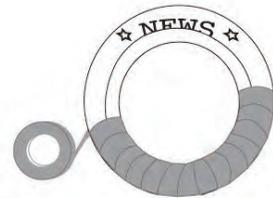
Ball  
(sheet E)



Game board  
(sheet G)



Paper



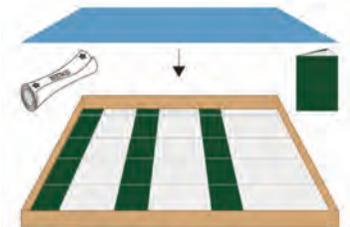
Relay baton  
(sheet D)



Ball  
(sheet F)



Checkers and chess pieces  
(sheet G)

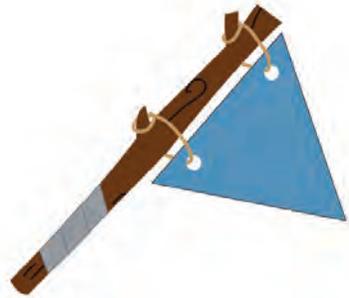


Tatami  
(sheet H)

# ADAPTED EQUIPMENT BUILDING ADAPTED EQUIPMENT

# ADAPTED EQUIPMENT

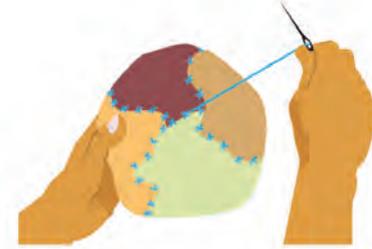
## BUILDING ADAPTED EQUIPMENT



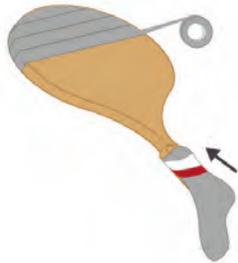
General sports – sheet C



Athletics – sheet D



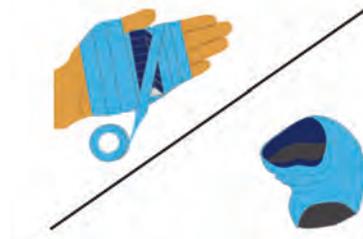
Team sports – sheet E



Racket, bat and club sports – sheet F



Strategy games – sheet G



Combat sports – sheet H

# Building adapted equipment information sheets

# Instructions for use

The "Building adapted equipment" information sheets present different types of adapted equipment made using local resources, including natural resources (e.g. bamboo canes, banana tree leaves etc.) and recycled waste resources (e.g. used tyres, plastic bottles etc.).

The first sheet (General sports – sheet C) is more general in scope whereas the five others are classified by sport category:

**General sports – sheet C**

**Racket, bat and club sports - sheet F**

**Athletics - sheet D**

**Strategy games - sheet G**

**Team sports – sheet E**

**Combat sports - sheet H**

Each sheet comprises a non-exhaustive and non-static list of sport equipment, its construction process and ideas for possible uses. Instructors are free to adapt and develop this list on the basis of their own experience and that of their team.

Sport category and letter assigned to sheet

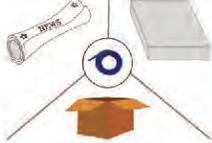
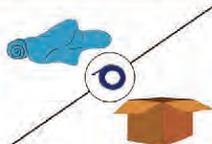
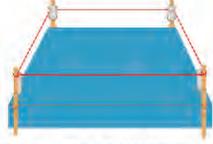
Sports equipment

Picture of equipment

Step-by-step construction process detailing the necessary materials and the three construction steps.

This symbol indicates the different stages of construction.

Combat sports <span style="float: right; border: 1px solid white; border-radius: 50%; padding: 2px 5px;">H</span>				
Instructions	Materials	Step 1	Step 2	Step 3
<p><b>1 Gloves &amp; protection</b></p> 	 <ul style="list-style-type: none"> <li>• Sticky tape</li> <li>• Foam, boxes, newspapers</li> </ul>	 <p>Make 3 strips by taping up the foam</p>	 <p>Tape 2 strips across the back of the hand</p>	 <p>Tape on 3rd strip Remove finished glove</p>
	 <ul style="list-style-type: none"> <li>• Sticky tape</li> <li>• Boxes and fabric</li> </ul>	 <p>Cut out the cardboard to the required shape and size</p>	 <p>Reinforce with fabric and tape</p>	 <p>Mark out the strike zones</p>
<p><b>2 Rings</b></p> 	 <ul style="list-style-type: none"> <li>• Foam and tyres</li> <li>• Wooden boards fixed together</li> <li>• Rope, 2 canvas sheets, 4 posts</li> </ul>	 <p>Drive in the posts at the 4 corners of the sheet. Lay out 2 layers of tyres.</p>	 <p>Place the wooden board and the foam on top of the tyres. Attach to the posts.</p>	 <p>Cover with a sheet. Attach the ropes and add padding at the corners.</p>

Ideas/  
suggestions for  
building  
equipment. Each  
row contains four.

Some ideas

1

2

3

4

3 Punchbags



Ball filled with sand



Tyres tied together



Mattress and/or fabric taped up



Inner tubes wrapped around sand bags

4 Weapons



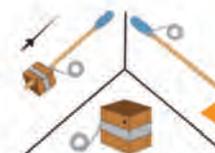
Cardboard rolled and taped up



Bottles attached to a stick



Plastic bottle taped onto cardboard tube



Stick reinforced with fabric and cardboard

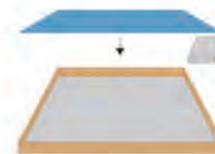
5 Mats



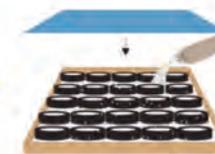
Sand in a frame covered with a canvas sheet



Newspaper and/or magazines



Foam, fabric and/or banana leaves



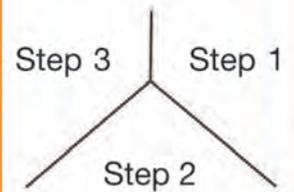
Tyres filled with sand and/or rice straw

This symbol ● distinguishes between different suggestions.

Where necessary, pictograms specify the type of equipment built e.g.

- = knife
- = sword
- = baseball bat
- = golf club

On certain sheets, the construction process is detailed in a single picture, as shown below:



## Instructions

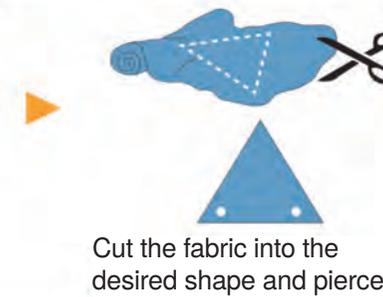
## Materials

## Step 1

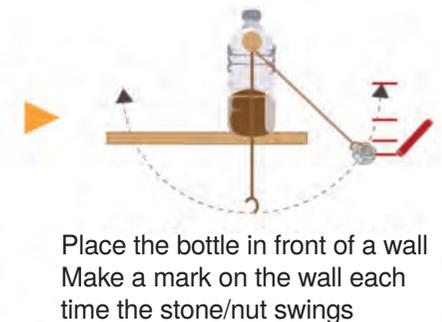
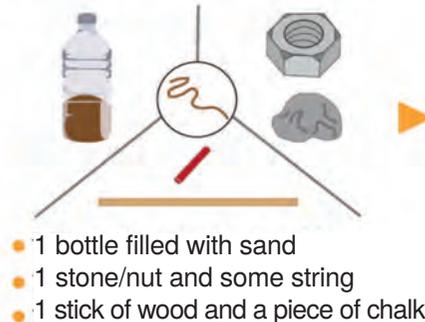
## Step 2

## Step 3

### 1 Whistles & flags



### 2 Instruments for measuring time and distance



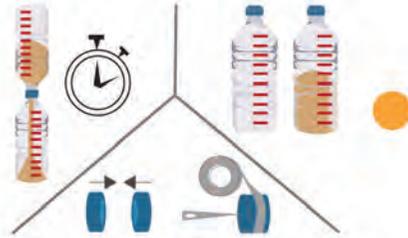
# Some ideas

1

2

3

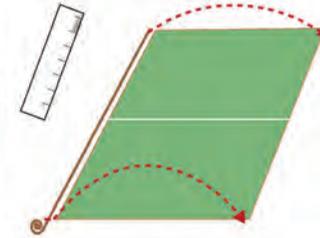
4



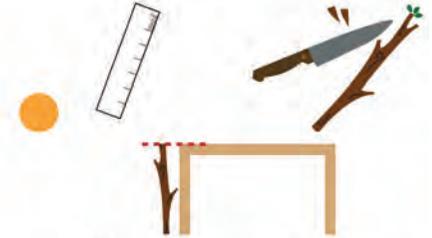
Mark two bottles and fill one with sand/rice  
Tape the two lids together and pierce a hole in them  
Assemble and turn upside-down



Stick a strip of paper to the side of the bottle  
Make a hole in the bottom of the bottle then fill it up

