



Format Training Course

Inclusion Through Sport

Publication



**INCLUSION
THROUGH
SPORT**



Co-funded by the
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Format Training Course Inclusion through Sport Publication

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1. Introduction

“INCLUSION THROUGH SPORT”

CAPACITY BUILDING ACTIVITY



ITS's goal is to prepare and test tools for developing key competencies among young people. While learning skills,

initiative and entrepreneurship, social and civic competences, establishing methods for Sport combined with Non-Formal Education [NFE]. ITS wanted to use the European reference tools for validation and the recognition of non-formal and informal learning, both for young people and youth workers through the promotion of lifelong learning and dissemination of good practices.

12 partners:

- 1. Europe Programme Countries (PC):**
Italy Bulgaria and Romania;
- 2. LAC:**
Argentina, Peru and Guatemala;
- 3. Africa:**
Kenya, Senegal, Cameroon;
- 4. Asia:**
India, China-Hong Kong and Philippines.



LEADING PARTNER



MINE VAGANTI NGO (MVNGO)

www.minevaganti.org

MVNGO is a non-profit organisation born in 2009, in Sardinia (Italy).

MVNGO covers Northern-Sardinia, as it has 4 offices - in Sassari, Uri, Olbia, and Tempio Pausania and run a Youth Center in Sassari.

Mission: MVNGO promotes intercultural dialogue, social inclusion through Sport and environmental protection using Non-Formal Education (NFE).

Services: MVNGO is an educational training provider at local and European level. MVNGO has a consultancy role for public and private bodies in relation to European and trans-continental projects development.

Programmes: MVNGO works on Erasmus+, Horizon 2020, Europe for Citizens, Creative Europe, Europe Aid, EaSi, IEE, the United Nations programmes (UNDEF) and with foundations – Fondazione Con il Sud, Fondazione Valdese, European Youth Foundation, Anna Lindh and Open Society. MVNGO is part of 3 international networks - YEE, ISCA and MV International.

Hosting: MVNGO was accredited as host institution to EVS, Erasmus for Young Entrepreneurs, Erasmus Placement (through the University of Sassari) and, in the past Leonardo Da Vinci, Grundtvig Programme, Anna Lindh, National Belgium Funds, Azerbaijani Foundation.

Mine Vaganti NGO is the main coordinator of the "National Higher Education Consortium" since 2014. The accreditation was renewed for the period 2017-2020 (2017-1-IT02-KA108-036100). The Consortium involves 8 Italian Universities. NHEI promotes vocational training targeting future graduates and recent new graduates of the 8 Universities (Università degli Studi di Sassari, Accademia Belle Arti Mario Sironi, Università di Cagliari, Università di Enna Kore, Università degli Studi di Roma Tor Vergata, Accademia di Belle Arti di Macerata, Università di Foggia).



MAIN OBJECTIVES:

- To encourage and foster individual and professional development of each member;
- To develop new skills and knowledge using NFE;
- To promote social inclusion using Sports, Nature and Art;
- To work with every sector of Education and linking it to the work field; and
- To support youth/adults mobility around Europe;

MVNGO Sport Branch

The use of Sports combined with NFE methodologies as an educational instrument of youth/adults/NEET/Migrants' development, inclusion therefore is one of MVNGO's key areas of expertise.

MVNGO followed-up its achievements in the field by establishing a specialized Sport Branch in 2012. MVNGO's Sport Branch is composed of 5 active members, among whom are 2 international professionals.

The aim of MVNGO Sport Branch is to support and improve the use of NFE and Sport, in combination, as a tool for education, social inclusion, mutual understanding, entrepreneurial development, leadership among others.

Further, MVNGO Sport Branch's professionals would like to develop knowledge and competences in youth/adult/sport workers around the world, on the following areas:

Principles of NFE Sports tools;

New teaching methods and tools on education through sport; and Sport Management competences.

Furthermore, MVNGO Sport Branch has successfully implemented the following projects since 2012:

2012:

Youth in Action Youth Exchange "Ex-Sport ME Import Us": Sport values, health;



European Youth Foundation “Inclusive Sport in Sardinia: Sport as a tool for inclusion, Pilot Activity; and
Youth in Action Programme: TC “Inclusive Sport for All,” Sport as an educational tool.

2013:

Youth in Action Programme, “Two Islands One Move” Youth Exchange related to The European Move Week 2013, Exchange of good practices between islands; and
Grundtvig Programme in Training Service “Education and Sport for All”, Sport as an educational tool.

2014:

Large Scale Project “Fill My Value Backpack” (FMVB), supported and co-financed by MVNGO Sport Branch, which took part in a work-visit to Kenya. FMVB was organized by a non-formal group of young people willing to implement ‘NFE through Sport’ classes to children from deprived areas; 2014: “Move Week Sassari 2014.” A Sport event which involved more than 1000 people in the Parco di Bunnari. The event was part of the European Campaign “Now We Move” promoted by ISCA; Erasmus+ Programme Youth in Action TC “Education for All” in Marrakech, Sport as an educational tool;

2015:

Coordinator Erasmus Plus Capacity Building Youth, “Inclusion through Sport” (ITS): Sport & Non Formal Education held in 4 Continents and involved 12 countries in sharing of best practices and production of a Format TC and Handbook. The project aimed at exploring the role of Sport as an educational vehicle to promote youth social inclusion, community values formation and respect for cultural diversity. ITS success-case in Sport education provided MVNGO (designer, applicant and coordinator of the proposal) with managerial, logistical and methodological experience.



2016:

Collaborative Partnership through “European Everyday of Sport.” The project aimed at exploring good practices related to promoting the social and healthy development of values of Sport and physical activity, with particular focus on previous editions of the European Week of Sport, as a means to produce and promote tools for different professional groups targeted at motivating more people to do Sports in everyday life. The project created a set of Web-based resources (Educational Platform and Android/iPhone application) targeted in improving good governance in the Sport field as well as an innovative network for professionals;

Coordinator Erasmus Plus Collaborative Partnership “Young Ambassador for Sport and Volunteering” aimed at disseminating the Education through Sport methodology in Europe, which MVNGO coordinated after renouncing the original Danish coordinating Sport Club. The project lasted for 24 months aimed at promoting volunteering in Sport, with equal opportunities and awareness in the importance of healthy lifestyle through increased participation in sports. The main work phases, dedicated to local actions, are related to the promotion of sport culture and raising awareness about the importance of being physically active, and the promotion of volunteering, its values and its benefits for society. In addition, as final output, the project will create an online platform which will gather all tangible results, best practices shared and indications for fellow organizations and stakeholders; and

Strategic Partnership in the Youth Field “FIT2FIT” aimed at promoting entrepreneurship and employability through sport among young people. The project lasted for 23 months. The project's initial phase provided a survey of entrepreneurship, employment, and good practices in the field of sport. Nine [9] seminars were organized. Five [5] in Portugal, Two [2] in Italy, and another [two] 2 in Croatia. Each seminar lasted for two days. In each event, 4 facilitators were closely supervised by two experts which moved up to the higher education institutions and promote seminars according to the training guidelines. Two months after the series of seminars, the 30 participants from the 9 seminars conducted were divided into teams of volunteers and they proposes an activity and/or a sport design, which were organized in the following months.



