

**Booklet
of
Youth sport work activities
for
Intercultural learning**



TITLE:

Booklet of youth sport work activities for intercultural learning

PROJECT:

“Youth sport work for intercultural learning and acceptance of diversity”, funded by the Education, Audiovisual and Culture Executive (EACEA), within the Erasmus+ programme.

PUBLISHER:

Active youth in happy Europe / Aktivni mladi u srećnoj Evropi (AMUSE), Serbia

EDITOR:

Danijela Matorčević

AUTHORS:

Danijela Matorčević

Irena Krsteva

Dragana Jovanovska

Predrag Tomašević

Nedim Mičijević

Edoardo Presti

Armin Čerkez

Miloš Matorčević

GRAPHIC DESIGN:

Milica Milović Kinoli and Miloš Matorčević

Pančevo, Serbia

2019



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INTRODUCTION

This Booklet of youth sport work activities for intercultural learning is developed as a multiplication tool, for using in youth sport work with youngsters in our communities, by current youth (sport) workers and future ones, of ours and of any other interested youth (work) organisations.

These 20 youth sport work activities have been developed by respective youth trainers and youth workers from the partner organisations in the project. Activities can be used separately as individual activities with youngsters, as well as several activities together can be used in larger youth sport work events in our communities.

This booklet serves as the resource material and the inspirational tool for youth workers and youth organisations to use it when introducing sport methodology in their regular youth work, by implementing the youth sport activities for intercultural learning and acceptance of diversity among their beneficiaries.

ABOUT THE PROJECT

The project “Youth sport work for intercultural learning and acceptance of diversity” aims at: Building capacity of youth (work) organisations, their youth trainers and youth workers in non-formal education (NFE) for youth SPORT work for intercultural dialogue and accepting diversity among youngsters in our communities and encouraging usage of sport and outdoor activities in youth work for acceptance of diversity.

Objectives of the project are:

- To empower already experienced and educated youth trainers in using sport methods in their NFE work for ICL with other youth workers, by organising mutual training course from youth trainers from all partner organisations, on European level.
- To develop quality basis for knowledge management and future capacity building in partner organisations, as well as other interested youth (work) organisations, by producing freely available Guidebook with curriculum for future education of youth trainers in youth sport work methodology for ICL.
- To build capacity of currently active youth workers in our partner organisations in using sport methods/games in youth work for ICL, by organising education/training of youth workers on local/national level of the partners.
- To develop multiplication tool – booklet of youth sport work games for intercultural learning and acceptance of diversity – for using in youth sport work with youngsters in our communities, by current youth (sport) workers and future ones, of ours and of any other interested youth (work) organisations.



- To develop a community of youth trainers and youth workers, on European level, for youth sport work for intercultural learning and accepting diversity and to exchange good practices among partner organisations.
- To develop further European level partnerships on youth sport work for acceptance of diversity among partners.

Project consists of following activities:

1. Online (Skype) preparation meeting (and regular online meetings throughout the project)
2. Activity 1: Preparatory meeting
3. Activity 2 (Mobility activity): Training of trainers “Youth sport work for intercultural learning and acceptance of diversity”
4. Output 1: Guidebook with Curriculum “Youth sport work for intercultural learning and acceptance of diversity”; for future education of additional youth trainers in youth sport work methodology for ICL.
5. Output 2: Booklet of youth sport work activities / games for ICL and acceptance of diversity
6. Activity 3: Local/National dissemination conference/workshops for youth workers and other stakeholders in our communities/countries
7. Activity 4 (Mobility activity): Evaluation meeting of the project
8. Dissemination and reporting activities

Project will contribute to capacity building and knowledge management of partner organisations, as well as other youth (work) organisations and respective youth workers and trainers. It will contribute to developing sense of tolerance and understanding of diversity, not only among participants, but also among further beneficiaries of different youth sport work activities (with mainstream and marginalised groups) that will be lead and managed by participants of this project activities.

Project partners:

- Active Youth in Happy Europe / Aktivni mladi u srećnoj Evropi (AMUSE), Serbia
- Association for improvement of modern living skills “Realization”, Croatia
- Center for Intercultural Dialogue (CID), North Macedonia
- SNAGA MLADIH / YOUTH POWER; Mostar, Bosnia and Herzegovina
- FERFILO Associazione Sportiva Dilettantistica, Italy



WHAT TO HAVE IN MIND WHILE IMPLEMENTING THE ACTIVITIES OF YOUTH SPORT WORK FOR INTERCULTURAL LEARNING AND ACCEPTANCE?

Using sport methodology in youth work and non-formal education activities demands readiness of the educators for physical activities. This includes not only the logistical preparation (adequate clothes, shoes, venue, materials and equipment, etc.) but also the psychological positive attitude of an educator towards the group and the coming activity. Many of the youth trainers / educators have not had a chance to have own professional sport experience in their lives, but rather some occasional recreational involvement in some physical activities. Most of the youth trainers / NFE educators who have been practicing sport only recreationally, are not used to combining sport methods within the non-formal education activities. Thus, when implementing youth sport work activities, it is important for the educators to get ready for something that is a bit challenging for them and is out of their familiar and comfort zone of training. If educators show on their faces and with their posture, the overall non-verbal, as well as with the verbal communication - that they are all into the sport activity / method that the group is about to perform, then participants are more likely to be motivated and willing to take active participation in the activity.

When implementing youth sport work activities, it is important to create learning environments that are at first in the comfort zones of learning of our participants, and that the activity progresses into the challenging zones of participants' learning, so that it contributes to the development of their competences. When combining the intercultural dialogue, learning and acceptance as additional learning objectives in youth sport work activities, the educators should make sure to link the local and global aspects of the topic and connecting them to the daily reality of participants. When allowing participants to explore different intercultural aspects (like identity, power, etc.) through our youth sport work activities and transferring those findings into everyday reality, enables participants to develop skills like critical thinking and multi-perspectives, which are important for quality intercultural learning of theirs.

When organising the youth work for intercultural learning and acceptance, the intercultural learning itself cannot happen if the young person feels he/she will be judged if thinks, looks or acts differently than the others. So, the important role of the trainer is to gradually build the safe space for learning in such environment. Using the methodology of sport and physical cooperative activities, can be just perfect method to establish trust and sense of belonging to a group, where participants feel that the group here is like a new culture with its values, rules, benefits... For successful group building, young people need to be supported in developing attitudes like: readiness to share, openness, a non-judgmental attitude, self-awareness, flexibility, tolerance of ambiguity and empathy.

As young people are used to seeing sport as competitive, it is another challenge that educators/trainers and youth workers in non-formal education using sport methodology have to have in mind while implementing the youth sport work activities (for intercultural learning and



acceptance). Usually, when adapting sport games/methods for usage in youth work, we can use following types of activities related to the competition and/or teamwork:

- **COMPETITION** based activities / sport games - games that assume Individual involvement of participants competing against all other participants, and usually the whole group of individuals / participants are involved in the same specific activities.
- **TEAMWORK** based activities / sport games - games that assume involvement of individual participants as a part of a team, and usually the whole groups of participants are divided in one or more teams, where each participant contributes, not necessarily by being doing same physical activities, but contributing complementarily to the team success and to the building positive teamwork feeling among them.
- **TEAMWORK-COMPETITION** activities / sport games - games that assume involvement of individual participants as a part of several teams, and usually the whole groups of participants are divided in two or more teams, where each team is competing with the other teams in the group of participants. Each participant complementarily contributes to the success of his/her team in competition with other teams.
- **TEAMBUILDING** activities / sport games - games that assume involvement of individual participants as a part of the overall group / team, where all participants are involved in order to build the team feeling and trust level within the whole group.

When facilitating the youth sport work activities for intercultural learning and acceptance, the youth workers, educators and trainers have to continuously juggle with using different types of activities related to the competition and/or teamwork, in order to achieve best possible outcome for intercultural learning among the participants. Even though the word “competition” reminds us of more possible animosities between the individuals or teams/groups involved, still it is useful to carefully use those activities within youth sport work, as they contribute to better understanding of cultures/norms/realities between different teams/groups, as well as help develop feeling of belonging to different groups. This is especially useful when debriefing about these aspects after the activities. It is recommended that the educators / trainers / youth workers use teamwork and teambuilding types of activities after the competitive ones.

As already mentioned beforehand, for quality learning process within the non-formal education using sport methodology, it is important to use the experiential learning methodology and to allow for proper reflection and debriefing after each youth sport work activity. During the implementation of the debriefing, it is important to have following recommendations in mind while facilitating:

- Ensuring proper setting for quality debriefing by:
 - o getting the group sitting in a circle, so that everyone can have an eye contact with all other people involved;



- letting learners stay connected with the activity during the debriefing by letting them maintain the contact with the elements of the performed physical activity (i.e. rope, ball, sport field, etc.);
- getting energised and enthusiastic - about the performed physical activity, as well as, about the coming debriefing - as facilitators, in order for participants to get that energy level, as well;
- having the debriefing questions already planned in advance, printed and at the disposal of the facilitator during the session.

- Ensuring quality facilitation process of the discussion by having educators / facilitators:

- know the learners from before and speaking in a manner adequate for the group of participants and their best possible learning process;
- keep an open and inviting body posture to the learners by not crossing one's arms, legs, or having adverse facial expressions, etc.;
- keep aware of others in the circle and nonverbally acknowledge when it's their turn to speak or are becoming distracted;
- be aware of their voice tone, as it effects the learners' energy;
- treat what people have to say with respect;
- be aware of people's non-verbal reactions to dialogue, as they will speak volumes to an experiential educator who is aware of the overall situation and individual postures and reactions;
- challenge what the learners have said in a developmentally appropriate manner that challenges them to develop their thoughts into meaningful understandings;
- let people talk without judgements of what is said;
- keep the dialogue running until the set learning objective is reached;
- not leave any unfinished business and terminate all issues appropriately for every learner;
- summarise everything shared/discussed at the end of a session and clarify what was said and learned through the debriefing process.

Sometimes, participants are not so keen on actively participating in the debriefing process, due to different possible reasons, some of them being: they are more into bodily-kinaesthetic intelligence and expression; they find it hard to openly discuss in larger groups; they have difficulties in adequately phrasing their thoughts; they are afraid that they might say something imperfect, if they have tendency towards the perfection; they in general have resistance towards the debriefing process as it is often not a method they are used to when learning and it might take them some time to get used to it; etc. In such situations, the educators / facilitators can do one or more of the following recommended actions:

-



- encourage those who are not actively participating / speaking, by asking them direct, fair, and inclusionary questions;
- gain a quick group consensus by using scales of 0 to 10, thumbs up or down, etc.;
- present an open-ended statement that learners can complete like, "Right now I am feeling..."; "I was surprised by..."; etc.;

It is important that the educators/facilitators of a group learning in a youth sport work activity for intercultural learning and acceptance, take their time and also reflect themselves on the potential learning of the participants, as well as to make sure to have a solid awareness amongst the group about what has happened in the complex (physical) activity, so that they can effectively and efficiently transfer the learning into everyday reality and thus increase the impact of the intercultural learning and acceptance in our communities.



1. BLIND GLASSES

Activity Title: Blind glasses

Duration: 90 minutes (approximately)

Background:

This game can be used with three different groups of people:

1. A group where there are different nationalities and-or people of different colour
2. A group of people which do not accept people with disabilities
3. A group of people which includes blind people

In the first group, we need to have people of diverse nationalities and/or different skin colour. The goal is to make them understand that they can have a better view on the world or on the people around them, with their eyes closed. Without people being able to see the colour of the skin of the others, they are not able to have prejudices or discriminate on these bases. When we are blindfolded and have to listen to a voice that leads us to the right destination, we do not think of the other characteristics of the person.

In the second and third groups, we need to have people that are not accepting people with disabilities and not understanding their needs, especially the needs of blind people or a group that includes blind people. These people may come from countries where the infrastructure is not adapted for blind people. In this activity, we will try to make them get into blind people's shoes and start feeling and understanding the obstacles that they have to face in everyday life. If the infrastructure is not adapted, they have a need of a person telling them where to go and how to make their steps.

16 people can take part in this activity. These 16 people will be divided in 4 groups of 4 people. With this activity, we want to raise the awareness about different diversities; motivate people to take actions when they see someone being discriminated or not being included or his opinion is not being taken into consideration, because of the intercultural differences; and motivate people to take actions for improving or modifying the infrastructure for blind people.

Aim of the activity: The purpose of the activity is to raise awareness about different diversities, accept and understand the importance of different cultures and accept and understand blind people needs.

Objectives:

- To build team-work capacities;
- To enhance intercultural cooperation and leadership between young disabled and non-disabled people;



- To raise awareness about the obstacles that blind people face in everyday life;
- To understand the concepts of inclusion and disability, including the concept of social model of disability;
- To develop patience and tolerance skills;
- To develop ability of empathy for people with disabilities or people with diverse nationalities;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities;
- To contribute to the development of youngsters' hobbies and organisation of their leisure time.

Competences addressed:

- Leadership skills;
- Teamwork and collaborating with others;
- Inclusivity;
- Empathy;
- Intercultural competence;
- Understanding of cultural diversity;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.

