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"Heroes and Heroines in youth sport work for inclusion", funded by the Italian National Agency within the Erasmus+ programme

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Editor:

Danijela Matorčević

Authors:

Danijela Matorčević

Irena Krsteva

Mila Karadafova

Cecilia Presti

Vedran Raić

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Introduction

This Toolkit with examples of non-formal education (NFE) and youth sport work workshops “Youth (sport) workers and inclusion of immigrants” is an innovative support tool for youth workers and youth trainers to educate, support and mentor both, mainstream youngsters and young immigrants, for inclusion of asylum seekers, refugees and immigrants in their community.

This is a useful tool for all interested youth workers and serves as a quality improvement of knowledge management in youth (work) organisations. This publication also serves as theoretical and conceptual resource for youth workers and other educators when organising further education, training and mentoring of youth asylum seekers, refugees and immigrants.

The Toolkit consists of two parts:

- 1) More general part covering the concepts and recommendations related to the needs of target group and relevant competences of youth workers for working with asylum seekers, refugees and immigrants.
- 2) Set of 15 workshops and respective education support materials for organising youth (sport) work / NFE activities for and with youth immigrants in our communities, with the aim to increase inclusion of theirs among mainstream and marginalised youngsters.

About the project

“Heroes and heroines of youth sport work for inclusion” is aimed to target the immigrants, asylum seekers and refugees and the wider community and to improve the quality of life through youth sport activities. With this project’s activities we want the community, youth, youth workers, educators, organisations to be more aware of the immigrants, asylum seekers and refugees and their situation and to enable them to better include the newcomers in their activities. Through the project activities we want to increase all (mainstream and marginalised) youngsters’ competences for inclusion and intercultural acceptance of immigrants, asylum seekers and refugees, making more inclusive and sport-friendly activities through the intellectual outputs of this project.

Objectives:

- Improve the understanding of the needs of immigrants by exploring the current situation of theirs and the (youth work) activities/programmes provided for their inclusion, in the 4 countries of the project.

- Bring positive and long-lasting effects on participating and indirectly on non-participating (youth) organisations and youth workers by enhancing knowledge management with new innovative youth work resources and training models/curricula in order to provide quality youth (sport) work programmes for intercultural acceptance and inclusion of immigrants in our communities.
- Support youth workers in acquiring and developing key competences as youth trainers (of other youth workers) in the field of youth (sport) work for inclusion of immigrants.
- Develop innovative outputs, and to engage into intensive dissemination and exploitation activities of existing and newly produced products or innovative ideas.

Project activities:

- A1 – Project Management
- M1 – Kick-off meeting
- O1 – Research Study on situation and activities/programmes for inclusion of immigrants
- M2 – Second project meeting
- O2 – Toolkit: youth (sport) workers and inclusion of immigrants
- M3 – Third project meeting
- O3 – Curriculum: Using sport methods in youth work for inclusion
- C1 – LTTA “Training of trainers for youth sport work for inclusion of immigrants”
- E1, E2, E3 – National conferences and workshops “Heroes and heroines of youth sport work for inclusion” in North Macedonia, Germany and Croatia
- E4 – International conference and workshop “Heroes and heroines of youth sport work for inclusion” in Italy
- M4 – Final evaluation project meeting

Project partners:

- ⇒ A.S.D. FERFILO – ITALY
- ⇒ CENTER FOR YOUTH ACTIVISM CYA KRIK – NORTH MACEDONIA
- ⇒ ASSOCIATION FOR IMPROVEMENT OF MODERN LIVING SKILLS REALIZATION – CROATIA
- ⇒ OUTREACH HANNOVER EV – GERMANY

PART 1: Concepts and recommendations

Immigration and fewer opportunities

'Migration' is not a new trend or a recent discovery. It is an ongoing process that has been present since the dawn of time and at various historic stages in different parts of the world, affecting the cultures, lifestyles and political stance of the nations, but also penetrating in the cultures, lifestyles and political stance of those who migrate.

Migration as such is something that most humans have experienced at some point in their lives. Whether it is daily commuting to another place for continuing their education, temporarily or permanently moving away from their place of residence for a new job opportunity or simply traveling for entertainment and leisure, one automatically becomes part of the stream of migration. Put in plain words, migration is simply a "movement from one place to another with the intentions of settling, permanently or temporarily in a new location." (Wikipedia, para.1)¹ Consequently, there have been many discussions by various scholars and institutions as to who is to be considered a 'migrant'. According to some, a 'migrant' can be defined as "any person who lives temporarily or permanently in a country where they were not born, and has acquired some significant social ties to this country." (UNESCO, para.1)² This definition, however, can be seen as very narrowing by different country systems since according to them, a person can be considered a migrant even if they are born in the country they migrate in/within. The Council of Europe, on the other hand, finds a little less discriminating solution and applies the term 'migrant' to refer to "all those who have migrated, including asylum seekers, those who have obtained refugees status or a similar type of protection, and so-called 'economic migrants'." (Council of Europe, para.1)³

Immigration is the international movement of people to a destination country of which they are not natives or where they do not possess citizenship in order to settle or reside there, especially as permanent residents or naturalised citizens, or to take up employment as a migrant worker or temporarily as a foreign worker. This form of migration denotes moving into a new country. Immigration is viewed through the prism of destination and should be seen through the concept of entering. A person who is part of this process is referred to as an 'immigrant'.