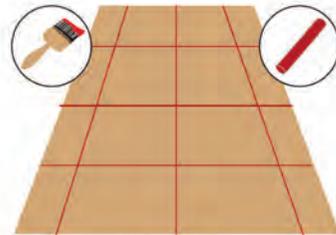


Take measurements using a rope

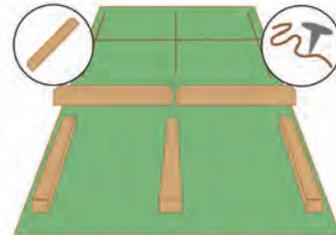


Take measurements using a piece of wood

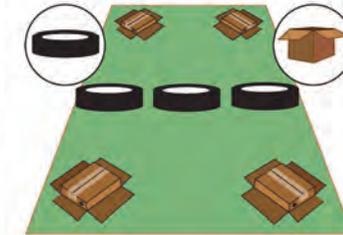
## 3 Marking pitches and teams



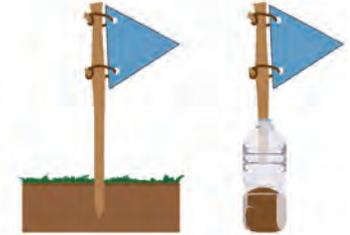
Paint or chalk



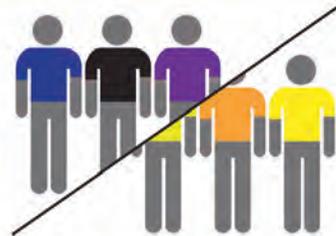
Wood or stretched out rope



Tyres or upturned boxes



Flags stuck into the ground or supported by a bottle



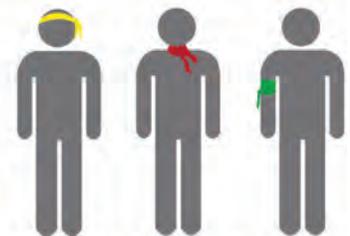
Dark colours against light colours



Face markings using paint or charcoal



Fabric tied around the waist



Fabric tied around the head, neck and/or arms

# Athletics

D

## Some ideas

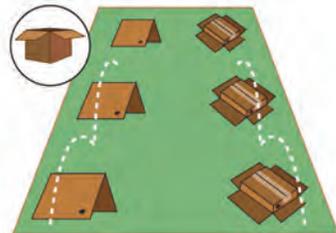
1

2

3

4

### 1 Hurdles and batons



Folded/upturned cardboard boxes-Sticks placed on bins



Crates



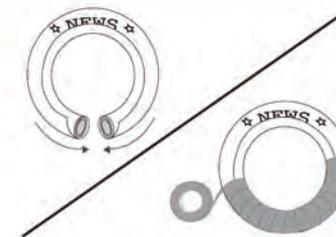
Sandbags



Plastic bottle



Taped up piece of wood



Taped up ring of paper

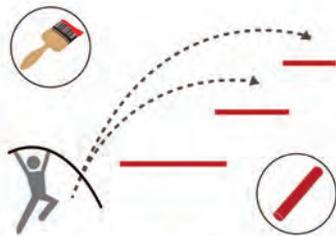


Taped up fabric

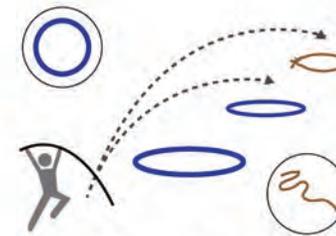
### 2 Poles and targets



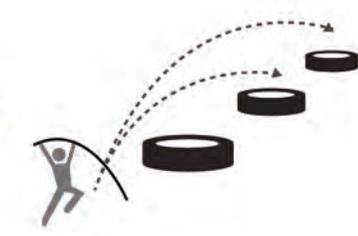
Taped up bamboo stick



Paint or chalk



Hoops or rope



Tyres



## Some ideas

1

2

3

4

### 3 Shot puts and javelins



Rock



Coconut



Rolled and taped up cardboard box



Taped up bamboo whittled into a point

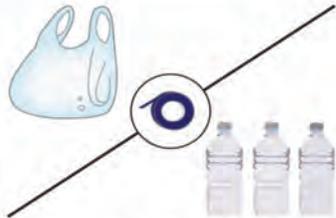
## Instructions

## Materials

## Step 1

## Step 2

## Step 3



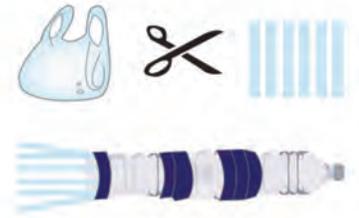
- 3 plastic bottles
- 1 plastic bag
- Sticky tape



Cut 2 bottles as shown



Assemble and tape up

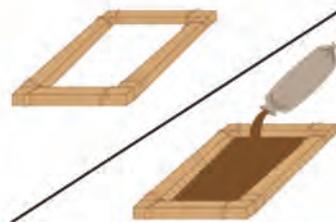


Cut up the bag and tape the pieces to the bottle

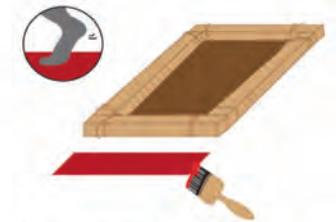
### 4 Jumping pits



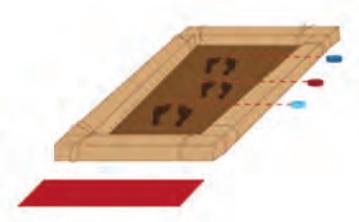
- Sand, sawdust or rice
- Wood, rope and paint
- Bottle caps/corks



Landing area:  
make a frame and fill it  
with the sand caps/corks



Foul line:  
paint a strip or place a plank  
in front of landing area



Markings:  
mark out with bottle  
caps/corks



## Instructions

## Materials

## Step 1

## Step 2

## Step 3

### 1 Balls



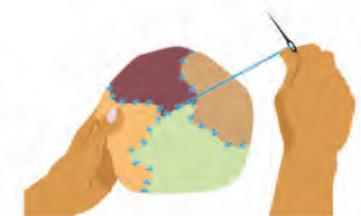
- Clothes and/or fabric
- Newspaper
- Needle and thread



Compress the newspaper into a tight ball



Cover the ball with clothes and/or fabric



Sew together the clothes and/or pieces of fabric



- 4 or more plastic bags
- 1 large plastic bag
- Rope and/or string



Pack the bags into the large plastic bag



Compress the large bag into a rounded shape



Wrap the rope and/or string around the plastic bag



- 1 condom
- 1 plastic bag
- Rope and/or string



Inflate the condom to the desired size and tie the end



Wrap the condom in the plastic bag to protect it



Wrap the rope and/or string around the plastic bag



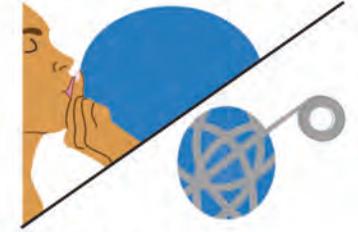
- 2 rubber balloons
- Sticky tape



Turn the 1st balloon inside out



Pull the 2nd balloon over it



Inflate the balloon, tie the end and cover with tape



- 6 strips of plastic/rattan
- Sticky tape



Plait 5 strips together, make a ring with the 6th



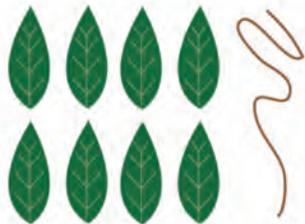
Plait the 5 strips around the 6th



Tape up the ends to shape the ball



- Banana tree leaves
- Rope and/or string



Shape the banana tree leaves into a ball



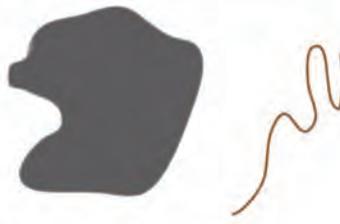
Compress the leaves into a rounded shape



Wrap rope or string around the leaves



- Natural rubber
- Rope



Make the rubber into a ball



Compress it



Wrap in rope and/or string

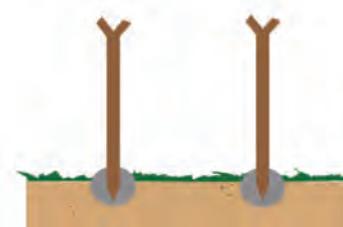
## 2 Tchoukball goals and targets



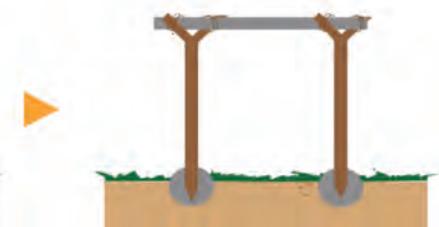
- 3 Wooden and/or metal poles
- Rope and/or string