Methodology and methods:

- Non-formal education;
- Simulation of real-life situation;
- Role playing;
- Experiential learning outdoor activity;
- Debriefing and Group discussion.

Activity flow:

I. The game (70 minutes)

We divide the people in teams making sure to have diversity in the groups (depending on the number of people). Each team should have 4 members.

On a bigger field (2x5m) we put a lot of plastic glasses (filled with water) close to each other. We blindfold one of the team members. The goal is to get from one side, to the other side of the field, passing through the glasses without touching or turning them over. The other team



members are supposed to guide him/her through the glasses, to give him/her instructions where to put his/her feet.

The team that has reached the goal in the fastest period, without touching or pushing glasses is the winner.

For every touched glass the team gets +5 seconds and for every glass that's been turned over they get +10 seconds to their final time.

The game can be repeated with blindfolding all the team-members or they can pick one or two that are going to be blindfolded and the others to guide them (more people try to guide, more will be fun).

II. Discussion (20 minutes)

1. How did you feel playing this game? Did you have fun? What was the first feeling that you felt when your eyes were folded? (question for all the groups)
2. Did you trust your team members that were leading you through the process of passing the glasses? (question for all the groups)
3. Did you think you could make it when you first started? (question for all the groups)
4. How did you feel when you kicked a glass? (If they kicked some of the glasses) What could have been there instead of a glass in real life situation for blind people? (question for the second and third group)
5. Was it important for you what nationality were and/or what skin colour had the people that were leading you pass between the glasses? Would there have been any difference into the leading if the person leading or the person being lead was from another nationality diverse or same with yours? (questions for the first group)
6. In order to win this game was it better if you play as individuals, exclude someone from the group (because of a diversity) or if you were team-players and help each other? (question for all the groups)

Suitable for age: 10+

Materials needed:

- A lot of plastic glasses filled with water
- Four blindfolds

Expected results:

- Improved capacity to understand diverse people;
- Acceptance of blind people and people with diverse nationalities;
- Improved leadership skills;
- Improved locating skills.





Background documents and resources:

- Inclusion of blind people:
<https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusiondisability/InclusionBlind/>
- Put yourself in someone else's shoes:
<https://www.psychologytoday.com/us/blog/hot-thought/201511/how-put-yourself-in-someone-else-s-shoes>

Recommendations for youth workers multiplying this activity:

- This activity can be implemented even with bigger or smaller number of people, you will just need more or less time.
- Make sure you put diverse people in the groups and avoid homogeneous groups if it is possible.
- Depending on the age of the participants, you can put the glasses in a simpler or more difficult path.





2. USE DIVERSITY TO WIN!

Activity Title: Use diversity to win!

Duration: 80 minutes

Background:

This activity is suitable for people with different nationalities and different abilities. The participant should be people that are not very exceptive of diversity and that come from majority and minority groups from the country were the activity is being implemented. These people should also have different professional background and/or different interests, so they are able to give answers to the diverse questions.

Suitable for: Groups of 10 to 50 people.

Aim of the activity: The main purpose is to make the participants understand why the intercultural learning is important and how can we use it in everyday life, in order to increase international and cross-cultural tolerance and understanding.

Objectives:

- To understand the process of inclusion and the concept of diversity;
- To increase the capacity of the participants to work in diverse groups;
- To increase the knowledge of the participant on diverse topics such as: sport, math, languages, different nations/cultures, food, film, geography, etc.;
- To motivate the participants to become more sportive;
- To use sports as an anger management tool;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities;
- To contribute to the development of youngsters' hobbies and organisation of their leisure time.

Competences addressed:

- Teamwork;
- Inclusivity;
- Intercultural learning;
- Anger management;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.



Methodology and methods:

- Non-formal education;
- Quiz-based learning;
- Outside training;
- Debriefing and Group discussion.

Activity flow:

I. The game (40 minutes)

We are dividing the people in groups by belonging to a different category. First, we divide them by country/town of origin, or by gender, by age etc. After the formation of the groups are complete, they start competing in a quiz by answering 10 different questions (divided in different categories, like: sports, math, geography, food, films, etc.). These questions are customized for your diverse group of people by yourself. For example, if there are Spanish, Italians, Egyptians in the group, your questions will be regarding sport, culture, languages from these countries.

- First option: They answer the questions on their mobile phones by using the game/application KAHOOT. They are listening and seeing the questions on the screen (projector canvas) but they have their phones at a place, 10 meters away from them, so in order to give an answer to the question, one of the group members runs to the phone after deciding together what the answer is.
- Second option: The facilitator is standing 10 meters away from the participants, and is reading the questions. After deciding together in the group what the answer is, in order to give an answer to the question, one of the group members has to run to the line drawn in front of the facilitator. The first one that arrives at the line has the right to give an answer. If the answer is correct they win a point but if not, the other group gets a chance to answer.

In the second part of the game, these groups are mixings, to increase diversity inside of the groups. Then they are supposed to answer 10 more different questions, so we can use the intercultural learning as a weapon to gain knowledge. All the times that the group does not give the correct answer, they have to do a sport penalties (like push-ups, run few circles around the school, jump the rope or weight lifting, etc..).

II. Discussion (20 minutes)

1. How did you feel when you were divided in the groups by country/town of origin, gender or age?
2. Did you have better answers when you were in the homogenous groups or the mixed ones? Did you feel the richness of knowledge that the diverse group brought?
3. Is it easier to learn for other cultures from the people themselves or from the books?
4. Do you think that the diversity can add to the development of your country and how?



5. Was it difficult for you to do the sport penitence's? Did the sport make you less angry when you didn't know the correct answer?

Suitable for age: 6+

Materials needed:

- Projector
- Mobile phones with installed game KAHOOT! or piece of paper with the questions and answers
- Jumping rope, weights, chalk or scotch tape to mark the line

Expected results:

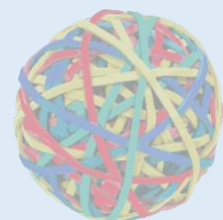
- Improved knowledge about different cultures;
- Improved anger management skills;
- Increased capacity of the participants to work in diverse groups;
- Participant have understood the concepts of inclusion;
- Enhanced intercultural cooperation;
- Formed network community.

Background documents and resources:

- Wikipedia <https://www.wikipedia.org/> (use it to find questions)
- KAHOOT! <https://kahoot.com/> (to create the quiz)

Recommendations for youth workers multiplying this activity:

- It is up to you to use the application KAHOOT! or to read the questions from papers.
- The participants do not have to download the application KAHOOT! if they can't, you can send them a web link.
- Adapt the questions to the group needs (different nationalities, age, professional background of the participants etc.).
- Adapt the penalties to the location where you are playing the game





3. RUN AWAY FROM THE FEARS! FIGHT THIS WITH THE KNOWLEDGE!

Activity Title: Run away from the fears! Fight this with the knowledge!

Duration: 60 minutes

Background:

The participants of this game should be with diverse nationalities and diverse genders. This game is suitable for groups of people which have problems with accepting different nationalities or for people from a country that is accepting migrants (schools, communities, working groups etc.). The game can be played by groups from 10 to 50 people.

Aim of the activity: The purpose of this activity is to become able to overcome the fears of diversity by using intercultural learning.

Objectives:

- To understand own fears of diversity / fears of the unknown;
- To learn how to overcome those fears;
- To inspire creativity and innovation;
- To develop craftiness skills;
- Building team-work capacities;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities;
- To contribute to the development of youngsters' hobbies and organisation of their leisure time.

Competences addressed:

- Creativity;
- Teamwork;
- Inclusivity;
- Intercultural learning;
- Critical thinking;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.



Methodology and methods:

- Non-formal education;
- Outdoor training;
- Debriefing and Group discussion.

Activity flow:

I. The game (40 minutes)

There are two groups in this game, each group has to think about their personal fears regarding diversities.

Each person has to write the fear regarding diversity on a paper, and put this paper on the forehead (or front). You can't cover this paper with your hands and arms, but you should hide it by using different ways.

Various solutions for these fears are written by the trainers and left in the bases of the teams. The trainers have to take into consideration the connection between the diversity and the solutions. (examples: ask questions, try different foods, smell different spices, learn a different language, try different methods of communication, learn about different customs/traditions).

The purpose of the game is to run into the other team's base and pick up a solution to overcome your fear over there. Once, each of the team-members of one of the teams have collected the solutions, that's the team that won the game.

All the times that your team reads 3 fears from the forehead of the other team members, they win one solution from the other team's base.

When the game is finished, both of the teams sit together and discuss their fears and solutions that they found.

II. Discussion (20 minutes)

1. Did everyone find a solution to their fear at the other's team base?
2. If not, could you all together find a solution to this fear?
3. How many of you have the same fear/solution?
4. Have you found some new way to overcome your (old) fears?
5. Was it difficult to hide your fear from the others?
6. Do people in real life situations show their fears or they hide them behind the hatred?
7. What have you learned?

Suitable for age: 12+

Materials needed:

- Papers and pens
- Tape or pieces of rope or elastic bands
- Prepared papers with the solutions



Expected results:

- Overcome fears of diversity;
- Gained knowledge about different cultures;
- Improved teamwork competences.

Recommendations for youth workers multiplying this activity:

- The solutions you write have to be connected with the differences between the origin of the participants.
- Lead the brainstorming by giving examples at the end discussion.



4. WHO CROSSES THE WALL?

Activity Title: Who crosses the wall?

Duration: 60 minutes

Background:

This activity is necessary for a group of people which are not accepting diversity, discriminate people on different bases, have prejudices and stereotypical way of thinking. The game is suitable for groups that include marginalised people and/or homogenous groups. The game is best option for a group with no more than 20 people.

Aim of the activity: The aim of the activity is to make the participants understand the concept of equality and human rights in war, conflict and peaceful situations.

Objectives:

- To become able to put yourself into another people shoes/skin;
- To develop the feeling of empathy;
- To understand and accept the marginalized groups of people;
- To understand the consequences of the war;
- To inspire active citizenship;
- To build team-work capacities;
- To understand the concept of human rights and equality;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities;
- To contribute to the development of youngsters' hobbies and organisation of their leisure time.

Competences addressed:

- Debating skills;
- Leadership skills;
- Teamwork;
- Inclusivity;
- Creativity;
- Intercultural learning;
- Solidarity;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.



Methodology and methods:

- Non-formal education;
- Simulation of real-life situation;
- Role playing;
- Outdoor training;
- Critical thinking;
- Debriefing and Group discussion.

Activity flow:

I. The game (40 minutes)

We give each of the group members a different role, and divide the playing field with a "wall" made of some pieces of rope, to create an imaginary wall.

"There is a war in a City and to save yourself you have to cross the wall. The wall has "15" (or depends of the number of participants) holes, and in each of them only one person can pass through. It is 20 of you and only 15 can survive, it is on you to decide who will be the 15 that cross the wall and save themselves. You aren't allowed to touch the ends/borders of the holes, if you touch it, you have to retry. Any selection criteria can be used to choose, who will pass and will not pass."

The roles are:

1. Mum
2. Dad
3. Baby
4. Old man
5. Person with physical disability
6. Person with intellectual disability
7. Doctor
8. Priest
9. Prostitute
10. War refugee
11. Economic refugee
12. Cook
13. Police man/soldier
14. Farmer
15. Pharmacist
16. Teacher
17. Mechanic
18. Homeless
19. Politician
20. Business man.





After the selection part and the passage of the wall, it's important to take one moment of silence to look at each other all together.

II. Discussion (20 minutes)

1. How did you feel at the beginning of the game?
2. Did you make a plan who to pass the wall first?
3. Were you a team player or an individual?
4. What has happened in the group during the process of making a decision about: how to cross and who is going to pass through which hole?
5. Did everybody have a chance to express their own opinion?

Suitable for: Groups with more than 10 people, Age: 6+

Materials needed:

- Ropes
- Two sticks or two trees
- Papers with the roles

Expected results:

- Improved capacity to understand and accept diverse people;
- Improved capacity of the participants to work in a diverse team groups;
- Gained debating skills;
- Better understanding of the concept of inclusion and equality;
- Better understanding of a war/conflict situation.

Recommendations for youth workers multiplying this activity:

- Make sure you prepare the "wall" at least two hours before the game starts.
- Lead the group discussion afterwards and make sure there is no hate speech.
- The roles you use can be diverse, you should adapt them to the marginalised communities in the countries where the participants come from (example: Roma people, Syrian refugees, Afro-Americans, women, prostitutes, Muslims, Christians etc.)
- Even though you give the participants the rule that they HAVE TO leave 5 people behind, the best result of the game will be if they decide that they won't leave anyone behind.
- Either they will all pass or they will all stay in the war zone. This is a way for them to understand the concept of solidarity.



5. PASS TO ALL

Activity Title: Pass to all

Duration: 110 minutes

Background:

This activity is suitable for people with different nationalities and different abilities. The participants should be people that are not very exceptive of diversity and that come from majority and minority groups from the country were the activity is being implemented. These people should also have different professional backgrounds and/or different interests, so they are able to give answers to the diverse questions.

The game can be played by maximum 16 participants, there need to be an even number of participants involved.

Aim of the activity: The aim of the activity is to make the participants understand the importance of including everyone as in a game/activity as in the everyday life.