2017:

Hosting Organisation within the frame of France Service Civique in order to host three disadvantaged youngsters for a volunteering local activities: promoting positive values of social inclusion through sport at schools in Sassari.

The current project proposal was largely based on our accumulated experience in the field of Non-formal Education, Sports, and Social Inclusion. It also builds on the project management skills and experiences gained through years of more than 30 projects implemented by MVNGO and its Sport Branch.



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PARTNERS

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Surf the Earth Project STEP

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Kenya



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Cameroon



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Peru



Circulo Raices Sardas

Argentina



The Gymnastics Association
of Hong Kong

China Hong Kong



Palawan State University

Philippines





Baba Bhagwan

India



THE MISSION



The mission emanates from using Sport as a means to support community development and sustainability whilst promoting community values.

The tool that the ITS project wanted to develop was a Format TC that focused on the use of Sports as a way in improving social inclusion of young people. The format TC will be utilized as tool and as a comprehensive winning model in developing key competencies for young people.

A multi-directional sharing of knowledge happened between Programme Countries (European NGOs) and the rest of the world. All of the partner organizations were already active in the field of Sport and they aimed at complementing their own skills and knowledge through mutual exchange of NFE instruments in the framework of the present project. The project was conceived as a long-term process comprised of differentiated set of activities like intellectual meetings, format TC, and Job shadowing with the aim to enhance knowledge and to share best practices from both theoretical and practical perspective.

Moreover, the project intends to foster Sport as a tool for inclusion, to solve interpersonal conflicts among youngsters, to promote tolerance and to assist young people to understand issues of diversity via non-formal education.

All the partners involved shared the belief that young people have innovative ideas and creativity, which are the main ingredients for the development of the community as well as of civil society. ITS goal was also to prepare and test tools for developing key competencies in young people.



Non-formal education and youth work are significant factors for personal development, civic participation and inclusion of young people regardless of their social or national background.

ITS had the goal to implement activities that build the capacity and skills of youth workers and of youth organisation's staff in order to empower them in facing today's challenges. The ITS intellectual outputs were the following:

1. The present Format TC Publication;
2. A Toolkit of ITS Best Practices gathered around the world; and
3. The ITS Website: www.its-project.com

The Evaluation Meeting took place in Kenya on July 2017, returning to the country where the project's idea took place in 2014.

The project involved 12 partners which brought an added value to the youth work educational system. Some of those countries suffer from problems with children and youngsters in general, mostly linked to criminality and orphanage.



2. Methodological Frame

What is “Non-formal Education?”

This publication was based on the Move and Learn Manual produced by ISCA. All the 21 methodologies presented were created by the youth workers of the 12 NGOs of the in a consortium done during the activities of the ITS project implementation in Italy, Senegal, Argentina and Peru.

The Council of Europe’s Compass Manual on Human Rights sets out a broad definition of “Non Formal Education” as encompassing any planned program of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum.

The gist of a comprehensive definition of Non-formal education is rendered by the several attributes that distinguish such a broad approach from formal education.

A successful non-formal education activity/approach delivers on the transversal objective of providing participants with competences of learning to learn and active contribution in group learning outcomes as well as dynamics, which is the essential condition for an effective and participative democracy. Voluntary participation is one of the core tenets of non-formal education as the latter is by nature “learner centred” and in itself strictly tailored to participants' experiences and needs.

By the same token, non-formal education is characterized by accessibility to everyone, which, unlike formal education, translates into a praxis inextricably embedded in active participation values. One of the main objectives of Non-formal education is to promote and educate to active citizenship through participation and involvement at the individual and group level, an aim that can hardly be reached against participants' will.

Yet, Non-formal education considers participant’s involvement as an instrument rather than an end in itself, an indispensable component of an articulated and purposeful process whereby a set of educational objectives are pursued by means of a collective approach that strengthens desired outcomes.

Another lead towards a self-standing definition of Non-formal education is provided by the AEGEE Book, which builds on the Compass Manual stating that: *“Non-formal education” is an organized educational process that takes place alongside the mainstream systems of education and training and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Non-formal education gives young people the possibility to develop their values, skills and competencies other than the ones developed in the framework of formal education.”*



Those skills (also called 'soft skills') include a wide range of competencies such as interpersonal skills, organizational and conflict management, intercultural awareness, leadership, planning, organizing, co-ordination, practical problem solving skills, teamwork, self-confidence, discipline and responsibility.

What is special about non-formal education is that individuals and participants are the actors actively involved in the education/learning process.

The methods aim is to give young people the tools to further develop their skills and attitudes.

Learning is the on-going process, one of its crucial features is learning by doing.

Thus, the process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development.

Sport activities provide an ideal scenario for the declination of a Non-formal education approach, to the point that professional sport training unconsciously employs non-formal education principles, or, from another perspective, non-formal education principles can be easily spread through sport training.

Non-formal education trainers have long recognized the mutual interplay between Sport and non-formal education, elaborating several definitions of Education through Sport (ETS) as a non-formal education tool for developing skills and attitudes:

- Definition 1- Education through Sport is an educational approach functional to the development of real-life key competencies through sport and physical activities;
- Definition 2 - Education through Sport is a pedagogical approach employing sport and physical activities as tools to spread a set of values enhancing specific competences that can foster different fields in/of life. Education through Sport supports the enhancement of social, cultural, moral, ethical competencies effecting change at the personal, professional and social level;
- Definition 3 - Education through Sport is a teaching and learning process employing personalized systems aimed at providing skills, knowledge and experience in many aspects of life;
- Definition 4- Education through Sport includes a learning process employing sport and physical activities as tools to provide real life skills and competences to individuals or groups.



3. Education For, By, and Through Sport

The aforementioned definitions of Education through Sport, which focus on the use of sport as a tool to improve real life skills and competencies provide us with opportunity to explore the distinction between Education for Sport, By Sport and Through Sport:

Education for Sport

Education FOR Sport refers to the learning process whereby the skills necessary to compete in a particular sport are provided. The purpose of education for sport is to enhance performances (through the development of both physical and technical skills related to sport) in order to obtain better results. As the process as a whole is not connected with the development of skills useful for everyday life, education for sport is of limited interest in the context of non-formal education.

Education by Sport

Education BY Sport draws a connection between sport and the realm of everyday life. The latter's connection is evident from the specific not sport-related objectives, such as the well being of the society (connected with healthy lifestyle and social inclusion), pursued through the use of sport and physical activities. Yet, though these kinds of activities pursue some educational goals, they do not put the main focus on them. Education by sport allows people to raise their awareness towards public welfare and societal well being, with no aim at directly developing educational skills and non-formal education skills. A fitting case in point of an education by sport approach is provided by the "Sport for all" movement.