Saw the 2 wooden poles into the same shape



Hammer the poles into the ground. Secure with cement or other material



Place the 3rd pole on top and secure it

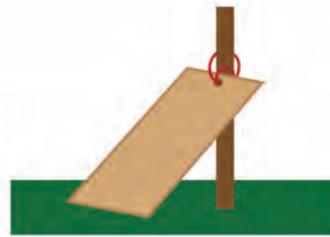
### Some ideas

1



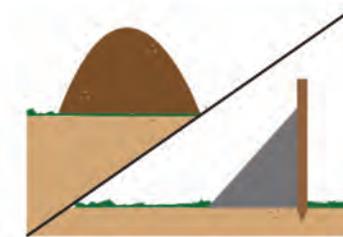
A table propped against a wall

2



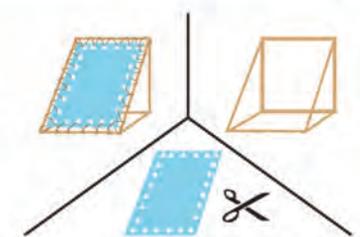
A plank of wood attached to a pole

3



Goal made of earth or cement

4



Build a frame  
Pierce holes in fabric and attach to the frame

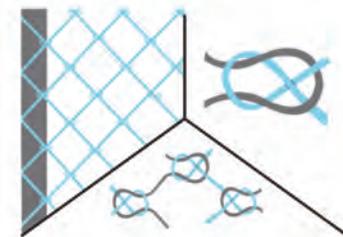
## 3 Nets



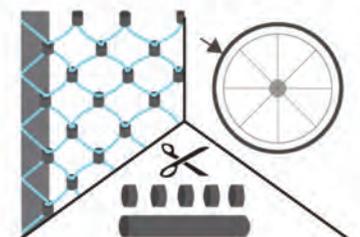
Rope with fabric



Stretched out fishing net



Rope tied as above

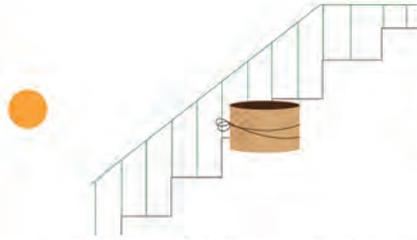


Rope held together with pieces of bicycle tubing

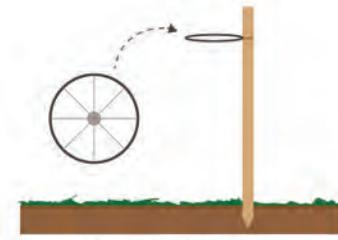
## 4 Baskets



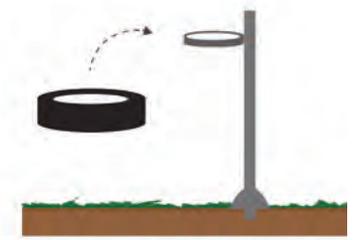
Bin attached to a tree



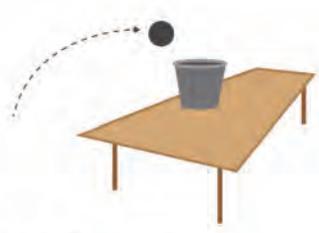
Basket attached to a staircase



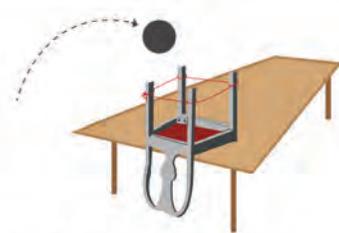
Bike wheel rim attached to a wooden post



Car wheel rim attached to a metal pole



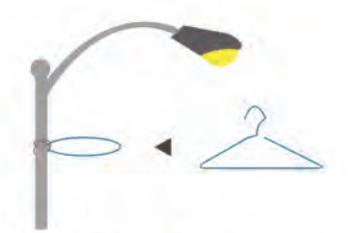
Bin on a table



Upturned chair with string tied around the legs



Paint on a wall

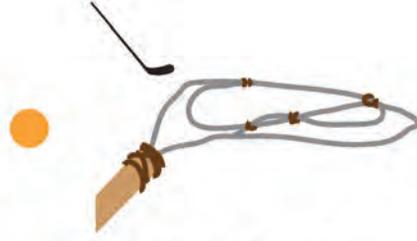


Wire shaped into a ring attached to a pole

## 5 Sticks and pucks



Broom



Twisted wire attached to a stick



Stick cut out of wood with the ends taped up



Flattened cans/plastic bottles



# Racket, bat and club sports

F

## Some ideas

1

2

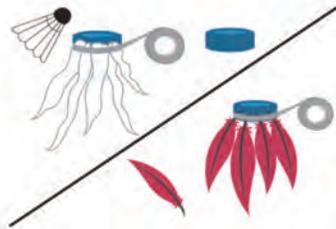
3

4

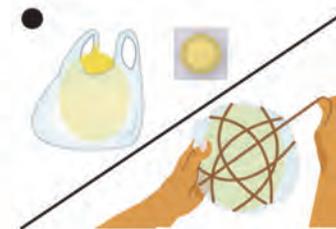
### 1 Shuttles and balls



Top part of a plastic bottle



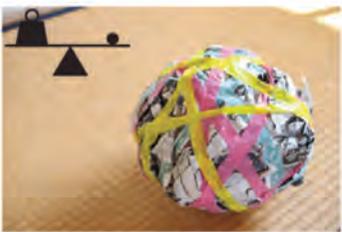
Pieces of tissue and/or feathers attached to a bottle



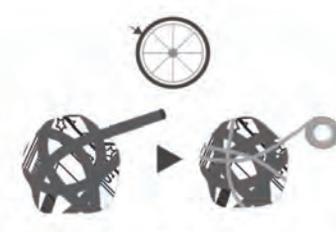
Inflated condom inside a plastic bag wrapped in string



Balloons turned inside-out



Newspaper rolled into a loose ball and taped up



Newspaper wrapped in tubing and taped up



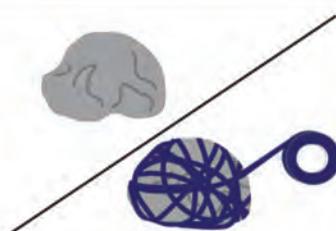
Taped up pieces of tubing



Natural rubber wrapped in string



Newspaper rolled into a loose ball and taped up



Round stone taped up



Cut up cork



Wood carved into a ball

# Instructions

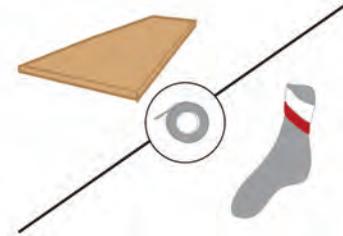
# Materials

# Step 1

# Step 2

# Step 3

## 2 Rackets, bats and clubs



- Wood
- Fabric and sticky tape



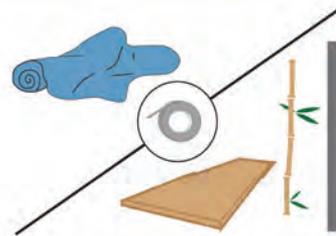
Cut out the desired shape



Sand down edges with a stone



Reinforce with fabric and tape



- Wood/bamboo/wire
- Fabric and sticky tape



Cut out the desired shape from the wood



Wrap the fabric tightly around the bat



Tape up the bat

# Some ideas

### 1

### 2

### 3

### 4



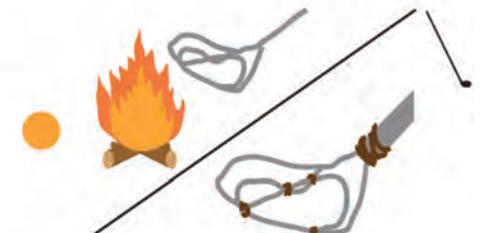
Rolled up or flattened cardboard box



Thick plank of wood taped up



Rock/piece of metal attached to a stick/bamboo



Twisted wire attached to a stick

### 3 Nets

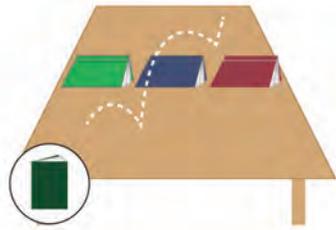


Table tennis: Upturned books

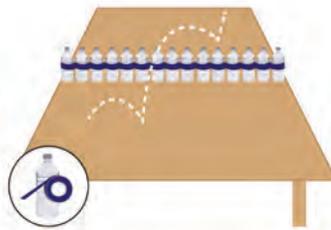
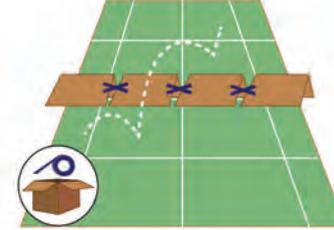
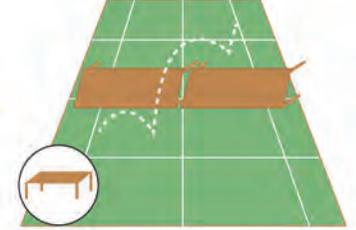


Table tennis: Taped up cans/plastic bottles



Tennis: Taped up cardboard boxes



Tennis: Upturned tables

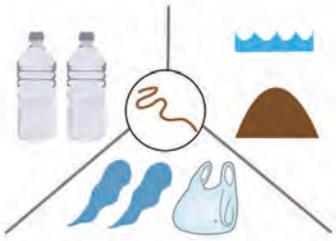
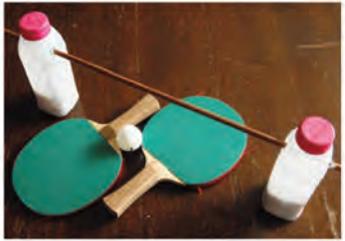
### Instructions

### Materials

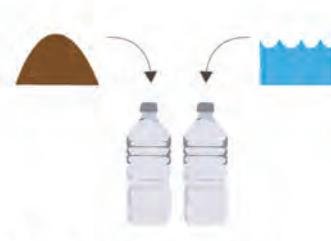
### Step 1

### Step 2

### Step 3



- 2 bottles and some string
- Water/sand/pebbles
- Plastic bags/tissues



Fill up the bottles

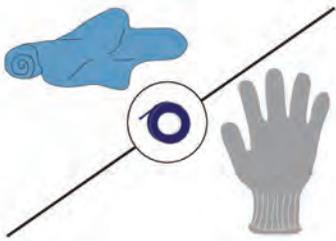


Stretch the string between the bottles



Hang plastic bags and/or tissues from the string

### 4 Gloves



- Glove
- Fabric
- Sticky tape



Reinforce the fingers and the palm with the fabric

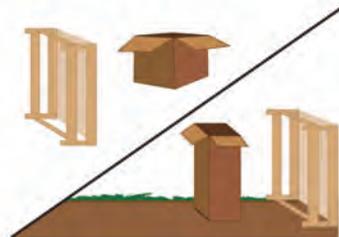


Tape the fingers together

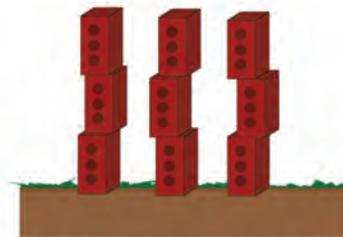


Leaving a gap, tape the thumb to the index finger

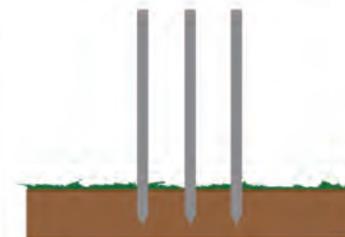
5 Stumps and cricket balls



Crate and/or cardboard box



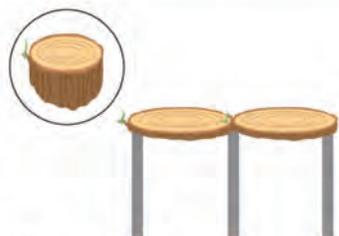
Pile of bricks



Iron rods stuck into the ground



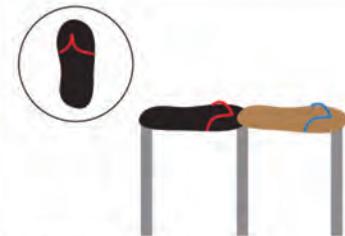
Wooden sticks held up by bottles filled with sand and/or water