Objectives:

- To understand the process of inclusion and the concept of diversity;
- To increase the capacity of the participants to work in diverse groups;
- To motivate the participants to become more sportive;
- To build team-work capacities;
- To understand the concepts of inclusion;
- To inspire creativity and innovation;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities;
- To contribute to the development of youngsters' hobbies and organisation of their leisure time.

Competences addressed:

- Teamwork and collaboration;
- Inclusion;
- Creativity;
- Intercultural learning;
- Solidarity;



- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.

Methodology and methods:

- Non-formal education;
- Outdoor training/activities;
- Debriefing and Group discussion.

Activity flow:

I. The game (90 minutes)

The participants are divided in 2 teams (equal number of participants). Each of the teams has their goal. The facilitator explains the activity by telling them that the game is divided in 3 sessions and the rules of each session will be different. Participants have the same goal in each of the three sessions: To score as many goals as they can to their opponents.

Tasks/Rules for each session:

- Session 1 (30 min): The task as a team is to score in the goal in the opponent passing the ball without moving their body.
- Session 2 (30 min): New rule is added to the game/activity. The task as a team is to pass the ball 7 times before shooting in the goal.
- Session 3 (30 min): New rule is added to the game/activity. The task of the team is to pass the ball to each player of the team before they can shoot/score in the goal.

** Common rule for all 3 sessions: On the field, there is a marked space close to the goal where is not possible the participants to step in.

II. Discussion (20 minutes)

1. Which session was easiest to achieve?
2. Which session was the most difficult to achieve?
3. Was it achievable to pass the ball to all players before scoring? If yes how, if no why?
4. With what from/in our everyday life situations can we relate this activity to?

Materials needed:

- Sponge ball
- Two goals
- Big field

**Expected results:**

- Improved capacity to understand and accept diverse people;
- Improved capacity of the participants to work in a diverse team groups;
- Better understanding of the concept of inclusion and equality;
- Participants become more sportive.

Recommendations for youth workers multiplying this activity:

- This activity can be implemented even with bigger or smaller number of people, you will just need more or less time.
- You can limit the time for each session.
- Make sure that the participants understand the rules.
- Make sure you put diverse people in the groups and avoid homogeneous groups if it is possible.





6. FIND WHAT YOU SEE!

Activity Title: Find what you see!

Duration: 20 – 40 min (depending on the number of rounds and length of the debriefing)

Background:

The activity is based around many misunderstandings happening due to different perspectives of people or different cultural backgrounds.

The activity incorporates physical activity as a means to promote understanding and intercultural learning and acceptance between the teams, and overcoming the obstacles of misunderstanding that can/will happen between the groups.

The activity can be done with groups of participants that are 10+, and ideally, they would have to be an even number.

Aim of the activity: The general aim of the activity is to showcase the different perspectives of people/cultures and increase young people's level of activity and stamina.

Objectives:

- To increase young people's level of physical activity;
- To increase teamwork among the participants;
- To understand that more than one perspective can be true at the same time;
- To discuss the way in which our cultural and socio-economic background influences our perception of reality;
- To reflect upon the potential for conflict between opposing views and on ways to address them and use them for social transformation.

Competences addressed:

- Knowledge of stereotypes, prejudices and discrimination;
- Knowledge of cultural differences in communication;
- Stamina;
- Teamwork and understanding.

Methodology and methods:

- Non-formal education;



- Physical activity as a way for working with young people;
- Working in teams;
- Debriefing and Group discussion.

Activity flow:

I. The game

The facilitator divides the group into 2 smaller groups.

The facilitator holds the dixit card, and places him/herself in the middle of the group of participants.

The facilitator tells the participants that they will see the card and they need to run and find an item in the room that represents the same thing as the card. The facilitator explains that each of the participants in the team would have to go one by one to present the item, but that they can also work as a team and help each other.

The facilitator shows participants the card.

When the participants bring 2 different items and the facilitator looks confused and asks them to try again with bringing a new item showing them a new card.

Ideally it would take about 5-7 rounds, but depending on the group it can also take more. A debriefing discussion follows.

II. Discussion

1. What did you think when you saw people bringing different items than yours?
2. Was there anyone who did not clearly see the card? How did that person feel?
3. How can this be translated to real-life situations when people have access to only a part of the reality or no access at all?
4. Can two completely opposing opinions coexist?
5. Sometimes conflicts are generated over situations like this, in which people cannot comprehend that reality is complex and only want to see their side of the story. Can you give any examples from real life?
6. What can be done to show people with opposing views “the other side”, the other’s perspective?

Materials needed:

- Dixit cards (or any other cards with abstract images)

Expected results:

- Increased awareness of own stereotypes, prejudices and discrimination;
- Increased knowledge of cultural differences in communication;
- Improved stamina;



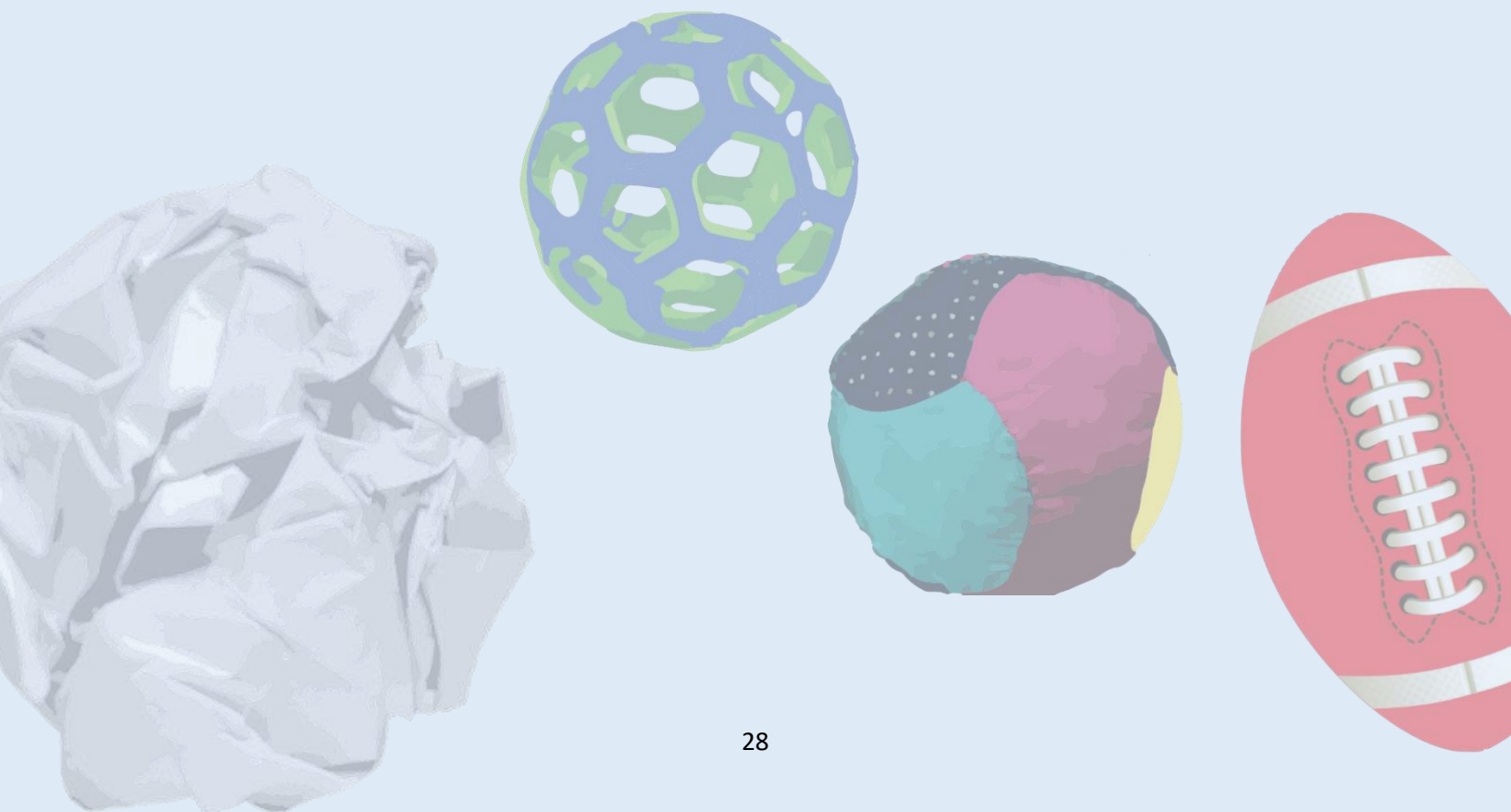
- Improved/built teamwork and understanding.

Background documents and resources:

- The activity is based on the activity 'Do you see what I see?' developed by Oana Nestian Sandu. For further reading please refer to the T-kit 4 Intercultural learning: Georgescu, M.; Revised edition of "T-Kit Intercultural learning"; Partnership between COE and EU in the field of Youth, 2018; <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

Recommendations for youth workers multiplying this activity:

- Make sure not to give too many rules on the beginning of the activity, so that the participants are left to interpret and find a way how to work together best in the situation.
- Make sure that the activity (and facilitation) is dynamic, as there will be recurring.
- Besides with cards, the activity can also be done with 2 different colours of sticky notes, or with different colour glasses that are altering the colour perception of the participants.
- This activity can be further adapted to involve participants with motoric disability, down syndrome, etc.
- This activity can be followed by an activity focused on perception and the influences of cultural backgrounds of people. Moreover, one can also go in the direction of working more in depth on the topic of stereotypes and prejudices among people.





7. HULA HOP, HULA HIP

Activity Title: Hula hop, hula hip

Duration: 30 – 50 minutes

Background:

Many young people today are not physically active, and do not take part in any sports. The rates of youth obesity have been constantly increasing in the recent decades, and is mainly focused in the 'developed' countries and countries in Europe and the Americas.

In recent years, there has also been an increase of the number of young girls do not take part in any sport or physical activity, increasing the sport activity gap between the male and female youngsters.

When observing the work of traditional school system, the sport activities are not enough inclusive for young girls and women, but also people with disabilities, but obese youngsters. This only adds up to the problem of obesity, self-confidence and the occurrence of different spinal/muscle deformities in young people.

This activity can be played in groups of 8+, in a number that can be divided by 4. (so that each team consists of 4 people)

But depending on the group size, the number of people within the equal size teams can vary, from 4 to 6.

Aim of the activity: The general aim of the activity is to introduce participants to a physical activity as a means to have fun, and a way to build a group with everyone's equal participation depending on their capacities/possibilities.

Objectives:

- To build up team spirit;
- To introduce physical activity as a means towards social inclusion;
- To increase the level of self-confidence in participants;
- To increase the interest in sports among young people, especially those suffering from obesity or disability;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities;
- To contribute to the development of youngsters' hobbies and organisation of their leisure time.



Competences addressed:

- Stamina;
- Teamwork;
- Self-confidence;
- Inclusion;
- Intercultural competence;
- Openness to try new things and get out of one's comfort zone;
- Positive attitude for outdoor/sport/physical activities.

Methodology and methods:

- A mixture of non-formal education and sport methodologies;
- Working in small teams;
- Competitive sport/activities for youth sport participation;
- Debriefing and Group discussion.

Activity flow:

I. The game

The facilitator divides the group into small groups of 4.

The facilitator explains the rules of the activity.

Rules:

- All team members have to go one by one;
- When going from A to B, participants have to role the hula hop;
- When reaching point B, participants have to spin the hula hop (at least 5 times). Each team member can decide where they spit the hula hop (torso, legs, arms, neck, etc.)
- Once they spin the hula hop 5 times, the participants have to go back from B to A, running back with the hula hop in their hands.
- All teams go simultaneously;
- The winner team is the one who will have their members go through all the obstacles first.

After having the winner, the facilitator goes into debriefing of the activity.

II. Discussion

1. Was it easy to go through all the obstacles?
2. Did you involve all the team members within the activity?
3. How did you choose how to spin the hula hop when you reached point B? Did everyone spin the hula hop the same way? Why?
4. How did you support each other?
5. With what from/in our everyday life situations can we relate this activity to?



Materials needed:

- Hula hops for each team

Expected results:

- Improved stamina with participants;
- Increased team work;
- Improve self-confidence in young people (especially those with disability and/or obesity);
- Improved attitude in participants towards inclusion of all youngsters within the activities, thus also society;
- Increased openness to try new things and get out of one's comfort zone.

Background documents and resources:

- Georgescu, M.; Revised edition of "T-Kit Intercultural learning"; Partnership between COE and EU in the field of Youth, 2018; <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

Recommendations for youth workers multiplying this activity:

- When dividing the groups, make sure to have mixed groups in terms of gender and in the case of mixed groups also people with disabilities.
- It is good to have 2 facilitators for this activity, one at point A and the other at point B.
- The facilitator can add additional obstacles on the path from A to B for each of the teams.



Activity Title: Dodgeball

Duration: 5 – 15 minutes (depending on the game length)

Background:

This activity tackles the issue of young women and girls and their role in society. In the past, but also in recent years, the role of young women and girls within society has been very limited, where most of the girls are constrained by the limits and boundaries imposed by the society as a whole. As such, this contributes to lower self-esteem in young women, as well their low engagement within all spheres of the society, including sport.