Education through Sport (ETS)

Education THROUGH Sport is the broadest approach among the ones explored, in terms of objectives and expected outcomes pursued. In education through sport, sport elements are educational vehicles for improving social competences, soft skills and learning skills in the frame of a planned learning project. ETS extrapolates and adapts both physical and specific sport exercises in order to provide a strong lifelong learning outcome, based on the needs of the society (improving tolerance, democratic spirit and solidarity) and on the specific objectives



pursued by a non-formal educational project. In accordance with the tenets of the non-formal education approach, activities delivered in education through sport should undergo planning and preparation tailored to the specific outcomes desired, which have to be measurable, clear and realistic. In ETS, therefore, sport is no longer the main objective of the process being confined on the role of a tool supporting the achievement of set educational goals.

What are the exercises involved in this process?

This publication collects different exercises, which were either tested in ITS events or offered by some participants and trainers, and that show various sorts of connections to our suggested topics. This list is not meant to be an exhaustive one. Out of experience we put down those tools which are the most relevant in our daily work at the moment, in the frame of international youth work and in the European policy domains. Some of the exercises were chosen to in connection to one topic or another, but they are open for focusing on other relevant topics as well. One exercise can have a multi-purpose dimension, though it is also obvious that the topics overlap and can be combined easily. Every exercise is described in the same way to make it easier to navigate the manual. Such description is based on a grid that was designed in building the good practices used by Compass- Manual on Human Rights Education with Young People (Council of Europe, 2002).

The first part of the grid is a general overview providing the reader with an easy access to the main criteria to be assessed in order to use the exercises in a given training situation. The second part with the boxes provides very detailed information which might be used in order to adapt the exercises for a specific purpose.

Title	The exercise title is sometimes connected with the topic addressed, but may also be construed as funny/catchy for the sake of memory.
Theme	The theme concerns the clusters of topics that the exercises focus on. In some cases, the exercises addresses a single topic, but in other cases, multiple topics are addressed as the latter are closely interconnected and the trainer can profit from the different links.
Group size	This means the precise number of people needed (ideally), and sometimes as a minimum or maximum capacity required for the specific exercise. Splitting the group in two separate groups for autonomous performance of the exercise is a useful solution in case of availability of 2 facilitators.



Age range

Age range provides an indication of the ideal age of participants. Most exercises do not foresee an age limit. ETS being an approach is open to individuals of all ages (youngsters and adults). This does not exclude the necessity of adapting the exercise to a specific age group in certain circumstances. The age range criterion is also connected with the requirements of specific exercises in terms of skills (e.g. playing a specific sport, playing role games, abstract thinking, drawing connections).

Complexity

Complexity is related to the level of difficulty that a specific exercise entails for facilitators in terms of preparation, logistics and training experience for a successful delivery. Complexity is calculated on a scale ranging from 1 to 3.

1. No specific material, preparation or experience required; e.g. only one ball is needed, the activity could be implemented anywhere and related instructions or rules are rather simple.

2. A greater amount of time and material has to be devoted to preparation, with the necessary involvement of more experienced facilitators; e.g. different sport materials are required, and the activity needs a specific setting as well as more detailed instructions or rules.

3. A substantial amount of preparation and/or material is required, with the necessary involvement of at least two facilitators and a higher level of complexity of the activity itself; e.g. diverse sport materials are needed, to be added to other materials which might not be found in a sport environment, at least one facilitator should be already familiar with the activity and the latter cannot be administered with all kinds of target groups, as it requires some specific skills (e.g. abstract thinking) from the participants as well.

As a general indication, ETS is better delivered by two facilitators in the light of the higher effectiveness of delivery. This is ensure in terms of debriefing, mutual feedback and exchange of ideas involving participants and the pair of trainers as well. This should however be taken as nothing but



a strong recommendation, since we know that not everybody can comply with this requirement.

Time	Time refers to the ideal duration of the activity. Every trainer and facilitator has its own rhythm and flow to deliver activities, with additional peculiarities characterizing each concrete group of learners. Only experience can give you the exact time you might need to deliver the exercise. The first attempt should include more planning time than mentioned.
Overview	The overview should be contained in a maximum one or two short sentences as a means to provide a quick and clear idea about what is going to happen in the activity.
Objectives	The objectives are the learning outcomes participants are expected to achieve in the activity. These indications are useful in terms of evaluation as they provide a benchmark against which to assess actual results. In case the aforementioned target were not reached, evaluation can provide meaningful indications about what to alter or change in the future.
Materials	Materials detail the requirements of the exercise in terms of items the facilitator(s) should have at hand, both compulsory and of advised possession (the latter might not be needed in the end). These items include both sport and facilitation material.
Preparation	Preparation refers to the preliminary arrangements needed in order to deliver the exercise in a timely and logistically sound fashion. This section does not include essential undertakings as matching the target group to the exercise, checking the facilities in advance and distributing tasks among team members due to their obvious nature.
Instructions	The instructions detail step by step indications for the facilitator(s) grounded on the flow of the activity considered from the facilitator's perspective. These indications inform facilitator(s) about the rules, instructions and announcements to be addressed to the group of participants for the sake of their participation, as well as about the handouts to be provided to participants.



Debriefing and evaluation

Debriefing and evaluation requires to frame the questions and insights the facilitator(s) should address the group in order to extract the educational potential of ETS. This aspect lays at the very core of ETS!

To achieve the highest educational output, it might require the facilitator to overcome his/her own preconceptions. There are many questions which are open to unexpected discussions and exchange within the group. To meet the needs of the group, it is essential to be open, to let go of clearly set patterns of thought or, in other cases, to keep focus on a given line of reasoning. All the questions/ideas expressed in this particular section need to be taken as suggestions, open for modifications in case others are identified which are more adapted to a given target group or training scenario.

It is compelling for debriefing to be participated in by the whole group in a spirit of most complete concentration. It is suggested to introduce participants to the basic feedback rules in case ETS facilitation were performed for the first time with a group, thus setting basic rules for communication is important. There is also a chance to develop a difficult conditions due to emerging specific topics or challenging situations. For these reasons, debriefing should be delivered in a relaxed atmosphere and must never be under time pressured.

Tips, considerations and safety

In this box there might be found suggestions for the delivery of the activity in particular conditions or insights for further development of the exercise. The process of developing an exercise in a heterogeneous group offers a rich and diverse amount of questions and suggestions to implement the activity. The section also details a set of safety instructions for the implementation of the exercise.

Additional information

Additional information includes further details which cannot be categorized under any of the previous headings, but we still thought of being shared with the ETS community.



4. ITS Format TC Methodology

Objectives:

This set of methodologies have been designed for users who want to go beyond the basics of Education through Sport and take their translation environment to a higher level, effectively processing multiple files through projects.