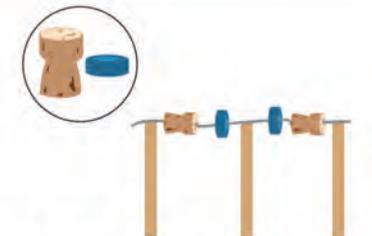
Pieces of wood



Flattened cans

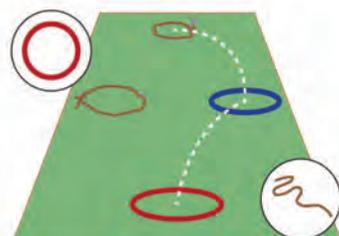


Sandals

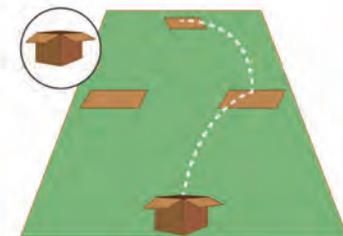


Bottle caps (plastic and/or cork) on an iron rod

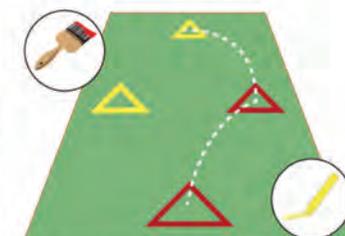
6 Bases



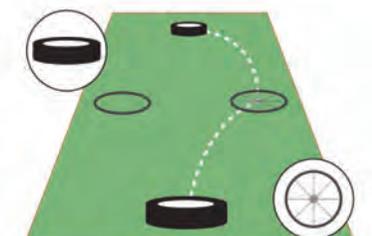
Hoops or rope



Folded cardboard boxes



Paint or chalk



Car/bike tyres

# Strategy games



## Some ideas

1

2

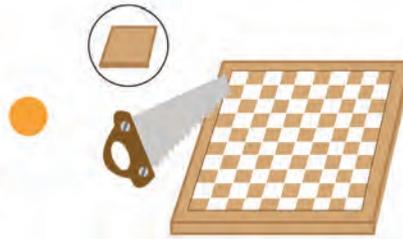
3

4

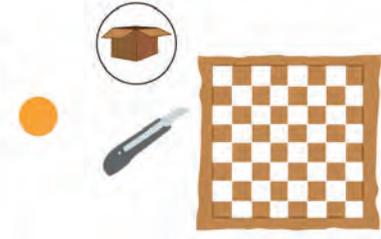
### 1 Game boards



Draughts: 10 x 10  
Paint or chalk on ground



Draughts: 10 x 10  
Painted wooden board

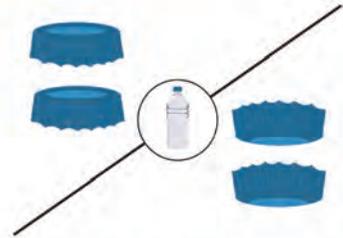


Chess: 8 x 8  
Cut out cardboard

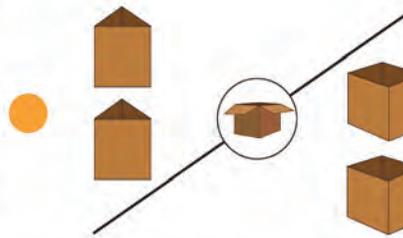


Chess: 8 x 8  
Sewn fabric

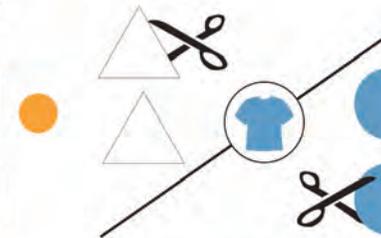
### 2 Draughts and chess pieces



Upturned bottle caps



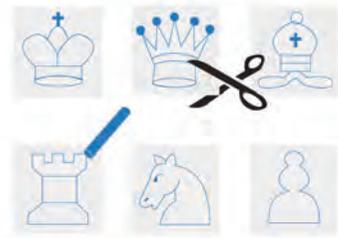
Folded pieces of cardboard



Cut out fabric



Painted corks



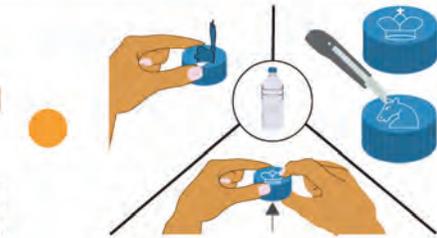
Drawings on paper



Painted pebbles



Shaped wood or cork



Plastic bottle caps

## Some ideas

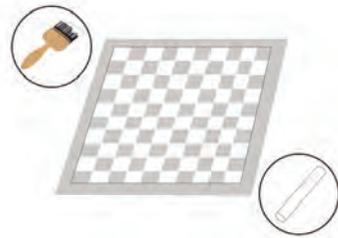
1

2

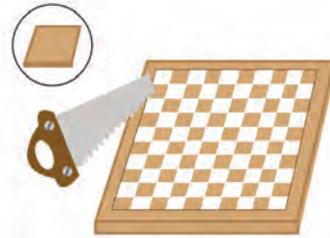
3

4

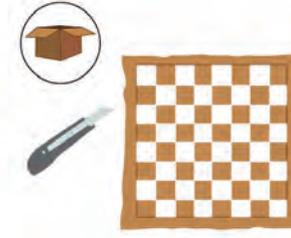
### 1 Game boards



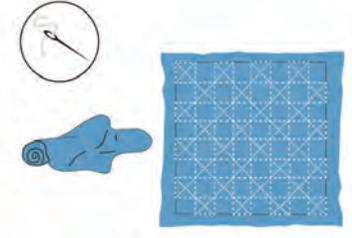
Draughts: 10 x 10  
Paint or chalk on ground