By introducing this game, especially in mixed teams of boys and girls, we tackle gender equality, and we contribute towards the change of the perception to girls and women in the society.

Through their engagement in sport activities such as this, we bring the group to the conclusion that young women and girls can and are perfectly able to take part in all sports activities same as boys/young men. The activity promotes increasing of stamina, balance, tactical thinking, and speed.

The game should be played in teams of 4-5 people each, but is not limited only to that. If there are more people, it is recommended that a tournament is developed.

Aim of the activity: The aim of the activity is to introduce youngsters (especially young girls) to dodgeball (but also sports in general) as a fun activity, that can be played regardless of gender or physical fitness, so that more people engage in doing sports.

Objectives:

- To introduce sport/games as a fun way of engagement;
- To make them interested and engage more young people with sports and physical activities;
- To encourage more girls and young women to do sport activities;
- To promote gender equality;
- To contribute to the development of youngsters' hobbies and organisation of their leisure time.

Competences addressed:

- Stamina;



- Teamwork and collaboration;
- Self-confidence;
- Balance, speed, aiming and throwing;
- Inclusion and acceptance of others;
- Strategic planning;
- Attitude towards sports and games.

Methodology and methods:

- A mixture of non-formal education and sport methodologies;
- Working in small teams;
- Competitive sport/activities for youth sport participation;
- Individual games or tournament.

Activity flow:

The facilitator/referee explains the rules of the game.

Objective of the game: The objective of dodgeball is to eliminate all players of the opposing team by throwing one of four game balls and hitting the opposing player below the shoulders on the torso. The winner is the team that has more people left in the game.

Requirements:

- A court/field for playing, preferably in a closed space, but not limited to it.
- A divided court into 2 parts, with a line in the middle.
- 4 balls made of foam/soft balls.
- 2 teams of equal number of participants;

Rules:

- Each team starts with 1 ball in their hand;
- 2 balls are positioned on equal distance in the middle line;
- Only play inside the court is counted as valid;
- If someone hits you with the ball in the torso, then you are eliminated;
- If you throw a ball at someone and they catch it, you are eliminated;
- If you hit another player above the torso/shoulders you are eliminated;
- If you cross the centre line, you are eliminated;
- No player can hold the ball for more than 5 seconds;

How to start the game:

- Each team starts with one ball



- There are two balls evenly spread on the centre line at the beginning of each game.
- It is a sprint to the two balls once the play begins.
- There is a five second grace period after the initial rush before balls can be thrown.
- Each team member must start with one hand on their back wall / back line.
- Play begins on the referee's signal of "Go" and "Dodge" after the five (5) second grace period after the initial rush.

Materials needed:

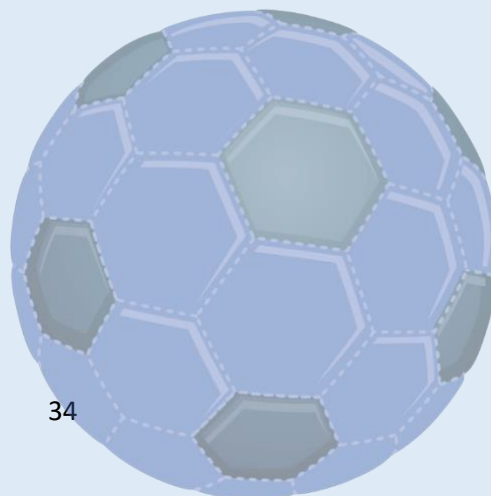
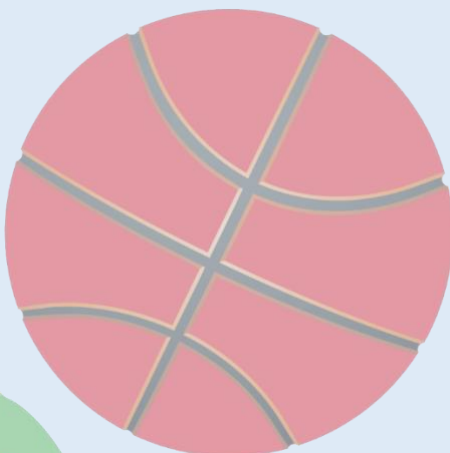
- 4 balls
- Court that has lines (the lines can be also made with a duct tape)

Expected results:

- Increasing of stamina;
- Increased teamwork;
- Improved self-confidence;
- Improved balance, speed, aiming and throwing physical abilities;
- Bigger inclusion and acceptance of others;
- Increased collaboration;
- Increased strategic planning competences;
- Further developed positive attitude towards sports and games;
- Increased the physical activity of young people.

Recommendations for youth workers multiplying this activity:

- The balls used in the game need to be soft, but they need to have enough weight so that they fly.
- The playing surface is good that is solid, but try not to have cement, as participants may fall down.
- All teams must be mixed, consisting both of girls and boys.





9. EGGZY

Activity Title: Eggzy

Duration: 60 – 90 minutes

Background:

This activity is based around introducing different sports or physical activities to young people, so that they discover their potential and interest within sports/physical activities. When looking at young people today, there are more and more youngsters that are not interested or not engaging in sports or physical activity. This is due to the fact that young people do not see sport as something interesting and fun, but also due to the fact that many young people do not have access to sport halls and sport equipment, or come from disadvantaged background. Young people with different disabilities and/or obesity are also less inclined to take part within physical activities and sports, due to low access to facilities that is adapted towards their different abilities or low self-esteem.

This activity addresses these issues, as it has different stages and involves the usage of different skills, that will ensure that the overall activity is suitable towards everyone's needs and abilities. For people with disabilities, the activity needs to be further adapted based on the group.

The activity is suitable for 9+ people groups, and is recommended that there are teams of 3 people minimum per each group.

Aim of the activity: The general aim of the activity is that it promotes collaboration and team spirit between mixed groups, through introducing physical activities as a way to promote differences and acceptance.

Objectives:

- To promote physical activity among young people;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities;
- To promote different physical activities as a means to engage youngsters more in sports using fun and engaging activities;
- To promote social inclusion;
- To build team spirit;
- To build healthy competitiveness among youngsters, as a combination of fun, willingness to win and mutual collaboration.



- To contribute to the development of youngsters' hobbies and organisation of their leisure time.

Competences addressed:

- Stamina;
- Teamwork and collaborating with others;
- Empathy;
- Intercultural competence - Acceptance of differences and different abilities;
- Self-confidence;
- Balance;
- Positive attitude for outdoor/sport/physical activities.

Methodology and methods:

- A mixture of non-formal education and sport methodologies;
- Working in small teams;
- Competitive sport/activities for youth sport participation.

Activity flow:

The facilitator divides the group into small teams and gives the instructions.

The aim of the activity is for a team to finish each of the stages first (before the rest of the teams). Although this is a team activity, from each stage there can only be one person at the track at once. Once the team member finishes, the next can go.

Only fair play is encouraged, and participants cannot sabotage players from other teams.

Segments of the game and rules for each segment:

- Zig zag (stage A): In this stage, the participants are required to walk zig zag in order to pass the stage. The track within stage A is drawn or made with a rope/barrier (depending on the terrain).
- Throwing ball in hoop (stage B): Once the participant finishes stage A, they get to the hoop. In order to pass this stage, the participants need to score/throw the ball in the hoop
- Walking on a beam (stage C): In the stage C, the participants need to walk on a beam in order to pass the stage. The beam is slightly elevated from the ground, and if the participant falls or loses balance they have to start the stage over.



- Running with an egg (stage D): In this stage, the participant receives an egg in a spoon. The spoon with the egg is placed in their mouth. Their task is to cross the stage D without dropping the egg.

When participant finishes all the stages A – B – C – D, they can proceed to returning to the starting point. They can run or walk to the starting point.

In case some of the participants cannot pass a certain stage, they can choose to skip that stage. Only one stage can be skipped by a participant. In this case, the participant would have to jump all the way back from the end of stage D to the starting point, and will not be able to run/walk.

Materials needed:

- Rope or barriers for stage A
- Ball and a hoop for stage B
- Wooden beam for stage C
- Spoon and egg for each team for stage D

Expected results:

- Improved teamwork among participants;
- Improvement of stamina;
- Positive attitude towards sports and physical activity;
- Increased level of empathy among team members (and beyond);
- Increased competences and readiness of acceptance of differences and different abilities;
- Improved balance;
- Improved self-confidence.

Recommendations for youth workers multiplying this activity:

- It is recommended that the group division is made so that it includes youth from different abilities and backgrounds in each team, but based on the group the participants can also be divided randomly.
- It is recommended that there is one more person/facilitator as a judge, that will be observing and making sure that each team follows the rules.





10.DANCE AWAY!

Activity Title: Dance away!

Duration: 20 – 40 minutes (depending on the group size and the depth of debriefing)

Background:

Many people see dancing and body/physical expression as something that is embarrassing and usually they do not want to engage in such activities, but rather rely on more verbal or digital ways of communicating. This is, especially, present with young boys, who do not engage enough in dancing or any other physical and artistic ways of expression or sports. Besides boys, this is also present with youth who have low self-confidence, obese youngsters or youth with disabilities.

The activity can be used (but not limited to) in the beginning of the forming of the group/introduction day, as it will make people more relaxed around each other.

The activity can be adapted to different group size, but is suitable for groups above 15 people. It can be used with all groups, including people with disability (with the exception to people with visual impairment, for who the activity needs to be further adapted to the needs).

Aim of the activity: The general purpose of the activity is to make people more relaxed when using non-verbal expressions and dancing, as well to make participants aware of existing stereotypes and discrimination towards other cultures or identities.

Objectives:

- To promote dancing as a means for social inclusion;
- To promote dancing (and physical activity) as a means to have fun and relax around new people;
- To make youth more interested in using physical expression and physical activity in their daily life;
- To make people comfortable around each other (especially in new and diverse groups);
- To start a discussion about different groups in society;
- To raise awareness about prejudice and discrimination.

Competences addressed:

- Self-awareness and self-confidence;
- Stamina;



- Openness and curiosity towards diversity;
- Knowledge of stereotypes, prejudice and discrimination;
- Solidarity;
- Understanding of cultural diversity;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.

Methodology and methods:

- Non-formal education;
- Dancing and physical activity;
- Debriefing and Group discussion.

Activity flow:

I. The activity

Each participant is given one piece of paper with a song name on it. Participants should not know what is written on the other person's paper. One person gets the "Macarena" and for each of the other Songs at least three people should have the same song written on their paper.

Trainer instructs the participants to "Find your group". No one may talk, they may only use non-verbal communication. As the paper says the names of famous songs, everyone will have to use dancing in order to portray what is written on their paper.

Once they are settled tell them you will ask if everyone is satisfied with the composition of the group and if anyone is not they should raise their hand.

Ask if everyone is happy with the group composition and give a little bit of time to see if anyone comes forward. If someone is unhappy tell them to continue finding their group until everyone is happy.

When they settle ask again if everyone is happy and continue like this until they say they are all happy with the group composition or until you decide it is time to stop.

Debriefing and discussion follows.

II. Discussion

1. How did you feel at the moment when you first met someone with the same song as yourself?
2. How did the person with the "Macarena" paper feel?
3. Did you try to help each other get into groups?
4. Did you realise that the instruction was: "Find your group" with no specific detail?
5. Why did you think that finding your group means having people with the same song, but not other aspects of your identity?
6. Did you all use dancing or also some alternative way of explanations?



7. What other groups do you belong to, for example a football team, school, NGO?
8. Can anyone join these groups?
9. In our society who are the ones who cannot find their group?
10. What aspects of people's identity are most prevalent and what can limit their participation? What is the "song name" in real life?
11. Does being the odd one out always mean they have been excluded or can it be a choice to want to stand apart from others and be different?
12. Do you have personal experience of being (voluntarily or not) the odd one out?

Materials needed:

- Papers with names of famous songs.

Expected results:

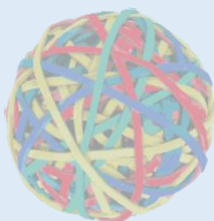
- Improved self-confidence among participants;
- Increased stamina among participants;
- Increased openness and curiosity towards diversity;
- Increased knowledge of stereotypes, prejudice and discrimination;
- Increasing solidarity among participants.

Background documents and resources:

- The activity is an adaptation of the activity "Odd one out", from the: Education Pack "All different – All equal"; Directorate of Youth and Sport, Council of Europe, 2nd edition; 2004; <http://www.eycb.coe.int/edupack/50.html>

Recommendations for youth workers multiplying this activity:

- Be aware of who gets the odd song - Macarena. This should not be a participant who has already experienced exclusion or discrimination.
- Initially participants will think that this is just a short exercise to form groups for an activity. Eventually, they will realise that this is "the activity" and will start to understand its meaning.
- The activity can be used also for forming teams, only this time it will be without the debriefing part, and there will not be a Macarena song paper.
- Make sure that the songs written on the paper are well known and famous songs, so that everyone has heard about them, but also that they have a distinguished way of dancing as part of that song culture. (e.g. Macarena, The Ketchup Song, Billie Jean (moonwalk dance), etc.)





11.RUN & COUNT

Activity Title: Run & Count

Duration: 40 - 50 minutes

Background:

This activity is usually being organised when we want to build the team. The activity as itself is quite competitive so we need to make sure that there is an equal number of participants in each group and make sure that they are gender equal. Groups should not be made per country but mix so there is intercultural exchange and learning.