Batch tasks (e.g. document pre-translation)

1. Project statistics and reports.
2. Advanced editor features.
3. Automated quality assurance.
4. Review processes.

Themes of the 21 Proposed Activities:

- Conflict Resolution
- Cooperation
- Disability
- Discrimination
- Equality
- Inclusion
- Initiative
- Movement
- Organization Skills
- Physical Activity for Strategies
- Physical Education
- Problem Solving
- Sport
- Strategy
- Teambuilding
- Teamwork
- Togetherness Spirit

Competences: (e.g. self-reflection)

Group size: (e.g. 2 teams, 3 people each)

Complexity: (e.g. 2)

Target Audience: (e.g. 12-20)

Time: (e.g. 90 minutes)

Those methodologies are for: Coaches, Youth Workers etc

Certification: (e.g. Youth Pass)



From Theory to Practice

The list of activities created by professionals from 4 Continents during ITS project implementations

1. Team Roles

Theme: Inclusion, Conflict Resolution and Discrimination

Group size: 10-16

Age: 16+

Complexity: 1-2

Time: 90 minutes

Overview: This game is a simple three-step introduction to the non-formal education through sport. This specific exercise is a tool to aware people about how the sport can be used to develop social competencies.

Objectives:

- To develop social competences;
- To realize the value of inclusion;
- To reflect on the personal and community's behaviour; and
- To encourage team building.

Materials: Basketball court, Ball, Bibs, 2 whistles, Role cards

Preparation: Check if the court is safe, prepare the Ball, bibs and the roll cards

Instructions:

- Division of participants into teams
- Explain and demonstrate the rules of basketball and make sure they get everything (Education for Sport)
- Introduce conditions to show them how the game will use Education by Sport, such as no dribbling, only females can score or males can only score with weak hand (Education by Sport)



- Assign role to every participant, they must play the game with the role assigned and can not discuss it with anyone (Education through Sport)

Debriefing and Evaluation:

- Review what happened during the activity, make questions such as: Did you like the game? Did the team work well? How did you cope with limitations? How did you feel about your role? What did you learn out of this game? And so on.

Tips, considerations and safety:

- In order not to break the activity of the team, the debriefing should be done only at the end of the activity.
- The participants can pick the roles by themselves or, if you know them individually, you can assign roles based on their attitudes and skills.
- Make sure that the roles given to the participants fit them well otherwise they might feel frustrated or isolated.

Additional information:

- Different cards can be introduced to explore different social competences (e.g. being selfish, yell at those who make a mistake, try to include everyone, coaching the team, etc.)
- This activity is adaptable to other team sports such as handball or football

2. Tic Tac Shuttle

Theme: Inclusion, Conflict Resolution and Discrimination

Group size: Any (>4)

Age: 16 years old and above

Complexity: level 2 and up

Time: 30-40 min

Overview: This game is similar to tic-tac-toe but includes shuttle run and teamwork.



Objectives:

- To facilitate teamwork;
- To create strategy; and
- To use physiological and mental skills.

Materials: Field, Marker tokens (2x3pcs), tic-tac-toe playing area

Preparation:

- Divide the group into two teams.
- Each team gets 1 set of Marker Tokens.

Instruction:

- Each team goes to one end of playing area.
- To start the game, the first member runs to the tic-tac-toe area and must place a marker there and returns to his line.
- He tags another member and that person runs to the tic-tac-toe area and places another marker.
- When 3 markers are placed, the next person on the line will run to the tic-tac-toe area and move the marker to another slot.
- The objective is to form a straight pattern equivalent to one [1] point.
- A team needs five [5] points to win the game.

Debriefing and evaluation:

- Stimulate discussion among participants by asking questions like: did you like the game? What was the cooperation with your fellow team members like? What did you learn from the activity?

Tips, considerations and safety:

- When organizing each group, try to strike the balance between the level of physical skills in the team, in order not to feed sentiments of frustration and isolation.



3. Strategies and Understanding Unity

Theme: Inclusion and Discrimination

Group size: Any

Age: 16 years old and above

Complexity: 1

Time: 40 minutes

Overview: In this activity, people need to get in touch with each other and have to plan team strategies

Objectives:

- To share knowledge about strategies; and
- To understand how they interconnect.

Materials: a ball, participants, a watch

Instructions:

- Ask people to stand in a circle.
- One person will stand in the middle of the circle.
- The people must pass the ball to each other except to the one in the middle.
- They must also protect the ball from the person in the middle if he wants to get the ball. They change place with the person in the middle if he is able to kick the ball from the last person holding or keeping the ball.

Debriefing and evaluation:

Start by the discussion by reviewing how the activity went and then talk about issues like:

- Was it difficult to protect the ball?
- What do you learn from this game?
- What do you understand about unity and strategies?



Tips, considerations and safety:

- When implementing the activity, make sure to adapt the latter to different age groups by regulating the size and extension of the participants' circle.

4. Piccoli Bambini

Theme: Physical Education

Group Size: Any

Age: 4-6 years old

Complexity: 0.5

Time: 45min

Overview: This is a physical exercises for children for the purpose of entertainment.

Objective:

- To develop physical coordination;
- To develop concentration; and
- To learn about directions from left and right.

Materials: A ring

Instructions:

- Tell all children to stand in a circle formation.
- Show different simple movements that they can imitate. Wait for each child to do and/or repeat the movements.
- Then tell all children to turn to their left and hold the shoulder of the person on their left. Ask them to start walking slowly by forming the shape of a snake. Tell the children not to break the snake. If they do break it, ask them to stop moving and must re-connect.
- After walking for 100 meters in a snake-like line, the first person (trainer) will show a hand movement and the children will again copy or repeat it. The trainer can do the same with the other hand and later with the legs. Depending



on children's abilities, the trainer introduce more complicated or simpler exercises.

- Re-arrange all children in a circle. Ask them to do different physical exercises like each of them clapping above their head, behind their body, down in front of the knees.
- Put a ring in the middle of the circle – demonstrate jumping inside and outside the ring. One child will follow your lead and then another. That way they do it one after another.

Debriefing and evaluation:

- Ask children how they felt. Evaluation is mostly done externally by trainers based on their observations on children's behaviours and their reaction to the activity.

Tips, considerations and safety:

- You should have at least one volunteer per 10 children in order to help you during the implementation of the activity.

5. Ladican (girls can)

Theme: Inclusion and Discrimination

Group size: 10-12

Age: 10-25 years old

Complexity: level 2

Time: 30 min

Overview: This is a kind of game that encourage girls and young ladies to do “boy” sports.

Objective: To show and promote gender equality.