Draughts: 10 x 10  
Painted wooden board

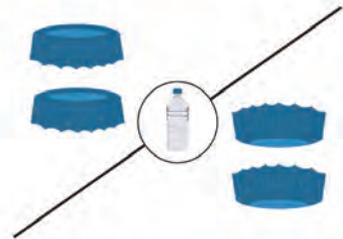


Chess: 8 x 8  
Cut out cardboard

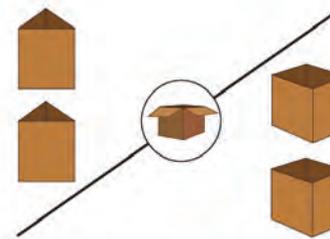


Chess: 8 x 8  
Sewn fabric

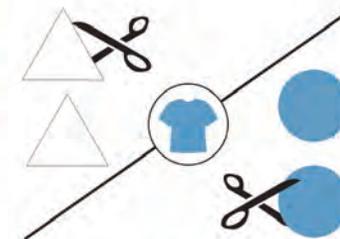
### 2 Draughts and chess pieces



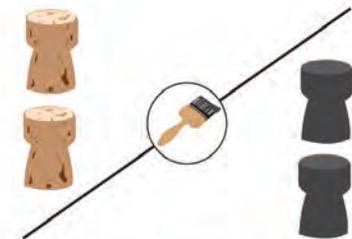
Upturned bottle caps



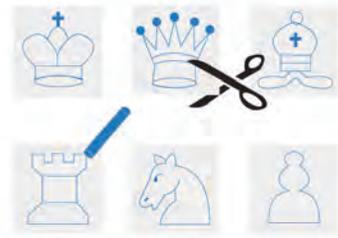
Folded pieces of cardboard



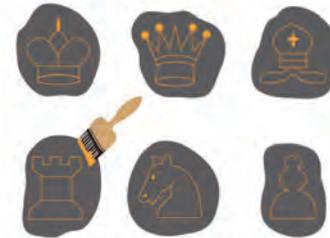
Cut out fabric



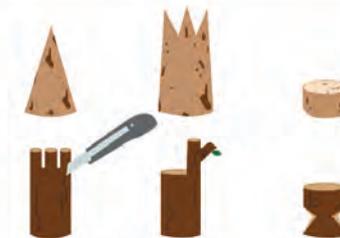
Painted corks



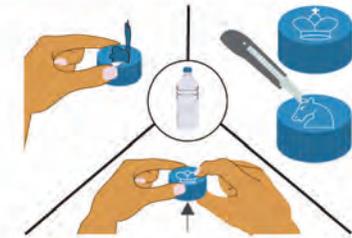
Drawings on paper



Painted pebbles



Shaped wood or cork



Plastic bottle caps

# Combat sports



## Instructions

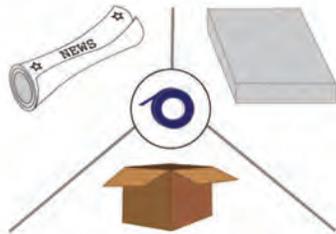
## Materials

## Step 1

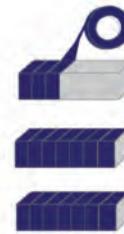
## Step 2

## Step 3

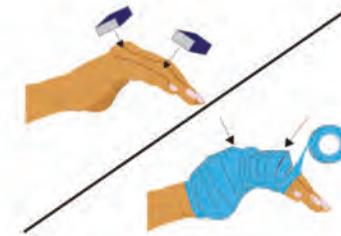
### 1 Gloves & protection



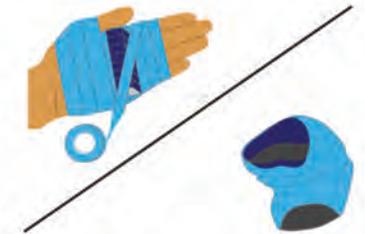
- Sticky tape
- Foam, boxes, newspapers



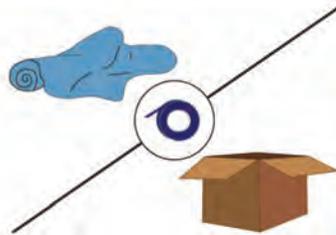
Make 3 strips by taping up the foam



Tape 2 strips across the back of the hand



Tape on 3rd strip  
Remove finished glove



- Sticky tape
- Boxes and fabric



Cut out the cardboard to the required shape and size

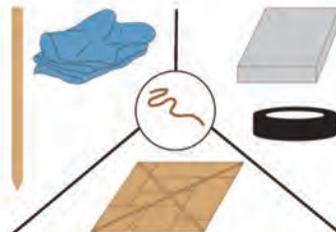


Reinforce with fabric and tape

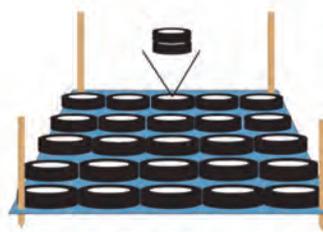


Mark out the strike zones

### 2 Rings



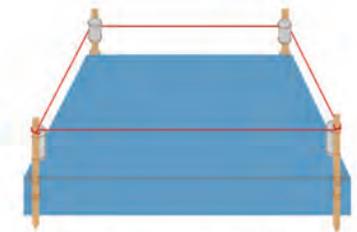
- Foam and tyres
- Wooden boards fixed together
- Rope, 2 canvas sheets, 4 posts



Drive in the posts at the 4 corners of the sheet.  
Lay out 2 layers of tyres.



Place the wooden board and the foam on top of the tyres.  
Attach to the posts.



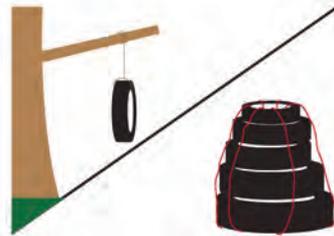
Cover with a sheet. Attach the ropes and add padding at the corners.



3 Punchbags



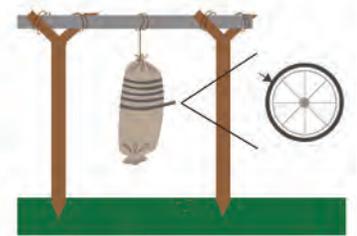
Ball filled with sand



Tyres tied together



Mattress and/or fabric taped up

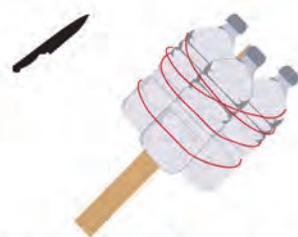


Inner tubes wrapped around sand bags

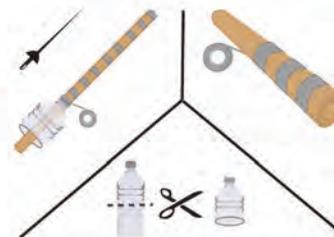
4 Weapons



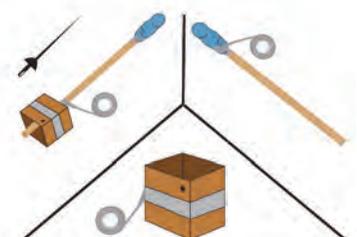
Cardboard rolled and taped up



Bottles attached to a stick

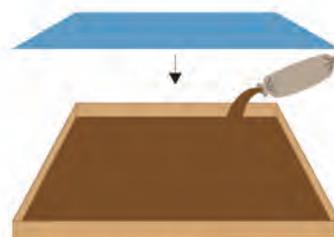


Plastic bottle taped onto cardboard tube

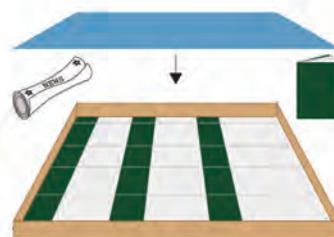


Stick reinforced with fabric and cardboard

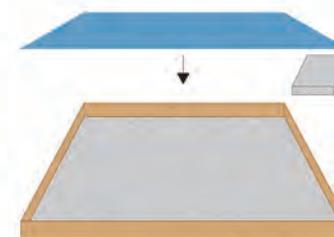
5 Mats



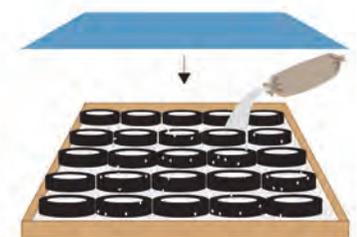
Sand in a frame covered with a canvas sheet



Newspaper and/or magazines



Foam, fabric and/or banana leaves



Tyres filled with sand and/or rice straw

# WARMING-UP AND STRETCHING



# WARMING-UP AND STRETCHING



Warming-up - I



Stretching - J

# Warming-up



## What is it?

Warming-up involves a series of simple exercises that allow you to physically and psychologically prepare for the activity you are going to do.

## When and why?

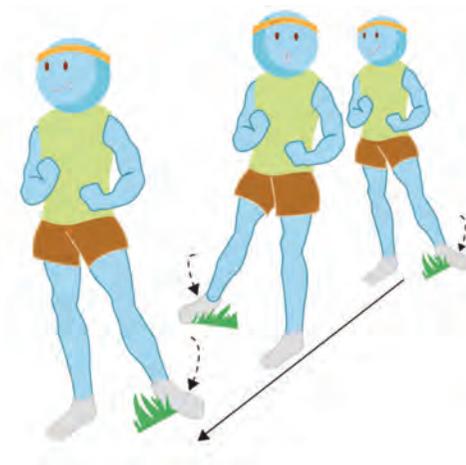
At the beginning of the activity in order to:

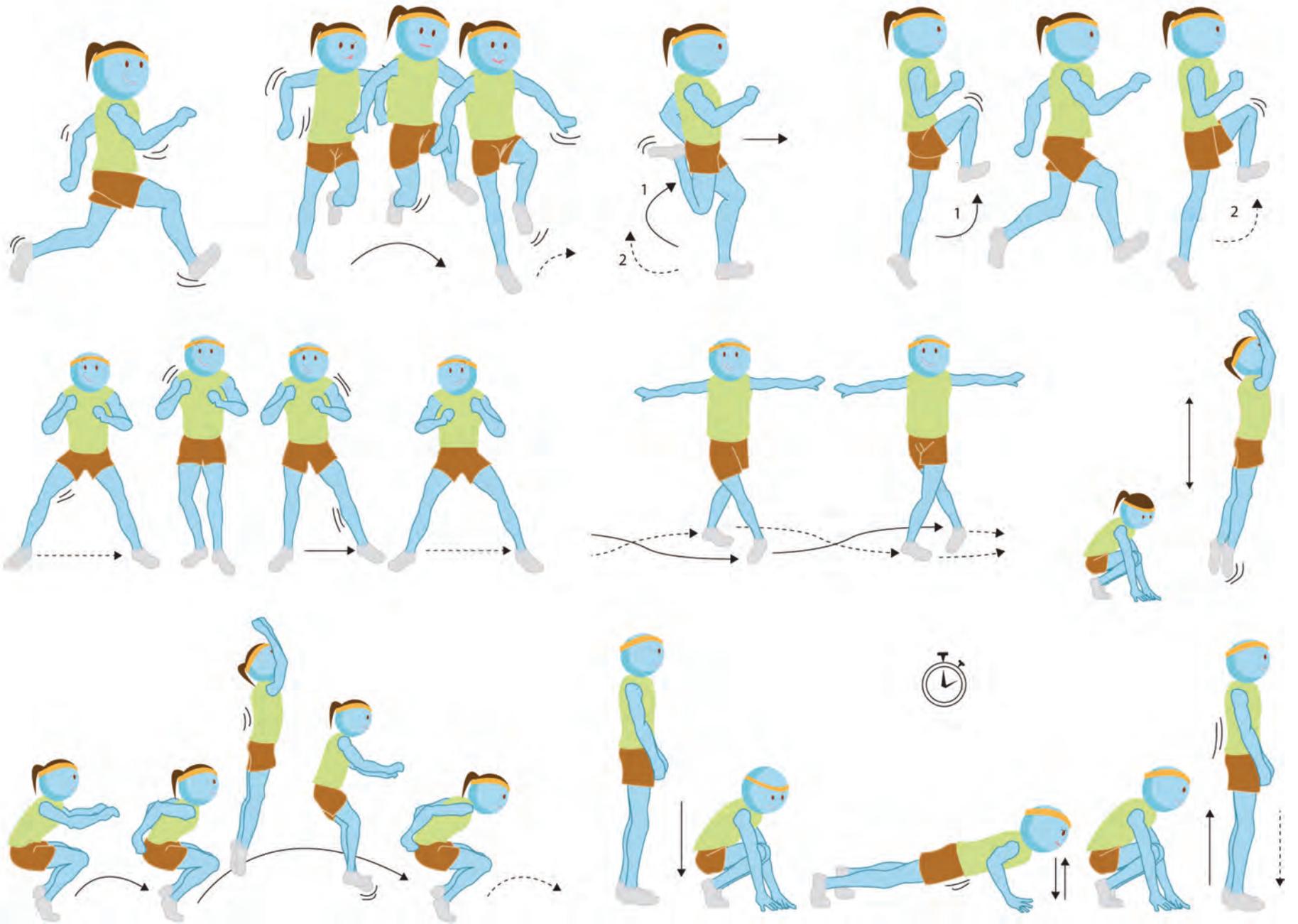
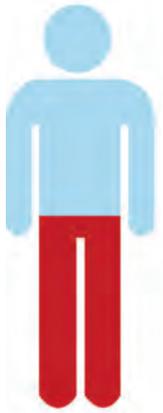
- prepare the body for exercise and increase muscular performance,
- increase body temperature and heart rate,
- reduce the risk of injury.