Aim of the activity: Aim of the activity is to develop and/or improve team work among participants by challenging them in combination of sport and mathematical skills existing among team members.

Objectives:

- To develop and improve sense of working within team and giving individual contribution towards achieving team goals;
- To improve attention of participants;
- To improve strategic and critical thinking skills;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities.

Competences addressed:

- Teamwork;
- Learning foreign languages;
- Mathematical competence - counting;
- Cultural awareness and expression;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.

Methodology and methods:

- Non-formal education;
- Working in groups;



- Sport activity in combination of card stacking in order;
- Debriefing and Group discussion.

Activity flow:

I. The game (20-30 minutes, depending on the number of participants)

Outside on the playground, the cards will be placed all around, faced down. Every card has a corresponding number; certain cards even have numbers and animal on them. Each of the teams should accomplish their aim and that is to arrange/gather cards (same colour) in ascending order. The team that first gathers the cards according to numbers and same colour on the playground, while fulfil the task, are the winners.

The teams should be placed in one corner of the playground; players should be standing in columns. From the starting line, there are 5-6 meters and on the other part of playing court are the cards with numbers put on the floor, so the numbers are facing down. Each team has its own colours. The total number of colours depends on the number of the teams. For the two teams, there are two colours for three there are three colours etc. The captains of each team are the first to start the game. She / he enters the field of play and search for a card with number 1 in the colour of his/her team. Any other card that does not contain the number 1 will be left on the playing court, where he/she found it, facing down. If the player leaves a card with number looking up, his/her team will receive a penalty!

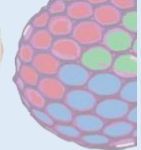
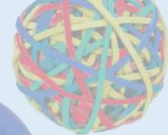
When the captain finds the card with number 1, he/she takes it out of the playing field and returns with it to his team. He/she needs to give the card to referee and then the next teammate goes and enters in the playing court and looks for the card with the next number.

When a team member finds a card that has a drawing of an animal, he is obliged to return to the team making specific movements that represent that animal. If he/she doesn't make this movements his/her team receives a penalty!

Additional steps for international groups: When a player finds a card with animal picture, he/she needs to teach other team members how that animal is called in their language. Then the team needs to repeat three times the name of the animal. After that the next player from the team continues with the game – running to the cards and finding next card with an adequate number.

Rules:

- It is forbidden for a team to have more than one member on the playing field – penalty!
- It is forbidden for a team to try to rank numbers on the playing field – penalty!
- If a team does not comply with a request of referee to stop the game – penalty!
- Penalty: When a referee declares a penalty then the game stops – for all teams involved. All the cards collected for the penalized team will be sent back to the playing court facing down. Penalized team is required to start the game from the beginning.



II. Discussion (20 minutes)

After the activity, facilitator will gather participants in whole group and start discussion with them, using the following questions:

1. What did you like about this activity?
2. What you didn't like during the activity?
3. How did you feel to work under pressure and combine running with your mathematical skills?
4. Can you think about some life situations where you need to combine different skills in short time frame?
5. Did you have chance to learn something new during this activity? If yes, explain what you have learned.
6. How did this activity effect on you, personally?
7. Do you think this activity effected your team and how?
8. What can we learn from this activity and use in our future work and in our lives?

Materials needed:

- Plastic coated cards with numbers and animals

Expected results:

- Participants will review outcomes of the activity and be able to implement concrete steps for solving problems in their everyday lives; when they're put in front of the situation that requires combination of different personal skills in limited time period.
- Developed sense of belonging to the team and identification with the team for individuals.
- Improved team spirit.
- In international groups, participants will be able to recall names of animals on other languages.

Recommendations for youth workers multiplying this activity:

- This activity can be implemented with larger and smaller groups. Based on the group size, time for the activity should be planned in advance.
- If you are working with international group, divide participants into groups for the activity in a way that each group has participants from different countries and speaking different languages.
- For international group, it's recommended to involve higher number of cards with animals in order to have participants learn more names of animals in other languages.



Activity Title: Tree band

Duration: 80 - 140 minutes

Background:

This activity will connect group of people who don't know each other and will allow for development of sense of trust between them. Usually it is done with minimal 10 persons in each group. It can be done as a competition between group of 10 or it can also be for one group. The activity is done outside in woods. It is for people without disturbed physical health. It's important that while you are putting rope on the trees, you need to make sure that it is not more than 1m tall so you can prevent any injuries or participants.

Aim of the activity: To develop trust in our group, improve cooperation and team spirit within the group, and to learn how different backgrounds can influence the group while solving concrete task.

Objectives:

- To increase body and muscles strength;
- To improve individual and team coordination;
- To overcome sense of fear and discomfort;
- To improve critical thinking and task solving skills among participants;
- To develop sense of taking initiative and leadership among some of the participants (those who already possess those skills, but are afraid to use them or haven't used them before);
- To reflect how different individual, national and cultural backgrounds can impact the group while solving this and similar tasks;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities.

Competences addressed:

- Sense of taking initiative and leadership;
- Problem-solving skills;
- Communication in foreign languages;
- Self-reflection;



- Learning to learn;
- Adapting to new situations and tasks;
- Understanding of cultural diversity;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.

Methodology and methods:

- Non-formal education;
- Interactive and strategic planning within the participants' groups;
- Tightrope-walking;
- Debriefing and Group discussion.

Activity flow:

I. The game (40 - 100 minutes)

Preparation:

The rope will be tied to 6 trees in a row. It is important to note that the rope is well-connected to the safety of the participants. When attaching the rope, note that the rope is on the other side of each next tree. Participants need to be explained that when they fall they try to control the fall so they do not get injured.

This exercise can have two scenarios:

1. That the participants cross over the rope with holding an object in their hands all the time (i.e. football ball). In case the object is dropped, the whole group should return to the beginning.
2. The participants cross each other over the rope. When everyone crosses from one side of the rope to another, the group is safe.

Execution of the exercise (40-100 minutes):

In any of the two scenarios, no one should fall off the rope. After several attempts the group has 15 to 30 minutes to plan the strategy and try until they succeed in any of the two scenarios to pass the rope as a group without a downfall.

Based on the group's skills this exercise can take between 1 to 2 hours.

II. Discussion (40 minutes)

1. How did your group approach to this assignment?
2. Have you developed some kind of a plan how to solve the task? What was the plan like?



3. Did you change your firstly developed approach to solving the task? If yes: how did you change it and why did you change it?
4. Did you have some problems within the group and how have you solve them?
5. Has your individual background had any influence on your approach to solving the task? If yes, what was that influence?
6. Has your cultural and national background had any influence on your approach to solving the task? If yes, what was that influence?
7. What do you think - how has your individual, cultural and national background influenced your group while solving this task?
8. What was the easy part of the activity?
9. What was the hardest part of the activity?
10. What have you learned from this activity?

Materials needed:

- Rope
- Rope tensioners
- Safety guards (optional up to 1 meter of rope height)

Expected results:

- Participants will develop sense of trusting each other and sense of team-work.
- Participants will learn from each other about different approaches to solving the concrete task, and will discuss how those approaches can be used in other situations as well.
- Participants will reflect and learn about influence of different backgrounds (individual, national and cultural) on approaches to task solving.

Recommendations for youth workers multiplying this activity:

- This activity needs to be prepared 1 to 2 days in advance. Trainer or facilitator needs to find suitable place for the activity which will fulfil all needed requirements for the activity in sense of trees that are suitable for the activity.
- Make sure that trees that you are planning to use for the exercise are in healthy condition and that you won't damage them during the activity.
- Make sure that rope and rope tensioners are made to support bigger amount of weight on them (120-200 kg).



Activity Title: Stick

Duration: 60 minutes

Background:

This exercise is good as a team building activity. Usually it is working with minimal 10 in group, when there is no synergy in the group. Using this exercise group will have fun, they will have physical exercise and they will have to make some action and strategy. Teams should be made in a way that there is a diversity in each team.

Aim of the activity: The general purpose of the activity is to create fun and sport environment for participants to meet and learn about each other, and develop general feeling of belonging to the group.

Objectives:

- To get participants to know each other, learn names and possibly learn more about individual members of the group;
- To create team spirit within the group;
- To develop and/or improve skills of task solving and using individual skills and knowledge for achieving group goal;
- To improve individual participants' openness towards peers and cooperation with them;
- To learn about different approaches and strategies that can be used in similar sport activities, as well as in encounters with different (cultural) groups;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities.

Competences addressed:

- Verbal and non-verbal communication;
- Teamwork and collaborating with others;
- Task-solving skills;
- Self-reflection on ideas, contributions and connections;
- Intercultural competence;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.



Methodology and methods:

- Non-formal education;
- Experiential learning sport activity;
- Debriefing and Group discussion.

Activity flow:

I. Play time (40 minutes)

In the meadow, we will mark the four corners, we can mark them with shoes, backpacks, etc. The stick is imaginary, and person is bringing it from one side to another side of the field. This exercise is the best to be done in a wide large meadow like soccer field, etc.

Participants cannot give stick to another person, they can only take it from their opponent. They should not push or block their opponent out of the way so that their team mates can't be tagged. When they tag person with the stick, they must call it out STICK to tell everyone who has the stick. No tag backs, also they cannot tag the person who took stick from them.

How to Play:

- Everyone is divided into two teams separated into opposite sides of the field.
- This exercise involves several rounds. For each round, the following takes place: Each team separates into opposite sides of the field and faces their opponents. Make sure they know who is on their team. The referee yells out to everyone that someone (from any team) has the Stick. /Example = "Maja has the STICK!!!"/
- The exercise begins. "Maja" now attempts to run all the way to the enemy's end zone without getting tagged by her opponents. If she reaches the end zone, then she and her team earn a point. If "Maja" gets tagged by an opponent, then the opponent must attempt to run back to the other side of the field to earn a point.
- When a team earns a point, the opposing teams walk back to their ends of the field.
- For each Stick possession change, the referee should repeat the call out to say who has the Stick

End of the game is when we run out of the time.

II. Discussion (20 minutes)

1. How do you feel after this exercise?
2. What skills did you use during this exercise and how did you use them?
3. Have you had strategy within your team? What was that strategy?
4. What did we learn from this activity? Have you had a chance to learn something new? What was that?
5. Do you think you could do something differently during the activity that would lead you to scoring more points?



6. Can you relate this activity with anything from your everyday life? For instance, how much do we feel belonging to different (cultural) groups? How does it influence us individually? Are there any “opponent/enemy” (cultural) groups? Etc.
7. Are there any strategies learned from this activity that could be applied in our everyday situation when it comes to the cultural acceptance and belonging to different groups?

Materials needed:

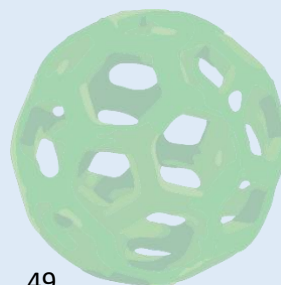
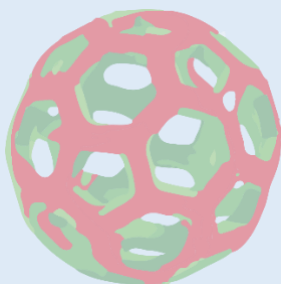
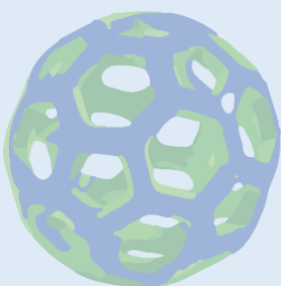
- Shoes, backpacks or similar for marking the four corners

Expected results:

- Participants will learn the names of the group members and possibly learn one or more facts about some of the group members.
- Participants will develop sense of belonging to the group, and will become more connected to the idea of team-spirit and values of achieving results as a team.
- Group will evolve, thus ensuring reaching point of group cooperation focused on solving the given task(s).
- Participants will learn about other approaches aiming at achieving better score in similar sport activities, as well as in encounters with different cultural groups.

Recommendations for youth workers multiplying this activity:

- As written in the introduction of the activity, this activity is best to use with groups that are just created and need some activities that will bring members more together and provide them with a chance to learn about each other.
- Strategy: Have members of teams run behind the person with the Stick so that when they get caught the person behind them will run out and tag the opposing team who had just got the Stick.
- Variations: There is a variation where the Stick is an object or thing in the centre of the field the two teams have to run out and touch. The first person to touch it calls out Stick and must return to their own end zone. If they do so successfully they obtain a point. All other rules the same.
- We recommend number of People: 10 and up (large groups work fine too!) dependant on the field size + a Referee (who can play too if he likes).
- Recommended Setting: Indoor Gym or Outdoor Field.





14. HOW MUCH SPACE DO WE NEED FOR OUR GROUP?

Activity Title: How much space do we need for our group?

Duration: 60 minutes

Background:

This exercise is planned to provide space to the group to work together, even if they do not know each other from before and if they belong to different (cultural) backgrounds. in order to get to know each other, to exchange ideas but also to engage in task related communication and collaboration.