Materials: play field; a tape/chalk to make a line



Instructions:

- All the players should be grouped into two [2] teams of 5-6 players each. The instructor needs to draw a line on the field to divide it into two sections.
- All the players except for the [IT] toucher must stay in their section and should not cross the line.
- One [1] player [IT] chosen from group A is allowed to cross the line and will try to touch every player in group B who in turn avoid being touched or caught. If caught or touched, that player freezes. When all of the players from group B have been touched or frozen, the team loses.
- Then His team will have to choose an IT to try to catch or touch all the players in group A the fastest way he can.
- The team who touch or catch all of their opponent with a shortest time win the activity.

Debriefing and evaluation:

- Gather all the players in the plenary and try to stimulate a general discussion by asking the right questions to both male and female participants. Example: What did you learn from the activity? How did you feel while cooperating with players of the opposite gender? Did you find any difference?
- Another round of discussion can be stimulated by comparing the answers of male and female participants.

Tips, considerations and safety:

- As the name indicates, this activity has been created to promote gender equality. Before the implementation, the instructor should explain first the background of this game that it was created in India and supposed to be played by boys only. Girls are not allowed to engage on it just like in some other societies where females are denied to do certain sports or activities and are limited by invisible boundaries existing in the society. The instructor should also ask every participant to reflect on the living conditions of females in other parts of the world in order to stimulate exchange of ideas and raise their awareness.



6. Sit ball

Theme: Disabilities, Inclusion, Sport

Group Size: 8-24 (optimum size 12)

Age: 16 years old and above

Complexity: 2

Time: 40-60 min (20 minutes of play; 20-40 minutes of debriefing)

Overview: This is a competitive game that can be adapted for persons with disability/ disabilities.

Objectives: To give participants a chance to be in other people's shoes.

Materials: Ball, Chairs, 2 goals (tables, cones, etc), scarfs, earplugs, string, sticks, scotch tape.

Preparation: Assign the roles to the participants using a hat or a box.

Instructions:

- Divide the participants into two [2] groups using a creative method. Make two rows of participants sitting on chairs facing each other. At the end of each rows, placed 2 goals made from tables.
- The people will dip their hands in turn. Participants from both teams will be interlaced on opposite rows. Each of the team-participants will have one person with disability and each group will have a fully able person. After several rounds of play, the participants should change places or adjust the team position during time out. Each team has only one time out per game that they can use.

Debriefing and evaluation:

- Start by telling the participants to go out of their roles by asking how they feel and if it was easy to act their role and if they experience something similar in the past.
- Ask them if there are any conflict/s that occur during the game. You can also



ask if the participants change their strategy during the game and how did they distributed the roles in the group.

Tips, considerations and safety:

- If there are more than 12 participants, use the full size table football as a variation.

7. Encourage Girls to Break the Boundary

Theme: Inclusion and Discrimination

Group size: 10-12

Age: 10-25 years old

Complexity: Level 2

Time: 30 minutes

Overview: This is a game that encourage girls to practice “boy” sports

Objectives: To exercise gender equality and to motivate girls.

Materials: A tape, a chalk

Preparation: Divide the participants in groups by lot (e.g. using papers and a hat)

Instructions:

- Form two [2] groups of 5-6 persons each. One group on each side. A player from group A has to cross the line and should touch players of group B. Touched players will freeze.
- Players from Team B on the other hand should try to catch that player from group A. If all the players from group B have frozen, their team loses the competition. Every player from Group A and B can only stay on their own side of the circle except for the one who touches players of the opposing group who is allowed to cross the line).



Debriefing and evaluation:

- Stimulate discussion within the group by asking the participants of all genders the following: What was the cooperation with male and female team members like? What did you learn from the activity?

Tips, considerations and safety:

- The coach should always encourage girls to try and participate. Motivate them to be active during the whole implementation of the activity.

8. ROAR (Sport for All)

Theme: Team work, Togetherness, Spirit, and Organization Skills.

Group size: 2 teams, with 7 participants each

Age: 7 and above

Complexity: Level 2

Time: 30 minutes

Overview: In this game, participants use their organization skills to set up a league and take responsibility to plant the seeds using their own set of rules.

Objectives:

- To test their ability;
- To embrace team work;
- To recognize suitable roles according to skills; and
- To increase sensibility in youth about nature and awareness about sustainable future.

Materials: Seeds, Ball, Whistle, Ribbon

Preparation: Prepare the field and divide the participants in teams by lot.



Instructions:

- Each team wears a different color of ribbon and tie it on their left hand (red/blue).
- Every team is given 30 minutes to play a soccer game with the aim to plant the seeds in the opposite side of the field. Each goal gives them the right to plant one seed. The team that plant more seeds wins.

Debriefing and evaluation:

- Each participant should be encouraged to express his/her own impressions and thoughts about what he/she has learned from the activity.

Tips, considerations and safety:

- Divide the teams prior to the soccer match)
- Call names through body language (e.g. name welcome)
- Develop the activity in a way that attracts and involves the audience.
- Make sure that everyone has the feeling of inclusion and acceptance for this is the main objective of this activity.
- Observation and supervision is a must.
- Each member, as part of a team, must be aware of his responsibilities and duties.

9. Crossfire

Theme: Inclusion, Movement, Strategy, Teambuilding

Group size: 24 – 36

Age: 6+

Complexity: 2

Time: 30 minutes

Overview: This is a simple game fit for all, which uses the topic of movement to create a group.



Objectives:

- To actively involve participants in the game;
- To have fun;
- To develop motor skills; and
- To work on group dynamics.

Materials:

- A basketball court, a ball, tabards to distinguish the two teams

Preparation: Check if the court is safe

Instructions:

- Two [2] teams of 12 players each are further divided into 2 parts (6 + 6)
- The 6 players are called “normal” players place inside the field. The 6 players of each team must play a “normal” handball game, and their aim is to make a goal in the opposite goal. Every goal is 1 point.
- The other 6 players serve as “goalkeepers” and will have to stay in the end-line which is as wide as the court, and high as the medium of the players height
- Every player can only use their hands and not their feet.
- Every player cannot hit the ball, they can either pass or throw.
- Every player cannot run with the ball, but allowed to do a maximum of 3 steps while holding the ball, but he has to pass the ball to a teammate.
- When a team scores a goal, the 6 players inside the field exchange places and playing positions with the goalkeepers.
- The team which scores the much goals win the game.

Debrief and Evaluation:

- Review what happened during the activity, ask questions about:
 - ✓ Level of engagement: Did you like the game? Did you have fun?
 - ✓ Level of difficulty: Did you find this game easy or not?
 - ✓ How many things have you been thinking about?
 - ✓ What was your strategy?
 - ✓ Which was the main difficult situation you had faced?
 - ✓ What have you learn in this game?



Tips, considerations and safety:

- Make sure that the participants respect the rules of the game.
- Give some advice about ways on passing or throwing the ball.
- Involve all the participants in the discussion and pay attention to them.
- Ask the participant to find some variations in the conduct of the game.