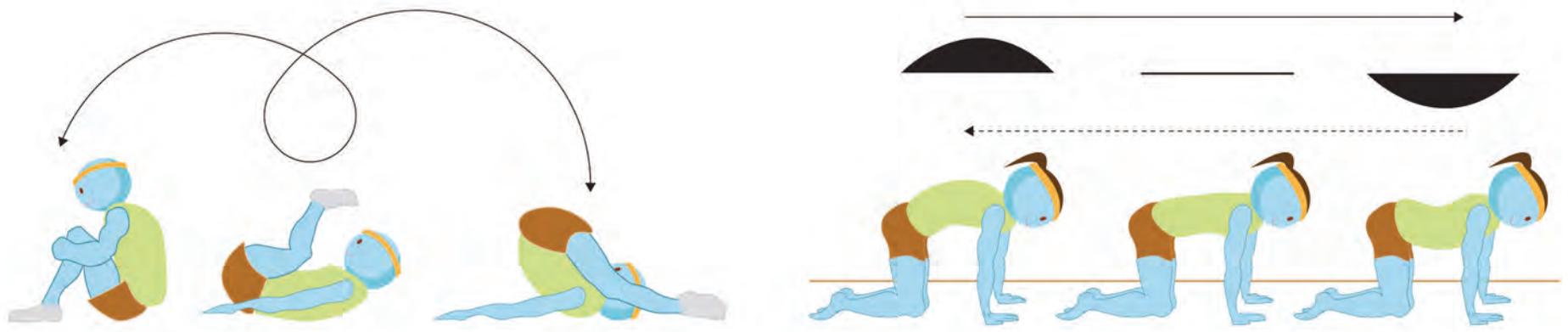
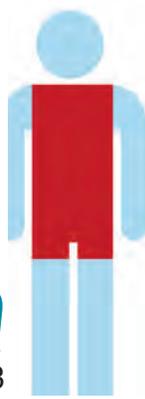
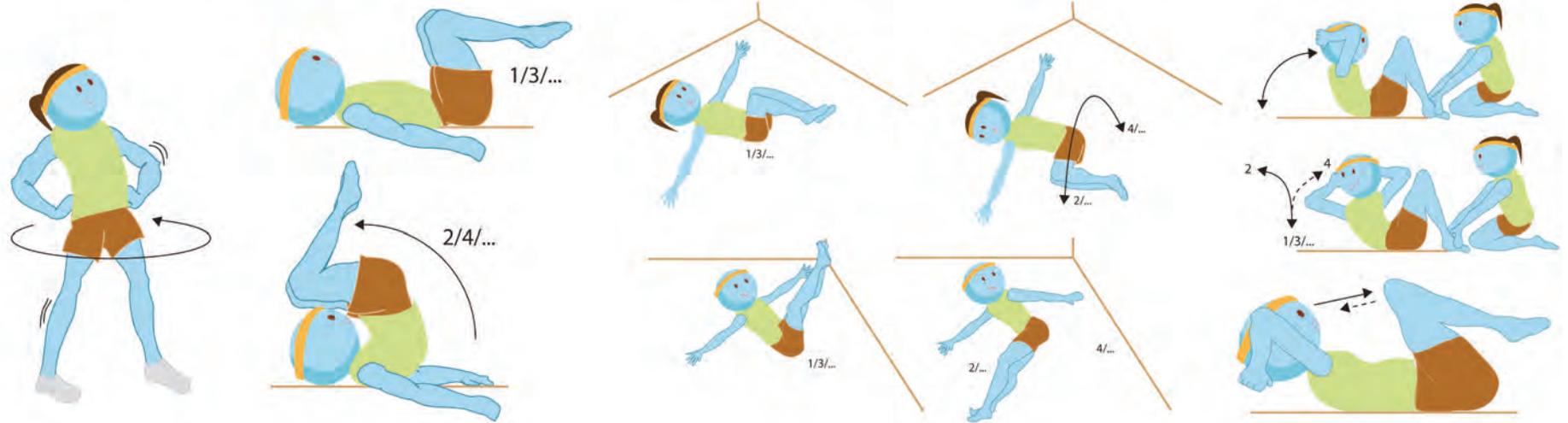
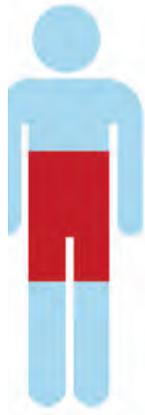
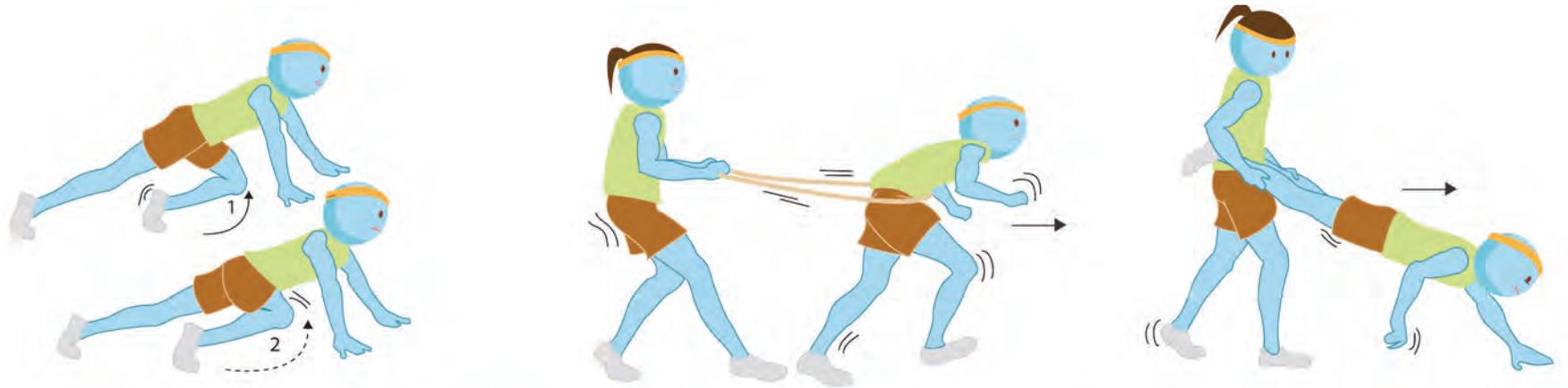
## How?