Aim of the activity: The purpose of the activity is to increase strategic team thinking when it comes to space and relations within different (cultural) groups we feel belonging to.

Objectives:

- To develop the team spirit within the group;
- To develop a good working environment;
- To stimulate task-related communication among the group;
- To explore the problem-solving and coordinative competences of the group;
- To discuss different approaches to problem solving and benefits and disadvantages of those approaches, especially within the (cultural) groups we feel belonging to and in relation to the acceptance of each individual (and their space) within the group.

Competences addressed:

- Communication within the team;
- Creative thinking and problem solving;
- Sense of coordination;
- Leadership skills (among some of the participants);
- Time management skills;
- Intercultural competence;
- Understanding of cultural diversity.

Methodology and methods:

- A group challenge with a set of tasks within a limited time;



- Experiential learning activity;
- Debriefing and Group discussion.

Activity flow:

I. Execution of the activity (40 minutes)

Participants will be divided in groups (min. 8). Each team will get a small carpet, the group should fit on the carpet and remain on the carpet while slowly turning the carpet upside-down, face on the other side.

Participants will be limited with time to perform following steps:

- Planning 5 min
- 1st try 10 min
- Briefing 15 min
- 2nd try until they solve the task 10 min

Possible additional step (20-30 min): If the groups are shown to be fast and solve the task quickly, facilitator can introduce the additional step for the group: shortening space on the carpet where group can stand. In this way group will be challenged to achieve even more within the task.

II. Discussion (20 minutes)

The facilitator will conclude the activity by opening discussion with following questions:

1. How did your group solve the task?
2. What skills of individuals within your group did you use?
3. Was there a leader within the group and how did he/she behave?
4. Compared to the second group; how was your and how was their leader?
5. What approach did you use to solve the task?
6. Are there some other approaches that could be used?
7. What are differences between approach you used and other possible approaches?
8. What could have been done better?
9. What can we learn from this exercise?
10. Can you relate this activity with anything from your everyday life? For instance, how much do we feel we have or need space within the different (cultural) groups we feel belonging to? How does it influence us individually? How much do we respect and accept other members of the (cultural) groups we feel belonging to, as well as the ones not belonging to the same groups as us? Etc.
11. Are there any strategies learned from this activity that could be applied in our everyday situation when it comes to the intercultural learning, cultural acceptance and belonging to different groups?



Materials needed:

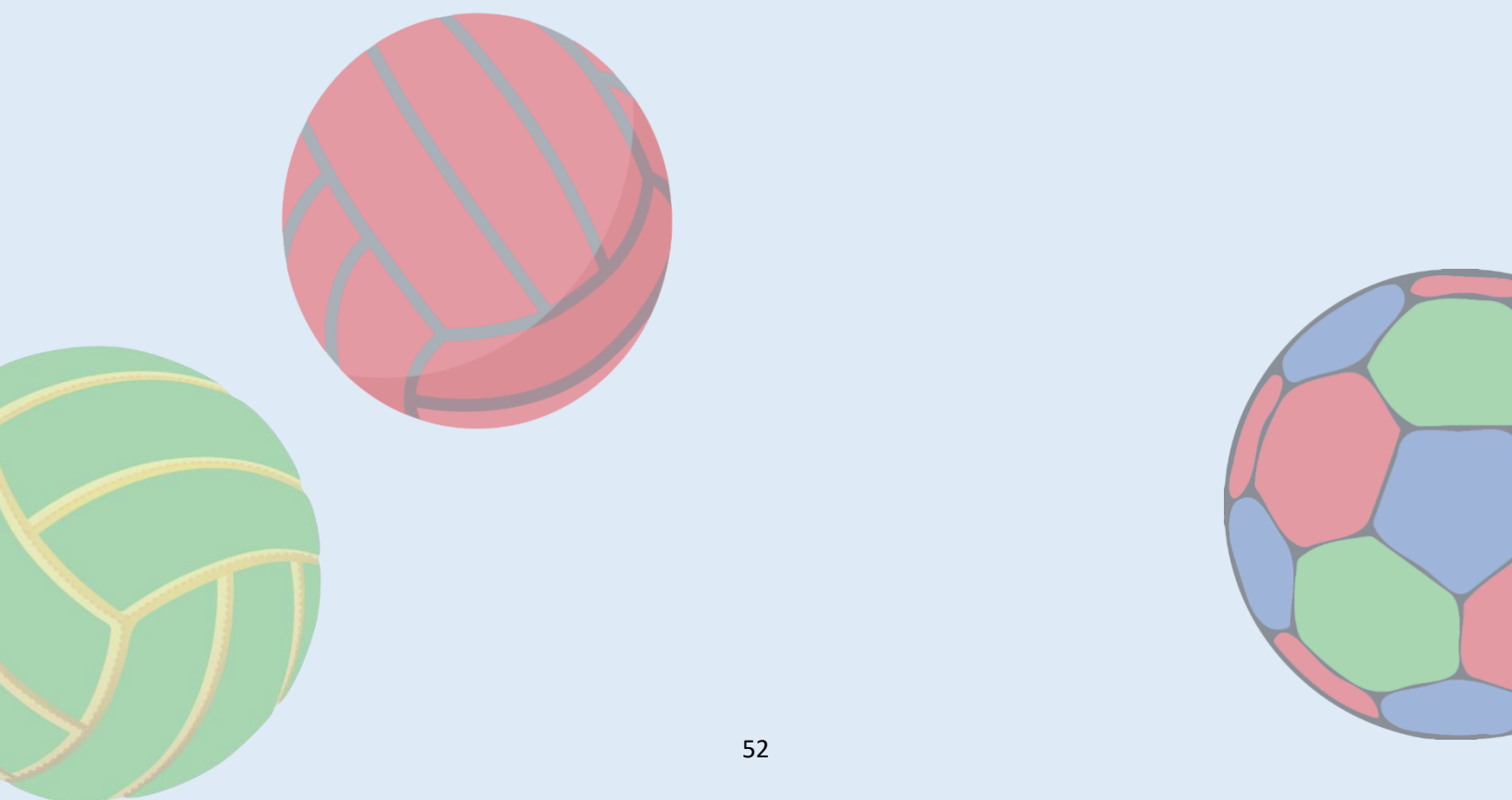
- Carpet
- Tape (to use on carpet to minimize the surface for participants to stand – see possible additional step)

Expected results:

- Participants have improved their team spirit and cooperation within the team to solve the task or tasks given to them;
- Participants have improved their communication between each other;
- Participants have learned pros and cons of different approaches to task solving;
- Different leaders within the group have emerged.

Recommendations for youth workers multiplying this activity:

- This activity can be used with any group (local youth or international groups).
- If you are working with international groups see to involve some additional questions in discussion part of the activity; i.e. regarding how their individual, cultural and national backgrounds are contributing to task solving.
- If you are working with limited budget and resources, you can do the exercise on the floor, using tape to make boundaries for the part of the floor where participants are allowed to step.





15. TOGETHERNESS TEAMBUILDING EXERCISE

Activity Title: Togetherness teambuilding exercise

Duration: 50 minutes

Background:

Togetherness teambuilding exercise offers opportunity for participants to meet each other more in depth and create feeling of togetherness within the team. Participants are put in the situation where they need to cooperate, take role or give role of the leader to someone within the team, and jointly work on achieving best possible result. After the intense part of the activity, participants have a chance to relax, reflect on their result and jointly discuss what togetherness means for them and how it can be seen in everyday work and life situations.

Aim of the activity: To develop sense of togetherness and cooperation among team members, as well as to reflect on those concepts in relation to intercultural learning and acceptance of diversity in everyday life.

Objectives:

- To encourage communication between participants;
- To develop sense of togetherness among the team members;
- To learn how to take personal responsibility within the team;
- To reduce potential tension among team members;
- To develop feeling of belonging to the group and to reflect upon feeling of belonging to cultural groups in everyday life of ours;
- To develop sense for group task solving in game, as well as in everyday life when it comes to ICL and acceptance of diversity;
- To comprehend what togetherness is and how it is applicable in everyday life situations.

Competences addressed:

- Leadership skills;
- Teamwork and collaborating with others;
- Task solving;
- Verbal and non-verbal communication skills;
- Intercultural competence;
- Understanding of cultural diversity;
- Development of motor skills and movement.



Methodology and methods:

- Group challenge and task solving;
- Experiential learning physical activity;
- Debriefing and Group discussion.

Activity flow:

I. Execution of the exercise (20 minutes)

Facilitator will give one A4 paper to each of the participants and will explain to them that they need to put their papers in a form of circle. Papers should be close to each other. Then each of the participants needs to stand on their piece of the paper. When facilitator gives a sign, participants should start walking in a circle; paying attention that their feet are on the papers all the time – not touching the floor. Facilitator then takes one A4 sheet, thus reducing number of papers available for participants to step on them. In every next move, facilitator will take one of the papers out. Group needs to be focused to stay on the remaining pieces of papers; not touching the floor. Participants are moving to the remaining pieces of papers, while number of papers is reduced by facilitator. Exercise is over in the moment when one of the participants touches the floor. Additionally, participants can be given few more attempts to stand on as much small number of papers as they can.

II. Discussion (30 minutes)

After the exercise, facilitator will discuss with participants about following questions:

1. Was this exercise pleasant?
2. Have you ever been this close to each other?
3. Where and how did you touch, and hold each other?
4. What was necessary for you to achieve good result in this exercise?
5. Do you know some life situations where persons are this close to each other (physically and/or mentally), and what are those situations? How is this related to our feeling of belonging to different cultural groups?
6. What is togetherness and what is togetherness made of? In this activity? In everyday life situation when it comes to intercultural learning and acceptance of diversity?
7. Are there any strategies learned from this activity that could be applied in our everyday situation when it comes to the intercultural learning, cultural acceptance and belonging to different groups?

Materials needed:

- A4 papers – same number of sheets as number of participants of the activity



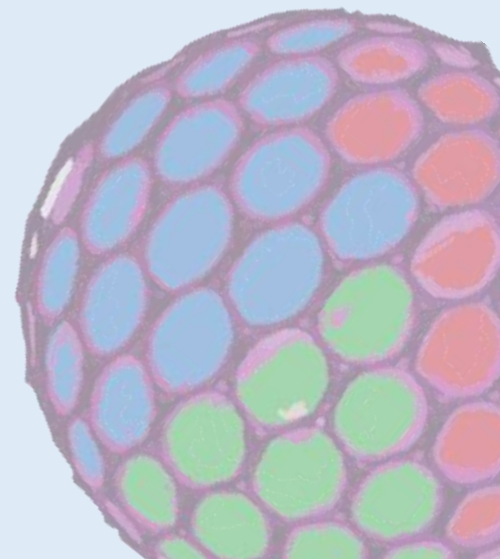
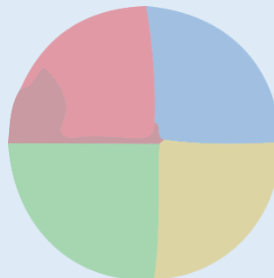
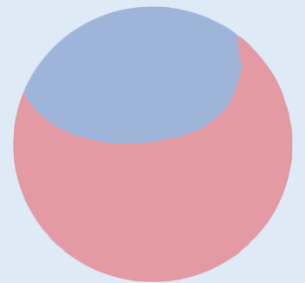


Expected results:

- Participants are able to define what togetherness is and how it relates to intercultural learning and acceptance of diversity in our everyday life;
- Participants will be more comfortable to work within the team and cooperate with other participants, despite the fact that they are maybe part of different cultural groups;
- Participants will develop individual sense of togetherness within the team and sense of belonging to the team.

Recommendations for youth workers multiplying this activity:

- This exercise should be implemented after the members of the group already met each other and they know each other.





16.BASKETBALL FOR INCLUSION

Activity Title: Basketball for inclusion

Duration: 90 - 180 minutes (Played until one team scores 5 – depending on number of teams competing, it can take between 3 and 10 minutes per game)

Background:

Besides the fact that our youngsters do not perform enough and regular health-enhancing physical activities, it is also the fact that girls do it less than boys, according to the researches. Also, quite often when we have youth sport work activities with kids and youngsters, the boys take over the control and domination of the situation and do not trust nor include girls equally into the activities. Thus, there is less involvement and/or interest from girls towards such team sport games, as well as there is lack of understanding of the benefits of gender equality and inclusion among boys (as well as some girls).

Aim of the activity: To promote and organise youth sport work activities that will show the value of gender equality and inclusion, as well as will offer opportunity to all participants to feel ownership of the game and thus increase their motivation for health-enhancing physical activities within youth work.

Objectives:

- To organise health-enhancing physical activity in youth work for inclusion;
- To promote using Sport activities as a tool for social inclusion;
- To foster development of healthy approach towards competitiveness among youngsters in sport activities;
- To allow youngsters to discover Basketball as a sport that they might be interested in playing more often;
- To organise entertaining and inspiring forms of youth sport work activities, so that the youngsters would enjoy in and have fun and thus feel more motivated to do health-enhancing physical activities more often regularly.

Competences addressed:

- Leadership skills;
- Teamwork;
- Stamina;



- Self-confidence;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities;
- Competences of Communication among teammates;
- Competences of/for inclusion and acceptance of the others and valuing others' contribution as they are.