10. Goal Field

Theme: Inclusion, Physical Activity for Strategies

Group size: 12 – 24

Age: 8+

Complexity: 3

Time: 40 minutes

Overview: It is a simple game that is suitable and fit for all that stimulate social inclusion through sport. It can be used for group formation and individual reflection. .

Objectives:

- To introduce a game for everyone where everyone could be a protagonist.
- To involve all the participants to participate.
- To apply strategy in playing the game.
- To stimulate team building; and
- To show how a game can become a training session.

Materials: Half basketball court, 8 normal balls and 1 basketball ball

Preparation: Check if the court is safe, and make sure every ball is well inflated.

Instructions:

- Divide the participants into two [2] teams. Each team has to defend 2 sides of the field.
- The basketball is at the center of the field (center half of the basketball court)
- Every team is located on either sides of the court, each side has 2 balls.



- The aim of the game is to hit the ball at the center using the smaller balls provided at the beginning of the game.
- No player can enter the court except for one designated player from each team who will pick up the smaller balls scattered inside and to empty the playing field. When the ball at the center is hit and crosses the line of the opponent's field, the team that makes the hit and move the ball scored a goal.
- The team which scores 10 goals first wins the game.

Debriefing and evaluation:

Review what happened during the activity, ask questions about:

- ✓ Level of engagement: Did you like the game? Did you have fun?
- ✓ Technical movement: What is the best way to throw the ball? What is the best position for throwing the ball?
- ✓ Personal role: How did you play? Did you pass the ball or do the throw the most?
- ✓ Strategy: What strategies did you try to apply? Which one succeeded and why?
- ✓ Group forming: Did your team work as a group? What did you notice about it?

Tips, considerations and safety:

- Make sure that all participants respect the rules of the game.
- In order to add complexity to the activity, the trainer can add 2 basketballs at the center. And, in addition, when a ball crosses the line, the player who is nearest to it can throw it back inside the field, to start a new game.
- In order to stimulate the group, the trainer can create “space and time” after each goal for teams to discuss about strategy.

11. Packman

Theme: Inclusion, Strategy

Group size: 12 – 24

Age: 6 years old and above

Complexity: 1



Time: 30 minutes

Overview: This game is simple and suitable for all which can be used as a form of warm up activities.

Objectives:

- To do warm-up in a fun and enjoyable way.

Materials: A basketball court with some lines added to it.

Preparation: Check if the court is safe.

Instructions:

- The main rule of the game is to walk along the lines the way Packman moves in the video game. Every participant can only walk along the lines not running on jumping from one line to another one)
- When you meet someone on your line you need to change direction.
- At the command “go”, 3 players holding e t-shirt will become Packman. Their objective is to touch others players walking along the lines. The player who has been touched or caught will become Packman as well. The highlander wins.

Debriefing and evaluation:

Review what happened during the activity, make questions about:

- ✓ Level of engagement: Did you like the game? Did you have fun?
- ✓ Level of difficulty: Did you find this game easy or not?
- ✓ What are the things have you been thinking about?
- ✓ What was the team’s strategy?

Tips, considerations and safety:

- Make sure that the participants respect the rules of the game.
- When preparing for the game, the trainer can suggest different ways of walking like going forward, going backward, on his toes, and on his heels.
- Look at the “mood” of the game. Look for an increase in the level of engagement.
- Ask the participants to find some variations.



12. Seated Football

Theme: Teamwork, Discrimination, Problem Solving

Group size: +8 (2 teams)

Age: 14 years old and above

Complexity: 1-2

Time: 30' to play, 15-20 to evaluate

Overview: This is a ball game that provide participants with empathy towards issue of physical impairment.

Objectives:

- To collaborate with teammates;
- To experience the concept of both inclusion and exclusion; and
- To develop suitable strategies as they play.

Materials: A ball (possibly a soft one), suitable field (based on number of participants), sports bibs to divide teams, two obstacles, or something suitable as goal, role cards for the third stage.

Preparation: Set the field (put 2 little goals), create a 1x1 metre restricted area in front of each goal.

Instructions:

- Divide the group into two teams (if there are too many participants, create a tournament or add another field).
- Activity is divided in 3 stages:
- In the first stage, only basic rules are given, leaving the participants the free hand to experience the game (the referee is always there to supervise). The Basic rules are: Participants should always be in a seating position, they can move only by lifting up their gluteus and walking on their hands and feet; A team can score a point/goal when the ball enters the opponent's goal; Participants can't move ball while it is in their hands; Participants can pass the ball to their teammates; Nobody can enter in the restricted areas; and the team which score the most goals win



- In the second stage, some restrictions are introduced: Ten passes between teammates are needed before each team can score a goal; a goal can only be scored only if the participant threw the ball from the opponent's midfield; and every player from each team should touch the ball before they can score.
- In the third and last stage, secret role cards are assigned to every participants. Each card can contain instructions like: you are a normal player; you secretly play for the other team; try to loose every ball you touch; and/or you can't talk during the game, etc.

Debriefing and evaluation:

- You can ask the participants to analyse the game while sitting in a circle formation and try to ask them about the differences among the 3 stages of game they play.
- You can also ask them about their feelings in each match with regards to free play, with restriction, and with roles to play or act at. Underline connections between the game and everyday life like exclusion, observance of assigned role, even if disliked, how to reach a target, etc.

Tips, considerations and safety:

- Consider carefully the number of participants to avoid teams with too many participants and too big/small fields.
- Make sure that the ball is soft and suitable for playing.
- Make sure that the playing field is levelled and free from hard surface or uneven ground.

13. Fishermen and Fishes

Theme: Teamwork, Cooperation

Group size: +15

Age: +10

Complexity: 1



Time: 30 minutes of play, 15-20 minutes of evaluation

Overview: An entertaining game that focuses on developing participants' competences in teamwork and cooperation.

Objectives:

- To apply suitable strategies in developing teamwork;
- To develop cooperation; and
- To experience role playing.

Materials: One (or more) soft ball, a rectangular or square field of adequate size

Preparation: Set the field considering the number of participants. Divide the group into 3 teams.

Instructions:

- The game has two [2] levels. In both levels, one team is placed inside the field who are called "fishes", while the other team is put on the perimeter. The purpose of the game is for the team in the perimeter to catch the "fishes" inside the field by hitting them with the ball. Every team needs to play a round inside the field for each level (6 rounds of 5 minutes each in total).
- In the first level, "fishes" who have been hit are ruled out and have to wait outside the field until all their teammates are also hit. When the last one is hit, check for the time remaining in the game. After five [5] minutes and there are still "fishes" left inside the field, count and record them. The team who have stayed longer and/or have more "fishes" left or have stayed alive after the time expires is the winner.
- In the second level, "fishes" who have been hit can be revived by their teammates if they can catch the ball while the ball is in flight. If the ball is caught and no fish have been hit yet, the team will gain a bonus point. One bonus point is equal to one "fish" hit. The more balls the "fishes" catch, the more bonus points they collect. If one or two or more players are hit after gaining bonus point/s, the number of "fishes" being hit inside the field remains the same. The team who stayed longer, have more "fishes" that are still alive and/or have collected more bonus points wins the game.