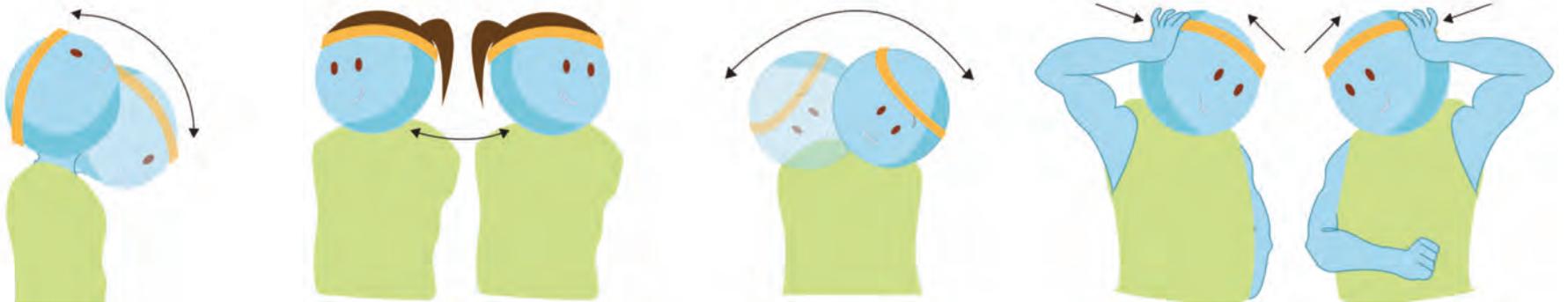
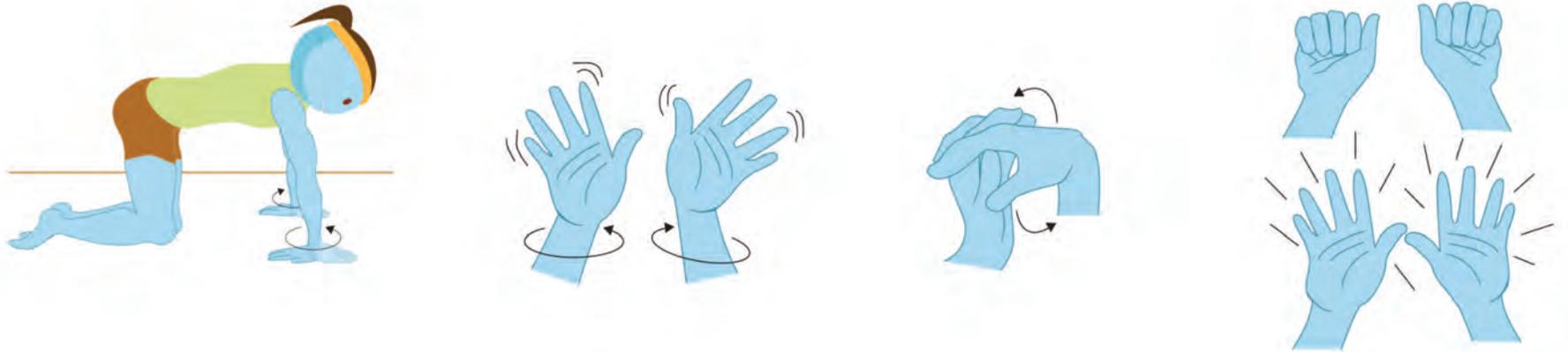
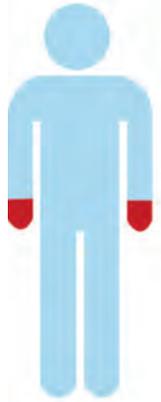
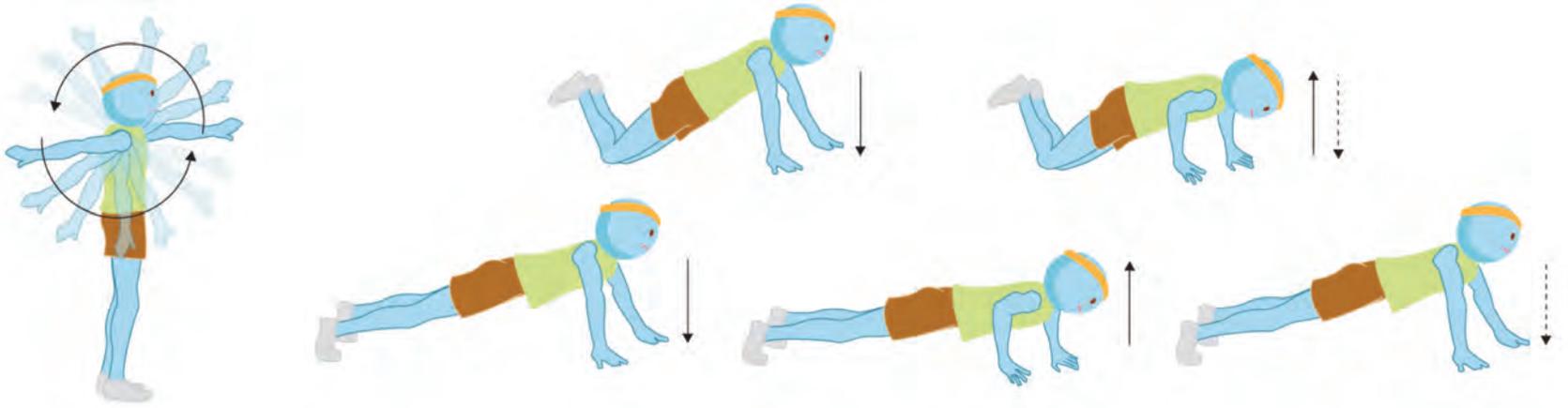
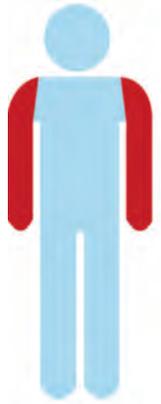
- By following a routine so as not to forget anything (from the bottom up)
- By progressively increasing heart rate
- Between 15 and 30 minutes
- By breathing calmly and regularly (breathing out during exercise)

**Choose some exercises from each of the categories. Don't forget to alternate left and right.**









# Stretching



## What is it?

- Stretching is a practice aimed at:
- developing flexibility (lengthening muscles, and improving range of motion)
  - preparing the body for exercise,
  - promoting recovery after physical effort.

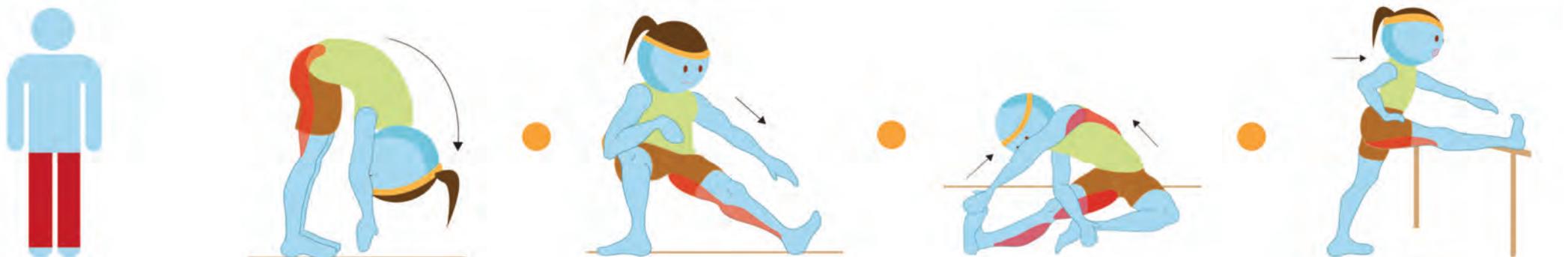
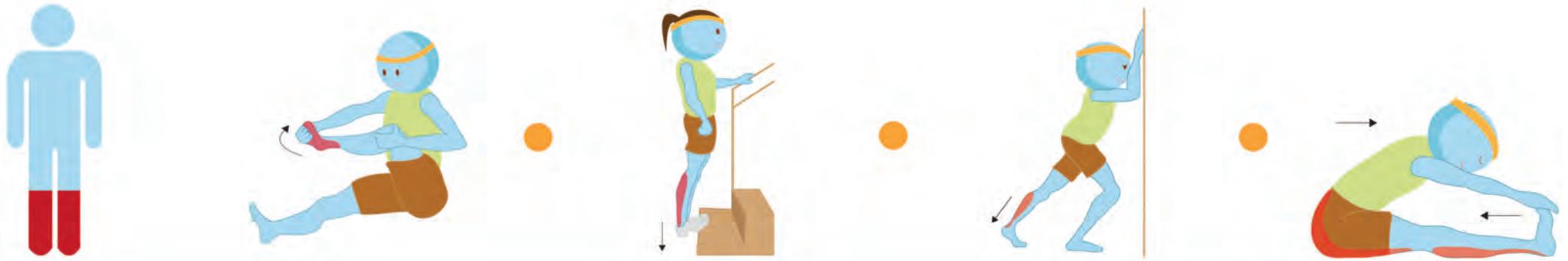
## When and why?

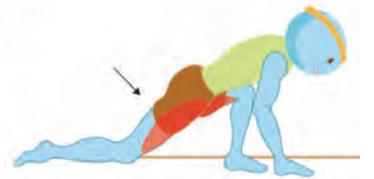
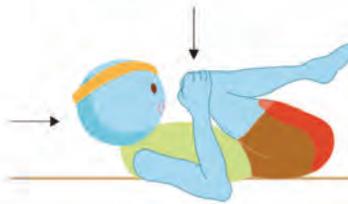
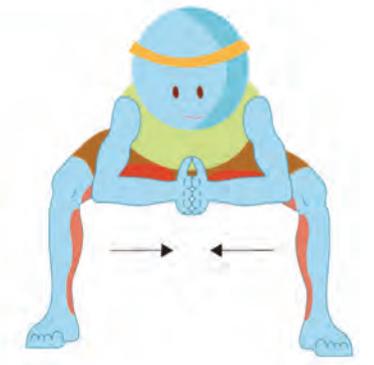
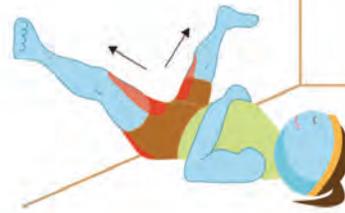
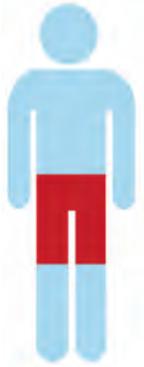
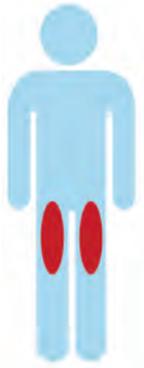
- Between warm-up and the activity in order to prepare the body for exercise
- After activity in order to recover muscular flexibility and relax

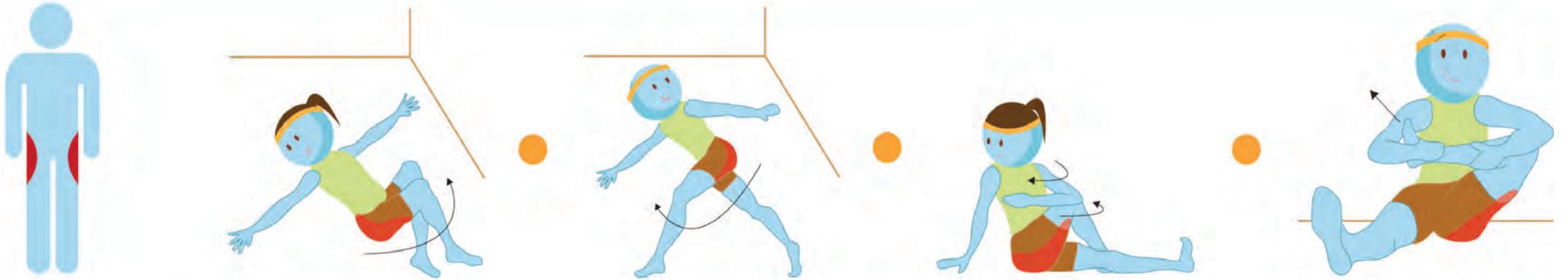
## How?