Methodology and methods:

- Large-scale youth sport work event that is comprised of a tournament or competition of more teams of youngsters.

Activity flow:

Start-up info:

- Target group: boys and girls from age 10+
- Minimum 6 participants (3 per each team), and best is to have a number that is easily divided with 3, so to have all participants getting a chance to play and get active in this tournament / activity
- Make mixed teams (two boys and one girl or two girls and one boy per team)

Requirements:

- half of a basketball court
- one basket put on recommended height for the players involved
- a basketball
- jerseys for teams – to make visual difference between teams playing together / against each other's
- a referee
- scoreboard

Goals of / Rules for the players within the teams and within each game:

- Put the ball into the basket 5 times before the other team does the same, in order to win the game;
- Avoid selfishness and injuries to other participants and yourself;
- Include all members of your team during the game – before shooting at the basket - all three players of the same team have to get the ball in their hands and have to throw it to another player at least once;
- No rough play.
- The game is played with two teams with three players on each team.



- The teams are consisted of mixed gender players. For example, two boys and one girl, or two girls and one boy played on a court marked with lines so players can't go outside the playing area.
- The players can move while dribbling the ball or making two steps with it before passing or shooting.
- Every player on the attacking team must pass the ball among each other until all of the players of the attacking team had the ball in their hands, only then can that team shoot on the basket. If they miss and catch the ball again they start all over by passing the ball to all three players of their team.
- The players on the defensive team select only one member of the opposite sides team to guard.
- The referee keeps the score.

Gameplay:

- One player from each team is selected to shoot the ball into the basket from a selected distance. The first one to score wins the ball for his team at the start of the game. (If both players score from the first try they shoot until one misses).
- The players on the defensive team select only one member of the opposite sides team to guard, but can change with his team member during the game while still guarding only one player (no double or triple team) in order to avoid having a situation where all the players are guarding the last member of the attacking team that has to catch the ball before shooting.
- Rough play will be sanctioned by a foul. And committing 3 fouls per team gives the opposition the right of a free throw or shot from a selected area for every next foul
- The player on the attack that steps out of the marked area of the field with the ball losses it in favour of the other team.
- The game is played until one team scores 5

Materials needed:

- Basketball court (half);
- Basketball hoop and a ball;
- Different jerseys for teams;
- Scoreboard.

Expected results:

- Improved stamina;
- Built teamwork competences;
- Increased level of communication among teammates;
- Improved self-confidence;





- Increase competences of/for inclusion and acceptance of the others and valuing others' contribution as they are

Recommendations for youth workers multiplying this activity:

- It would be good that the age of the participants is similar, so that participants with same age would compete with and against each other.



17.CHECKPOINT RELAY

Activity Title: Checkpoint relay

Duration: 70 minutes

Background:

When we work with a group consisting of participants coming from different countries, cultures, having different talents and interests, it's necessary to have activity that will be inclusive for all participants. This activity is balancing chances of all participants; those who are less or more physically developed. Activity is providing opportunity for participation and development to all participants, regardless of their personal skills, and is providing equal participation in achieving the team goal. The activity is combining a sport activity (obstacle course) with mathematical and task solving activities.

Facilitator needs to underline, in the beginning of the activity, that one of the goals of the activity is to give chance for everyone regardless their personal preferences to one or another type of activities that are consisted within the task. Facilitator needs to take care that group is not rejecting individual(s) because their inferior skills in field of sport, math or task solving. Participants need to achieve the goal of the task as one, as a group and should help to each other when needed.

Aim of the activity: To strengthen the team spirit and motivate members of the group to think and act as one; when put to difficult situations that require using all of the existing individual knowledges and skills.

Objectives:

- To develop and/or improve teamwork among members of the group;
- To improve participants' physical form;
- To have participants practice their knowledge and skills from sport, task solving and mathematic field;
- To develop skills of the participants to analyse situations that require using skills from different fields (sport, task solving and math) and use adequate personal skills;
- To improve participants' understanding of "thinking outside of the box" and how it can be used in different situations and tasks, especially within the intercultural learning setting.



Competences addressed:

- Teamwork;
- Task solving;
- Critical thinking;
- Thinking outside of the box;
- Leadership;
- Mathematical competences;
- Communication;
- Practical task solving;
- Fast running;
- Intercultural learning competences.

Methodology and methods:

- Work in teams;
- Sport activities in form of obstacle course;
- Task solving;
- Debriefing and Group discussion.

Activity flow:

I. The game (40 minutes)

Group needs to be divided in 2 teams – each team with equal number of participants. Optimal is to have up to 10 members in each team. In case you are working with larger groups, make 3 or more teams for the activity.

Preparation of the activity: Divide the working room in 2 equal parts. You can use tape that you will tape on the floor. In both parts of the room, at the end of the line put 3 tables for each of 2 teams – each table with one chair. Use graphic below to see how the room should look like.





Next to each of the desks, there should be one of the sport props (basketball ball, football ball and jumping rope) put.

On the first table, of each of the teams, put - puzzles. On the second table - the paper and pen. And on the third one - the Lego bricks. On paper, there should be printed mathematical task for participants to solve. Print enough copies so each of the team members can get one copy to solve on their own. Adapt mathematical tasks according to the age of the group you are working with (i.e. you can put some harder division task or combination of multiplication and summation).

Execution of the activity (40 minutes): Facilitator will explain the tasks to participants at the beginning. Participants will then, within their teams, have time to prepare their strategy. Facilitator should underline that, within teams, participants should think about and develop their team's approach to the tasks. Goal of the activity is to have all participants do all of the tasks in given time.

Tasks:

- Put puzzle together and then take it apart for the next member of your team;
- Do the mathematical task and then bring the paper with you, after you finish all remaining tasks;
- Make something out of Lego bricks and then take it apart for the next member of your team;
- Jump using the jumping rope 10 times (can be bigger number if we want to make the activity a little bit harder);
- Juggle the football ball 5 times;
- Balance the basketball ball on one finger for 5 seconds.

The tasks can be adopted according to the group age and capabilities.

The game starts when the teams are on their starting positions (beginning of their half of the space). First member of each of the teams goes and does the given tasks. After she/he is finished, she/he runs back to the team and then the next team member is doing the same tasks. After one team member finishes the tasks and comes back to the team, facilitator will measure it as one round. Facilitator is measuring the time and writing it down for each of the rounds. The activity is over after all the members of each of the teams have finished their rounds. The team with the best total time (sum of times of each of the rounds) is the winning team.

II. Discussion (30 minutes)

After the activity finishes, facilitator should continue with discussion by using following questions as guiding ones:

1. How did you like this activity?
2. Which parts of the activity did you like the most?
3. What were the hardest parts of the activity?
4. Do you think your team could do better on this activity?



5. Did you and how did you prepare for the execution part, within your team?
6. Did you have a leader within your team? If yes, what he or she did?
7. Which previous knowledge and skills were useful for you during this exercise?
8. Did you need to think about different approaches to solve the given tasks? If yes, which approaches did you think about?
9. What did you learn during this activity?
10. Can you relate this activity with anything from your everyday life? For instance, how much do we feel support from the (cultural) groups we feel belonging to? Do we compare and/or compete with representatives of other (cultural) groups in our everyday life? How does it influence us individually? Are there any “opponent/enemy” (cultural) groups? Etc.
11. Are there any strategies learned from this activity that could be applied in our everyday situation when it comes to the cultural acceptance and belonging to different groups?

Materials needed:

- Classroom or some other room of decent size for the activity
- 2 basketball balls
- 2 football balls
- 2 jumping ropes
- 6 desks
- 6 chairs
- 2 sets of puzzles 6x8 (or even with more pieces depending on complexity level you want to have)
- 2 sets of Lego bricks
- papers
- pens
- 2 stopwatches

Expected results:

- Development and improvement of team spirit among participants;
- Increase of physical activity among participants;
- Development of thinking out of the box and using that approach for task solving;
- Improvement of leadership among participants who show those leadership capabilities;
- Individual reflection on things that participants are good at, and things and fields that they can improve on, on personal level, as well as within the intercultural learning setting.

Recommendations for youth workers multiplying this activity:

- The facilitator / youth worker should adapt the tasks within the activity according to the group skills, age and previous knowledge.
- It's best to have 2 facilitators / youth workers to implement the activity.



- Facilitator needs to underline, in the beginning of the activity, that one of the goals of the activity is to give chance for everyone regardless their personal preferences to one or another type of activities that are consisted within the task.
- Facilitator needs to take care that group is not rejecting individual(s) because their inferior skills in field of sport, math or task solving.
- If some of the participants are not able to do one or more of the tasks, allow one team member to help to that participant. It's important to encourage all participants to try to solve the task, but also to allow to the team to help their members with some of the tasks.





18. FUSSBALL FOR ICL

Activity Title: Fussball for ICL

Duration: 90 minutes

Background:

This activity explores key themes of intercultural learning and inclusion, empathy, role distance and tolerance of ambiguity to participants. The participants will play the activity we called “Fussball for ICL” and explore these topics.

The activity is planned for group size of more than 20 participants, age range from 14 to 30 years old. Participants can be of different ages.

Aim of the activity: The purpose of the activity is to use sports to raise awareness of key concepts and elements that influence the intercultural learning and intercultural encounters in our everyday life.

Objectives:

- To introduce themes: Inclusion, empathy, role distance and tolerance of ambiguity to participants;
- To explore how those main concepts and elements relate to intercultural learning and encounters in our everyday life;
- To build team-work and decision making competences;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities;
- To contribute to the development of youngsters’ hobbies and organisation of their leisure time.

Competences addressed:

- Teamwork and collaborating with others;
- Decision making;
- Inclusion;
- Empathy;
- Intercultural competence;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.



Methodology and methods:

- Role playing;
- Experiential learning sport activity;
- Debriefing and Group discussion.

Activity flow:

I. The game (45-60 minutes)

Preparation

- Ensure the playing area is safe
- Mark out the playing area with marker cones if a proper football field is not being used
- Mark the defence, midfield and forward line for the participants with the ropes

Instructions

- Explain the rules of the game to the participants
- **Play the Game:** two rounds of 20 minutes. Two teams of ten players and a goalie.
- Set the teams up as 1 goalie, 3 defenders, 4 midfielders, 3 strikers.

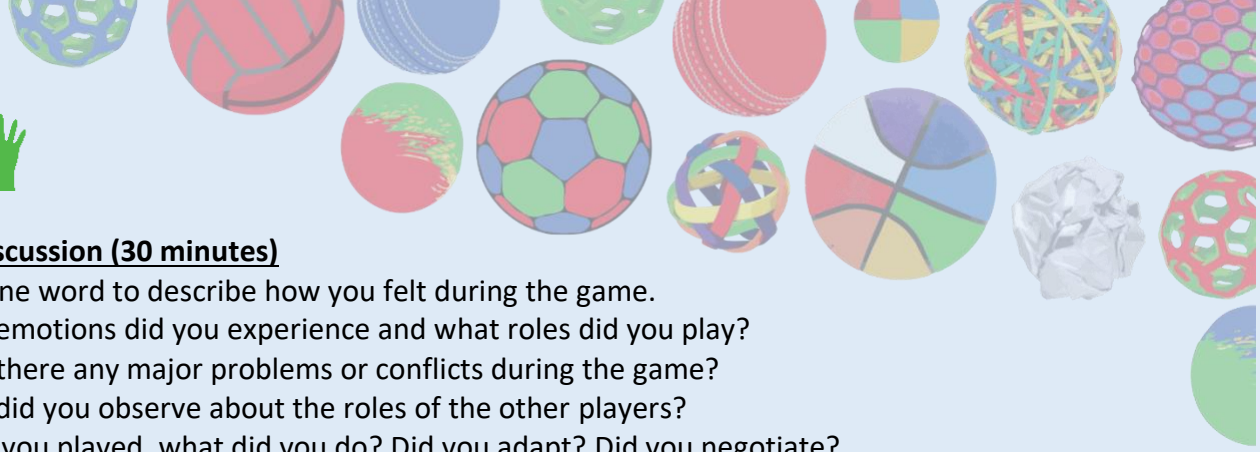
Instructions

- Players can only move in a line, from the right to the left and from the left to the right trying to score a goal.
- **Role Distance:** Each player will be given a card that limits or enhances what they can do during the game such as, only jumps, can only pass to the right, can only pass to the left, must use hands etc.
- **Tolerance of Ambiguity:** Once players have received their card the game will begin. Randomly rules will change such as scoring a goal will now be 2 points, more balls will be added or the goals will swap.
- **Empathy:** Once during the game, players will be instructed to change cards with another player on their team and to take up their role.

Possible Roles for participants:

- You may do anything
- You can only pass to the person on your right
- You can only pass the ball forward
- You can only pass with your left foot
- You may do anything
- You may not speak





III. Discussion (30 minutes)

1. Give one word to describe how you felt during the game.
2. What emotions did you experience and what roles did you play?
3. Were there any major problems or conflicts during the game?
4. What did you observe about the roles of the other players?
5. When you played, what did you do? Did you adapt? Did you negotiate?
6. How did others communicate with you? How did their communication techniques affect you and the game?
7. What is the behaviour linked to intercultural learning (ICL)?
8. Is a sport a useful tool for ICL? How?
9. Can you relate this activity with anything from your everyday life? For instance, how do role distance, tolerance of ambiguity and empathy relate to ICL and intercultural encounters in our everyday life?
10. Are there any strategies learned from this activity that could be applied in our everyday situation when it comes to these concepts, the intercultural encounters and the cultural acceptance of people belonging to different groups?