Debriefing and evaluation:

- In a circle formation, tell the participants to sit and analyse the game they have just played. Ask them to determine the difference between the two levels of play they performed during the game by focusing on greater inclusion and cooperation in both levels. Ask them how rival teams have to cooperate at some point of the game in an attempt to reach a common goal. Also ask them to find connection between game experience and their everyday life.

Tips for facilitators:

- Don't give suggestions during the game even if you find somebody isolated and less involved than others. Use critical situation as inspiration for final evaluation.
- Pay attention to the chosen ball (a soft one) and avoid dangerous situations like putting too many people in a small field)

14. Conquer the Treasure

Theme: Strategy, Cooperation

Group size: +10

Age: 16 years old and above

Complexity: 1-2

Time: 20'-25' to play, 15-20' to evaluate

Overview: This is a game that focuses on teamwork and achievement of strategic objectives.

Objectives:

- To develop cooperation;
- To give mutual support; and
- To develop gaming strategies.



Materials: A suitable field based on participants' number, 2 flags (or similar, as treasures), something to delimit the midfield, sport bibs for each team, and cards with assigned role (normal player, spy)

Preparation: Set the field, role cards and treasures.

Instructions:

- Divide the participants into two teams, each team must protect their treasure and must conquer the opponent's one. Treasures are placed at both ends of the field. The purpose of the game is to bring the opponent's treasure in your own field. If somebody is caught with the treasure in his hands, the treasure must be returned back to its original place.
- The field is divided in two halves. One team must occupy the one part of the field and the other team occupies the other half. Participants staying on the side or part of their field cannot be captured by the other team's participant, but when they are in the enemy's field, the opponent can touch them and they must stay "frozen" with legs open the whole time. On the other hand, their teammates can set their "frozen" comrade free by passing through under his legs. The activity is divided in two steps:
- In the first step, the game start as soon as the rules have been explained.
- In the second step, each team have some minutes to build up their strategy. At the same time, every participant will receive a role card and they cannot reveal what is written on the card even on their own teammates. Two from the participants, one for each team will be playing the role of "spies" who will secretly play for the other team. Everybody knows there are two spies, but nobody knows who they are. If a spy is detected by a team, he/she will join the opponent's team as a normal participant.
- Another rule that can be applied in order to win is to conquer the treasure without being caught or being "frozen."

Debriefing and evaluation:

- Let the participants analyse the activity while sitting in circle. Leave some space for "spies" to describe their experience, their role and their feelings in the conduct of the game. Try to focus on the importance of strategy, cooperation and mutual help. Connect the discussion with their everyday life.



Tips, considerations and safety:

- Have a suitable field based on participant's number.
- Make sure that the participants understand all the rules. In the second step, instil among the participants the importance of honesty and respect of rules.

15. Pennant

Theme: Cooperation, Strategy, Discrimination

Group size: 10-20

Age: 12 years old and above

Complexity: 1

Time: 25 minutes of play, 15-20 minutes of evaluation.

Overview: This game is intended to introduce participants to cooperation and discrimination dynamics.

Objectives:

- To cooperate with teammates;
- To learn mutual support; and
- To experience discrimination.

Materials: A field with two diametrically opposed lines, a flag/handkerchief

Preparation: Mark two diametrically opposed lines; distance is discretionary, based on age and physical condition of participants.

Instructions:

- Divide the participants into two [2] teams. They have to be aligned on the two marked lines. Every member of each team has a progressive number assigned to them. The same number is assigned to the opponent in front of him.
- The trainer will stay in the middle of the field with the flag in his hands.



There will be three challenges with different rules:

- First, the trainer will reveal a number by shouting it loud to be heard by both teams. Each participant from the opposing teams who are carrying the number must take the flag from the trainer and must bring it to their line. If one is able to grab the flag, he must avoid the other from being caught. The other person can catch him by a simple touch. A point is scored when a participant is able to bring the flag in his field or able to catch or tag an opponent. The team who first reach 10 points win the game.
- Second, the trainer will shout two or three assigned numbers. If there are two [2] numbers, the couple from each team bearing the numbers have to walk carrying the other on his/her shoulder and the flag has to be taken by the person being carried. If there are three [3] numbers announced, two [2] from each team must form a two-hand seat for the third member to sit on it While they carry him, he must try to catch the flag or tag the opponent. In both cases, rules are the same as that of the first challenge.
- Third, the trainer will shout for 1-2-3 people at his sake, but he discriminate a team and some numbers. They will be shouted less loudly than the others and if they score a point, the trainer will find a pretext to invalidate it.

Debriefing and evaluation:

- Sitting in a circle formation, try to analyse every challenge by focusing on cooperation and explain how discrimination can be committed both by the trainer who is supposed to be a fair judge, and between teammates, in particular, if someone with some disability. Connect the experience with everyday life.

Tips, considerations and safety:

- Pay attention while discriminating someone, try to hide your intention.

16. Hand-Goal

Theme: Teamwork, Cooperation, Discrimination

Group size: Between 10 and 20, if there are more people, you can put on a tournament or set another field.



Age: 14 years old and above

Complexity: 1-2

Time: 30-35 minutes of play, 20 minutes evaluation.

Overview: This is a ball game to be played by teams.

Objectives:

- To learn to cooperate in reaching an objective; and
- To experience direct and indirect discrimination.

Materials: A suitable field based on number of participants, role cards, and soft ball.

Preparation: Set the goal zone considering the age and physical condition of the participants. Prepare different role cards.

Instructions:

- Divide the participants into two team. The purpose is to bring the ball in the goal area. Each participant can move even if they do not have the ball. He can also pass the ball to his teammates and he can steal the ball from his opponent/s only when the ball is on flite. The game has challenges, each challenge last for 10 minutes:
- First, explain the basic rules and let them play. The trainer will act as referee.
- Second, add some limitations, like for example: every participant has to touch the ball before they can attempt to score; or only girls can score, etc.
- Third, give the participants role cards that they can act on. They must interpret the role in their own way based on the instructions written on it like: play for adversaries; or do not pay attention to the game, etc.

Debriefing and evaluation:

- Sitting in circle, try to analyze different moments of the game. Focus on the interpretation of roles and feelings of participants. Compare these with their everyday life experiences.



Tips, considerations and safety:

- Make sure that the rules of the game are clear, especially in the second and third challenges.

17. Seated Caterpillar

Theme: Teamwork, Perception and Disability

Group size: +10

Age: 16 years old and above

Complexity: 1

Time: 20 minutes of play, 20 minutes evaluation.

Overview: This is a team game where the participants experiences being physically impaired.

Objectives:

- To learn to cooperate; and
- To experience disability (blindness).