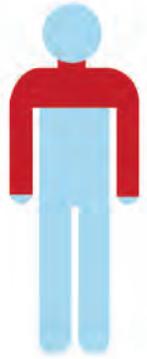
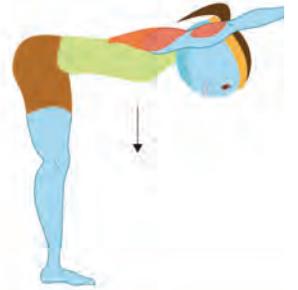
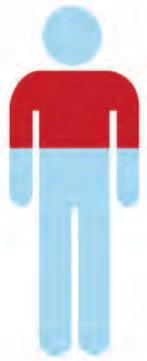
- By stretching progressively without causing pain
- By following a routine so as not to forget anything (from the bottom up)
- Between 5 and 10 minutes (15 seconds minimum for each stretch)
- By breathing calmly and regularly (prolong breathing out during stretching to improve relaxation)

Choose some exercises according to the muscles needed for the activity. Don't forget to alternate left and right.









# PHOTO ALBUM



# PHOTO ALBUM



Adapted sports - K



Adapted equipment - L

# Adapted sports

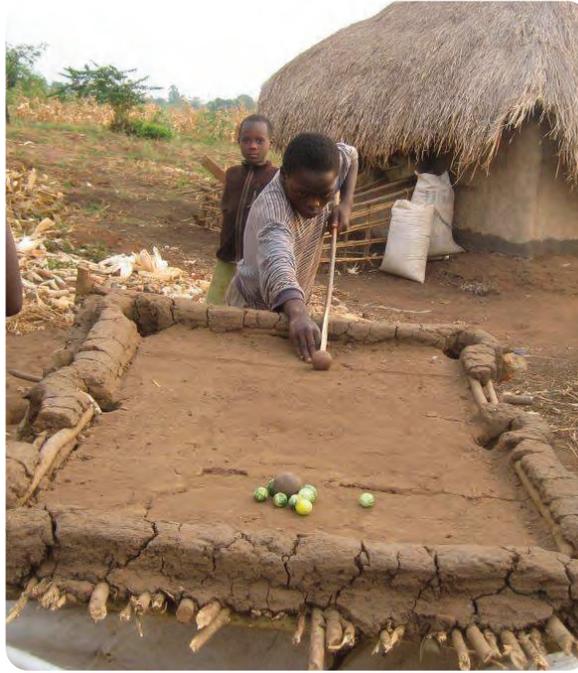
K





# Adapted equipment





# PRACTICAL INFORMATION



# PRACTICAL INFORMATION



# Peace and Sport's

## International Federation partners

Please find below details on Peace and Sport's International Federation partners.

✓ <b>American football</b>	IFAF: <i>International Federation of American Football</i> Website: <a href="http://www.ifaf.org">http://www.ifaf.org</a>	✓ <b>Boxing</b>	AIBA: <i>International Boxing Association</i> Website: <a href="http://www.aiba.org">http://www.aiba.org</a>
✓ <b>Archery</b>	WA: <i>World Archery Federation</i> Website: <a href="http://www.worldarchery.org">http://www.worldarchery.org</a>	✓ <b>Canoeing</b>	ICF: <i>International Canoe Federation</i> Website: <a href="http://http://www.canoeicf.com/icf/">http://http://www.canoeicf.com/icf/</a>
✓ <b>Athletics</b>	IAAF: <i>International Association of Athletics Federation</i> Website: <a href="http://www.iaaf.org">http://www.iaaf.org</a>	✓ <b>Chess</b>	FIDE: <i>World Chess Federation</i> Website: <a href="http://www.fide.com">http://www.fide.com</a>
✓ <b>Badminton</b>	BWF: <i>Badminton World Federation</i> Website: <a href="http://www.bwfbadminton.org">http://www.bwfbadminton.org</a>	✓ <b>Climbing</b>	IFSC: <i>International Federation of Sport Climbing</i> Website: <a href="http://www.ifsc-climbing.org">http://www.ifsc-climbing.org</a>
✓ <b>Baseball-Softball*</b>	WBSC: <i>World Baseball Softball Confederation</i> Website: <a href="http://www.wbsc.co">http://www.wbsc.co</a>	✓ <b>Cricket</b>	ICC: <i>International Cricket Council</i> Website: <a href="http://www.icc-cricket.com">http://www.icc-cricket.com</a>
✓ <b>Basketball*</b>	FIBA: <i>International Basketball Federation</i> Website: <a href="http://www.fiba.com">http://www.fiba.com</a>	✓ <b>Cycling</b>	UCI: <i>International Cycling Union</i> Website: <a href="http://www.uci.ch">http://www.uci.ch</a>
✓ <b>Bodybuilding &amp; Fitness</b>	IFBB: <i>International Federation of Bodybuilding &amp; Fitness</i> Website: <a href="http://www.ifbb.com">http://www.ifbb.com</a>	✓ <b>Draughts</b>	FMJD: <i>World Draughts Federation</i> Website: <a href="http://fmjd.org">http://fmjd.org</a>
✓ <b>Bowls</b>	CMSB: <i>Confédération Mondiale des Sports de Boules</i> Website: <a href="http://www.cmsboules.com">http://www.cmsboules.com</a>	✓ <b>Fencing</b>	FIE: <i>International Fencing Federation</i> Website: <a href="http://www.fie.org">http://www.fie.org</a>

\* No official partnership signed with *Peace and Sport*



- |                                      |  |                       |   |
|--------------------------------------|--|-----------------------|---|
| ✓ <b>Floorball</b>                   | IFF: <i>International Floorball Federation</i><br>Website: <a href="http://www.floorball.org">http://www.floorball.org</a>   | ✓ <b>Rugby</b>        | IRB: <i>International Rugby Board</i><br>Website: <a href="http://www.irb.com">http://www.irb.com</a>   |
| ✓ <b>Flying disc</b>                 | WFDF: <i>World Flying Disc Federation</i><br>Website: <a href="http://wfdf.org">http://wfdf.org</a>  | ✓ <b>Sambo</b>        | FIAS: <i>International Sambo Federation</i><br>Website: <a href="http://www.sambo-fias.org/fr">http://www.sambo-fias.org/fr</a>   |
| ✓ <b>Gymnastics</b>                  | FIG: <i>International Gymnastics Federation</i><br>Website: <a href="http://www.fig-gymnastics.com">http://www.fig-gymnastics.com</a>                                | ✓ <b>Sepak takraw</b> | ISTAF: <i>International Sepak Takraw Federation</i><br>Website: <a href="http://www.sepaktakraw.org">http://www.sepaktakraw.org</a>   |
| ✓ <b>Judo</b>                        | IJF: <i>International Judo Federation</i><br>Website: <a href="http://www.ijf.org">http://www.ijf.org</a>  | ✓ <b>Squash</b>       | WSF: <i>World Squash Federation</i><br>Website: <a href="http://www.worldsquash.org">http://www.worldsquash.org</a>   |
| ✓ <b>Ju-Jitsu</b>                    | JJIF: <i>Ju-Jitsu International Federation</i><br>Website: <a href="http://www.jujitsuinternationalfederation.org">http://www.jujitsuinternationalfederation.org</a> | ✓ <b>Table soccer</b> | ITSF: <i>International Table Soccer Federation</i><br>Website: <a href="http://www.table-soccer.org">http://www.table-soccer.org</a>  |
| ✓ <b>Karate</b>                      | WKF: <i>World Karate Federation</i><br>Website: <a href="http://www.wkf.net">http://www.wkf.net</a>  | ✓ <b>Table tennis</b> | ITTF: <i>International Table Tennis Federation</i><br>Website: <a href="http://www.ittf.com">http://www.ittf.com</a>  |
| ✓ <b>Korfball</b>                    | IKF: <i>International Korfball Federation</i><br>Website: <a href="http://www.ikf.org">http://www.ikf.org</a>  | ✓ <b>Taekwondo</b>    | WTF: <i>World Taekwondo Federation*</i><br>Website: <a href="http://www.worldtaekwondofederation.net">http://www.worldtaekwondofederation.net</a><br>ITF: <i>International Taekwondo Federation</i><br>Website: <a href="http://www.tkd-itf.org">http://www.tkd-itf.org</a> |
| ✓ <b>Modern Pentathlon</b>           | UIPM: <i>Union Internationale de Pentathlon Moderne</i><br>Website: <a href="http://www.pentathlon.org">http://www.pentathlon.org</a>                                | ✓ <b>Tennis*</b>      | ITF: <i>International Tennis Federation</i><br>Website: <a href="http://www.itftennis.com">http://www.itftennis.com</a>   |
| ✓ <b>Mountaineering and climbing</b> | UIAA: <i>International Mountaineering and Climbing Federation</i><br>Website: <a href="http://www.theuiaa.org">http://www.theuiaa.org</a>                            | ✓ <b>Triathlon</b>    | ITU: <i>International Triathlon Union</i><br>Website: <a href="http://www.triathlon.org">http://www.triathlon.org</a>   |
| ✓ <b>Muaythai</b>                    | IFMA: <i>International Federation of Muaythai Amateur</i><br>Website: <a href="http://www.ifmamuaythai.org">http://www.ifmamuaythai.org</a>                          | ✓                     | FISU: <i>International University Sports Federation</i><br>Website: <a href="http://www.fisu.net">http://www.fisu.net</a>   |
| ✓ <b>Netball</b>                     | INF: <i>International Netball Federation</i><br>Website: <a href="http://www.netball.org">http://www.netball.org</a>   | ✓ <b>Volleyball</b>   | FIVB: <i>International Volleyball Federation</i><br>Website: <a href="http://www.fivb.org">http://www.fivb.org</a>  |
| ✓ <b>Paralympic sports</b>           | IPC: <i>International Paralympic Committee</i><br>Website: <a href="http://www.paralympic.org">http://www.paralympic.org</a>   | ✓ <b>Wrestling</b>    | FILA: <i>International Federation of Associated Wrestling Styles</i><br>Website: <a href="http://www.fila-official.com">http://www.fila-official.com</a>  |

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