Materials needed:

- Playing field
- Footballs
- Marker cones
- Bibs to segregate teams
- 6 long ropes, goals

Expected results:

- Better understanding of concepts: ICL, Inclusion, empathy, role distance and tolerance of ambiguity and how those relate to intercultural learning and encounters in our everyday life;
- Improved capacity to understand diverse people and related ambiguity and role distance in intercultural encounters;
- Increased empathy competences;
- Built teamwork and feeling of belonging within the group of participants.

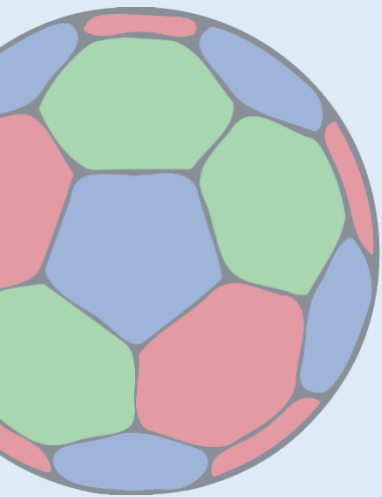
Background documents and resources:

- The activity is an adaptation of the activity “Human Fussball”, from the: Foldi, L.; “MOVE & LEARN: Training manual for NFE through sport and physical activities with young people”; International Sport and Culture Association, 2013;
<https://www.moveandlearn.org/files/Move&Learn.pdf>;



Recommendations for youth workers multiplying this activity:

- This exercise offers flexibility regarding the rules. You can always give the participants some “extra rules” in relation to different genders or similar, like for instance “if the girl scores, then the goal counts for 2 points”, etc.
- As a facilitator, you have to observe the atmosphere very closely in order to adapt the task to the group and the situation to make it a success at the end.
- At the beginning of the debriefing session, start by talking about the connection to reality and then come to the discussion about roles. Alternatively, you can start by discussing the roles and then drawing the connection to the participant’s daily life. Make sure it suits to your target group.
- If your group is larger than 20 people you can also divide them into two subgroups, which play on a different field simultaneously.





19. ORIENTATION MARCH FOR INCLUSION AND ICL

Activity Title: Orientation march for Inclusion and ICL

Duration: 120 minutes

Background:

Quite often the intercultural encounters happen in stressful situations, where it is harder to keep one's calm and do the proper intercultural learning. This activity - the orientation march route - explores such setting, where it puts participants into a bit stressful situations, while performing sport and outdoor activities and exploring how to deal with inclusion and intercultural learning in such setting.

The time required for this exercise depends on the length of the route and the nature of the challenges – estimate between 60 and 90 minutes. It is important to adjust the length of time as necessary – shorter for young children, longer and more complicated for young adults.

Size of the group recommended is anywhere from 5-10 persons in a group, but if you have more participants then make several smaller groups and have them start at different points along the route.

Aim of the activity: The purpose of the activity is to use outdoor and physical activities to raise awareness about potential inclusion and intercultural encounters in stressful/demanding situations and explore how to best deal with those.

Objectives:

- To increase awareness of inclusion, exclusion, disability, cultural discrimination and difficulties and how to deal with those constructively;
- To increased Leadership skills, as well as creativity, teamwork and cooperation competences of participants;
- To raise awareness about the obstacles that blind people, disabled and other belonging to minority groups, face in everyday life;
- To increase strategic and problem solving skills and those of dealing with challenges in intercultural encounters;
- To increase level of trust, communication and responsibility ownership among our participants;
- To improve capacity to understand diverse people;
- To develop ability of empathy for people with disabilities or people with diverse nationalities;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities.



Competences addressed:

- Leadership skills;
- Teamwork and co-operation;
- Inclusion;
- Problem solving, dealing with challenges;
- Development of trust, responsibility and quality communication;
- Intercultural competence;
- Understanding of cultural diversity;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.

Methodology and methods:

- Experiential learning outdoor orienteering activity;
- Role playing;
- Debriefing and Group discussion.

Activity flow:

I. The activity (90 minutes)

This activity is a simplification of orienteering. Set up a route around a wide area (for example, through a park or a small wood). Mark the route by hanging arrows on trees, signposts, etc. A series of envelopes are placed at strategic places along the route. The participants follow the route together as a group. As they find each envelope, they have to complete the challenge hidden inside before moving on to the next stage. The aim is to walk the entire route and successfully complete all the tasks.

Some examples of challenges you can use:

1. First envelope: One person pretends to be blind and the others must lead him/her to complete some kind of physical task.
2. Second envelope: One person is chosen as leader. The rest of the group then pretends to be blind and the leader has to help them complete some kind of physical task.
3. Third envelope: The group must support two members to perform a climbing challenge or some other kind of physical activity, while they pretend that they do not understand each other (speak of different languages).
4. Fourth envelope: One person in the group pretends to have broken his/her leg. The others in the group must safely carry this person for 50 steps.
5. Final envelope: The group must give a reward (e.g. a piece of candy) to the person they think has been the most helpful in the group.



II. Discussion (20 minutes)

1. How have you felt during the activity?
2. What emotions did you experience and what roles did you play?
3. Were there any major problems during the activity?
4. How did others communicate with you? How did their communication techniques affect you and the activity?
5. What is the behaviour linked to intercultural learning (ICL)?
6. Can you relate this activity with anything from your everyday life? For instance, how do intercultural encounters in stressful/demanding situations look like?
7. Are there any strategies learned from this activity that could be applied in our everyday situation when it comes to inclusion and intercultural encounters in stressful/demanding situations?

Materials needed:

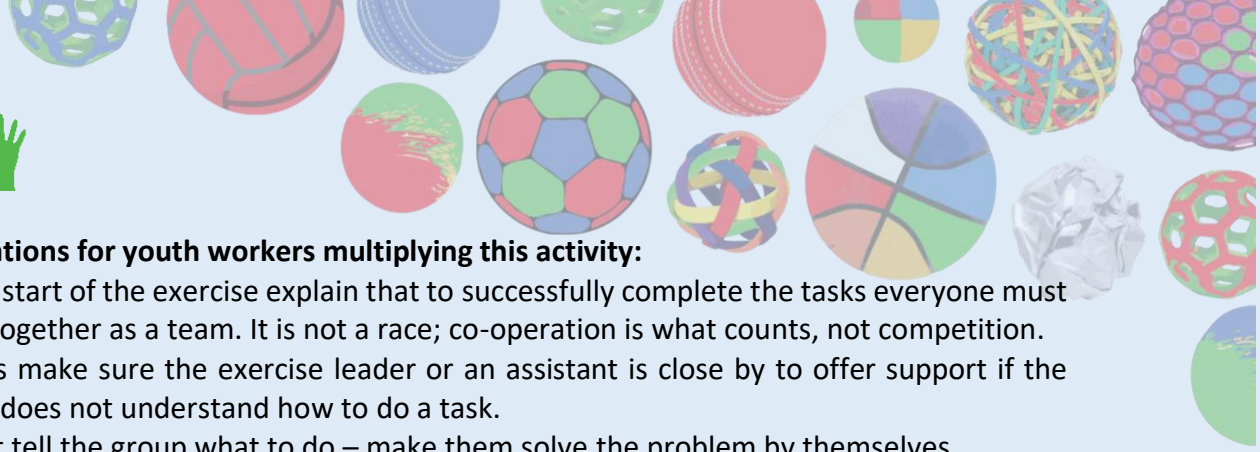
- No special sport facility or equipment needed
- Paper and pens to mark the route (arrows) and to write out the challenges
- If outdoors, you may need some plastic sleeves to protect the papers from getting wet;

Expected results:

- Increased Leadership skills, as well as creativity, teamwork and cooperation competences of participants;
- Increased awareness of inclusion, exclusion, disability, cultural discrimination and difficulties and how to deal with those constructively;
- Increased strategic and problem solving skills and those of dealing with challenges in intercultural encounters;
- Increase level of trust, communication and responsibility ownership among our participants;
- Improved capacity to understand diverse people.

Background documents and resources:

- The activity is an adaptation of the activity “Orientation march”, from the publication: Schroeder, K.; “Fit for Life”; SALTO Inclusion Resource Centre, 2011; <https://www.salto-youth.net/rc/inclusion/inclusionpublications/fitforlife/>



Recommendations for youth workers multiplying this activity:

- At the start of the exercise explain that to successfully complete the tasks everyone must work together as a team. It is not a race; co-operation is what counts, not competition.
- Always make sure the exercise leader or an assistant is close by to offer support if the group does not understand how to do a task.
- Do not tell the group what to do – make them solve the problem by themselves.
- Adjust the tasks to suit the participants' age (nothing too childish for older groups, nothing too advanced for younger groups).
- You can organise an Orientation March indoors as well as outdoors but going outside has the advantage of encouraging young people to enjoy fresh air and experience the natural environment around them.





20. BENCHBALL FOR ICL

Activity Title: Benchball for ICL

Duration: 60 minutes

Background:

This exercise is good as a team building activity, as well as for exploring different relations between different (cultural) groups and teams and the possible intercultural exchange and learning happening. Using this exercise, the group will have fun, they will have physical exercise and they will have to make some action and strategy. Teams should be made in a way that there is a diversity in each team.

Aim of the activity: The general purpose of the activity is to create fun and sport environment for participants to meet and interact more with each other, as well as to explore the relations to intercultural exchange and learning.

Objectives:

- To get participants to interact more with each other;
- To create team spirit within the group by accepting all differences and similarities among the group members;
- To develop and/or improve strategy skills and using teamwork, as well as individual skills and knowledge for achieving group goal;
- To improve individual participants' openness towards peers and cooperation with them;
- To learn about different approaches and strategies that can be used in similar sport activities, as well as in encounters with different (cultural) groups in everyday life;
- To promote healthy lifestyle of youngsters, mainstream ones, as well as those belonging to different minorities.

Competences addressed:

- Verbal and non-verbal communication;
- Teamwork and collaborating with others;
- Strategy and Task-solving skills;
- Intercultural competence;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.



Methodology and methods:

- Non-formal education;
- Experiential learning sport activity;
- Debriefing and Group discussion.

Activity flow:

I. Play time (30 minutes)

Start with half the benches at one end of the hall and the other half at the other. Split the group up into two teams at opposite ends of the hall. Players should select one member of their team to be the 'goal'. The 'goal' starts on their bench at the opposite end of the hall.

To start toss the ball up in the air in the middle of the hall. Netball rules when the player has the ball; no tackling, stepping or bouncing of the ball. Players must pass between their team mates to get the ball to the 'goal'. If the 'goal' catches the ball the player who threw it joins the 'goal' on the bench. This player now can catch the ball as well. Once one team has got another player on the bench the ball is handed to the opposite team. The point of the game is to get all the members of your team onto your bench before the other team does.

When there is only a few members of one team left, that team can bounce the ball off the wall to get it down to the other end. If someone falls off the bench they must stay on the ground and throw the ball to their bench again before they can get back up. Players cannot pull others off the bench.

II. Discussion (30 minutes)

1. How have you felt during the activity? How do you feel now after the game?
2. What skills did you use during this game and how did you use them?
3. Have you had strategy within your team? What was that strategy?
4. What did we learn from this activity? Have you had a chance to learn something new? What was that?
5. Do you think you could have done something differently during the activity that would lead you to scoring more points?
6. Can you relate this activity with anything from your everyday life? For instance, how much do we feel belonging to different (cultural) groups and respecting the norms/rules of the groups we belong to? Can we change / adapt any existing norms/rules? Do we compete with other (cultural) groups that we do not feel belonging to? Do we try to “win them over” to “our” group? How does it influence us individually? What are possible results of such intercultural encounters and “winning over” other groups’ members to “our side”? Etc.
7. Are there any strategies learned from this activity that could be applied in our everyday situation when it comes to the cultural acceptance and belonging to different groups?



Materials needed:

- Benches
- Ball

Expected results:

- Participants will get to interact more with each other.
- Participants will develop sense of belonging to the group, and will become more connected to the idea of team-spirit and values of achieving results as a team.
- Participants will develop and/or improve strategy skills and using teamwork, as well as individual skills and knowledge for achieving group goals.
- Participants will learn about different approaches and strategies that can be used in similar sport activities, as well as in encounters with different (cultural) groups in everyday life.
- Group will evolve, thus ensuring reaching point of group cooperation focused on solving the given task(s).

Recommendations for youth workers multiplying this activity:

- This activity can be implemented even with bigger or smaller number of people, you will just need more or less time.
- If the game is finished soon, then play several rounds so that the participants could have at least 30 minutes of physical activity.
- Make sure you put diverse people in the groups and avoid homogeneous groups if it is possible.
- Get the younger/smaller/less sporty people up onto the bench first, if you leave them till last they will never get on the bench. Use taller people to defend the bench, they can jump and hit the ball away.



PUBLISHER:

Active youth in happy Europe / Aktivni mladi u srećnoj Evropi (AMUSE), Serbia



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