Materials: 2 balls, a field with starting and ending line, a blindfold for the participants

Preparation: Set the field with 2 balls and prepare the participants to be blindfolded

Instructions:

This game has 2 different versions:

- First, divide the participants into two teams. Each team sitting in one single line making two rows in all. The first person on each row called the head will receive the ball and must put it between his legs. Then he must turn to the next person on his back and must pass the ball without using their hands. When the ball reaches the last person on the row, he must stand up and walk to the head of the row, restarting the sequence until the row reach the ending line.



- Second, just like in version 1, the rules are the same but participants are blindfolded except for one [1] who will be called helper. His role is to help his teammates by giving verbal instructions and to retrieve the ball if it gets out of his teammates 'hands. He will also guide the last person in the row to bring the ball to the head.

Debriefing and evaluation:

- Sitting in a circle formation, analyse the activity. Focus on the different feelings as they experience playing being able to see and/or being blindfolded. Leave a space for each helpers to describe their own feelings as they have experienced the activity from a different perspective. Try to compare these experiences with their everyday life.

Tips, considerations and safety:

- Make sure that the space is free from dangers.
- Make sure that the participants are blindfolded and that helpers are responsible and reliable.

18. Magic Box

Theme: Inclusion, Equality, Initiative

Group size: +10 participants

Age: 3 to 6 years old

Complexity: 1

Time: 15 minutes of play and 5 minutes for discussion (depending on the age of participants)

Overview: This is an entertaining game for children using their imagination for play.

Objectives:

- To learning how to respect basic rules;
- To experience different movement qualities; and
- To stimulating creativity.



Materials: No material is needed, just a background music.

Preparation: Check if the place is safe before the activity.

Instructions:

- At the start of the game, the children must transform first into a “magic box” by tucking their body down with a bowed head. They can adjust the shape of the “magic box” by adjusting the body position of their body. The magic box can then turn into something depending on the facilitator’s wish. They can become everything like for example: *a cat; an elephant; a tree, a car, etc.*] Upon hearing the word “magic box,” they must transform into something that the facilitator tells them to do.

Debriefing and evaluation:

- In a circle, analyse the activity. Participants should focus on the different feelings they perceived to be important when pretending to be something else. Try to push the children to reflect on inclusion and equality: That everybody could become something if he perseveres on it.

Tips, considerations and safety:

- Make sure that the playing space is free from dangers.
- Consider the age of the children. If the participants are too young for the activity, show them first how to transform into a “magic box” by using their own body and how to change the shape of the box by adjusting the position of the body.
- You can also ask the children what they want for the “magic box” to become, or to transform. Try to ask the participants for volunteers who want to share their ideas.

19. Magnets

Theme: Inclusion, Equality, Initiative

Group size: +10

Age: From 3 to 6 years of age



Complexity: 1

Time: 10 minutes of play and 5 minutes of discussions (depending on the age of the participants)

Overview: An interactive physical activity that motivates children to reflect on the topic of inclusion.

Objectives:

- To learn how to respect basic rules; and
- To stimulate creativity.

Materials: No material is needed, just a background music.

Preparation: Check if the place is safe before you start the activity.

Instructions:

- In this game, all the things that the facilitator identifies like *walls, tables, chairs, blackboard, etc.* will be marked as magnet where children are captivated by its “magnetic force.” Whenever the facilitator gives a thing or two, all the children needs to reach and to touch those things as if they are absorbed by it just like what a magnet does to a metal.

Debriefing and evaluation:

- In a circle, analyse the activity. Encourage the children to be more independent, without being influenced by what most of the people do. Try to push the children to reflect on inclusion and equality.

Tips, considerations and safety:

- Make sure that the space is free from dangers.
- Try to focus the attention on those children who acted independently.



20. Relay Race with Sand

Theme: Inclusion, Equality, Teamwork, Problem Solving

Group size: +10

Age: From 4 to 10 years old.

Complexity: 2

Time: 15 to 20 minutes of play and 5 to 10 minutes of discussions (depending on the age of the participants)

Overview: A physical activity that employs teamwork. It use teaspoons and cups to transmit positive attitudes regarding equality and inclusion.

Objectives:

- To learn how to work as a team;
- To practice how to face and solve problems; and
- To experience both victory and failure.

Materials: Plastic cups (one per each team), Teaspoons (two per each team), Random objects to be used as obstacles, Sand

Preparation: You must check the place first before you introduce the activity. Then prepare the materials.

Instructions:

- Each team must be equipped with a cup and two teaspoons and must be placed in front of each line, at a variable distance (depending on the age of the participants). A bowl filled with sand must be placed in an area where the participants can collect, or if the game is played on sand, you can put a stick and/or a sign telling the participants the exact point where they could the sand.
- Holding the teaspoons in his/her hands, the first child on the line run towards the indicated point or at the location of the bowl, passing through an obstacle course [with varying degree of difficulty according to children's age]. He then collect some sand and runs back to his/her line and put the sand into the cups.



- The rest of the team will do the same until the last person is done with the activity. The team who collected the biggest amount of sand is the winner.

Debriefing and evaluation:

- In a circle, analyse the activity. Ask the children to reflect on their experience while working as a team. Ask something like: Does everybody feel about his importance within his/her team's success? Try to push the children to reflect on inclusion and equality, underlining the discriminatory acts, if there are any.

Tips, considerations and safety:

- Make sure that the space is free from dangers.
- Try to adjust the obstacles according to the age of the participants.
- In order to form teams within the group, distribute pieces of paper showing different kinds of images (e.g. *a smiling face, a heart, a boat, sun, etc.*). The idea is for the children to look for similar faces or figures within the group. If they found any, that person or persons becomes his teammate/s.

21. Siamese Twin

Theme: Inclusion, Equality, Cooperation

Group size: +10

Age: From 4 to 10 years old

Complexity: 1

Time: 15 minutes of play and 5 minutes of discussions (depending on the age of participants)

Overview: This is an activity that combines teamwork, dance and music.

Objectives:

- To learn how to cooperate;
- To practice movement coordination; and
- To learn how to respect different movements within the same activity (moving



freely with music and focusing on the task when the music stops)

Materials: Speakers for music

Preparation: Check the place before the activity and choose the music to play.

Instructions:

- The children dance freely with music on the background. The music will be put to stop and the facilitator will announce or will name a body part. Upon hearing announcement, each participant must look for his/her partner where they will connect their body similar to a Siamese twin. They will remain conjoined as they walk around until the music would play again and the game start all over again.

Debriefing and evaluation:

- In a circle, analyse the activity. Ask the children to reflect on their experiences about cooperation. You can ask how difficult or easy for them to walk with a partner while being conjoined. Then, drive the children to think of inclusion and equality. Did they have a different partner every time the music stops? Or they would only stick to work with one partner or with their best friend?

Tips, considerations and safety:

- Make sure that the space is free from dangers.
- Choose a lively music.
- If the participants' total is in the odd, the trainer can join the group to even the number.