Immigrant - a person who comes to live permanently in a foreign country.

¹ Human Migration (2019), *Wikipedia*. Retrieved from: https://en.wikipedia.org/wiki/Human_migration

² Migrant/ Migration, *UNESCO*. Retrieved from: <http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/migrant/>

³ Glossary (2019), *Council of Europe*. Retrieved from: <https://www.coe.int/en/web/language-support-for-adult-refugees/glossary/-/glossary/M>

Displacement - This type of migration is a “form of social change caused by a number of factors, the most common being armed conflict. Natural disasters, famine, development and economic changes may also be a cause of displacement.” (UNESCO, para. 1)⁴ Looking at the population displacement, there are usually two types of displacement, them being ‘direct displacement’ that signifies the genuine displacement of the people from their location, as opposed to ‘indirect displacement’ that denotes loss of subsistence / livelihood.

Asylum seeker - a person who has left their home country as a political refugee and is seeking asylum in another. By making an application for asylum, the asylum seeker requests the provision of protection against persecution from another country where they have submitted the request and is awaiting the determination of their status. An asylum seeker can procure the status of refugee in case the immigration authority within that specific country acknowledges that they fulfil the national / international definition of a refugee. Even though, the definition of asylum seeker may vary in different countries depending on their national laws and regulations, the terms asylum seeker and refugee usually only differ in regards to the place they submit a request for protection. While asylum seekers request protection upon arrival in the host country, the refugee asks for / and is granted protection outside of the host country.

Seeking asylum is regulated by national laws as well as international agreements, some of which are the *Geneva Convention/ The 1951 Refugee Convention* ⁵ or the *Dublin III Regulation*⁶.

Refugee - a person who has been forced to leave their country in order to escape war, persecution, or natural disaster. The 1951 Refugee Convention, as a key legal document, defines a ‘refugee’ as “someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion” (The 1951 Refugee Convention, Article 1A (2)).

Young people with fewer opportunities are young people who, largely due to their personal situation and sometimes also due to the choices they make, face different and/or more difficult obstacles in their lives than other young people. The term “fewer opportunities” means that certain

⁴ Displaced person/ Displacement, *UNESCO*. Retrieved from: <http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/displaced-person-displacement/>

⁵ Convention and protocol related to the status of refugees (2011), *UNHCR*. Retrieved from: <https://www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf>

⁶ REGULATION (EU) No. 604/2013 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 26 June 2013 establishing the criteria and mechanisms for determining the Member State responsible for examining an application for international protection lodged in one of the Member States by a third-country national or a stateless person (recast)", (2013), *Official Journal of the European Union*. L (180/31). Retrieved from: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32013R0604&from=EN>

young people have fewer possibilities than their peers. According to the Erasmus+ - Inclusion and Diversity Strategy in the field of Youth the following situations often prevent young people from taking part in employment, formal and non-formal education, trans-national mobility, democratic process and society at large:⁷

1. "Social obstacles: young people facing discrimination (because of gender, ethnicity, religion, sexual orientation, disability, etc.), young people with limited social skills or anti-social or risky sexual behaviours, young people in a precarious situation, (ex) offenders, (ex) drug addicts, young and/or single parents, orphans, young people from broken families, etc.
2. Economic obstacles: young people with a low standard of living, low income, dependence on social welfare system, long-term unemployed youth, homeless young people, young people in debt or in financial problems, etc.
3. Disability: young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities.
4. Educational difficulties: young people with learning difficulties, early school-leavers and school dropouts, lowly or non-qualified persons, young people that didn't find their way in the school system, young people with poor school performance because of a different cultural/linguistic background, etc.
5. Cultural differences: young immigrants or refugees or descendants from immigrant or refugee families, young people belonging to a national, religious or ethnic minority, young people with linguistic adaptation and cultural inclusion problems, etc.
6. Health problems: young people with chronic health problems, severe illnesses or psychiatric conditions, young people with mental health problems, etc.
7. Geographical obstacles: young people from remote, rural or hilly areas, young people living on small islands or peripheral regions, young people from urban problem zones, young people from less serviced areas (limited public transport, poor facilities, abandoned villages...), etc."

Helping young people in this target group to overcome their obstacles, empower themselves and become included in society at large is a part of the process of **"social inclusion"**.

Social inclusion involves providing opportunities for those members of society who do not enjoy the same level of privilege as others and striving to ensure that all aspects of society are "open to all".

⁷ Erasmus+ - Inclusion and Diversity Strategy in the field of Youth; 2014; page 7 -

https://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy_en.pdf , accessed November 2019



Separation

Integration

Inclusion

Picture: Illustration of separation, integration and inclusion (Taken from the <http://alexiswardleheal.blogspot.com/2017/01/reflection-1-look-at-options.html?view=flipcard>)

Inclusion "is a term used widely in social and educational policymaking to express the idea that all people living in a given society should have access and participation rights on equal terms. This means, on the one hand, that institutions, structures and measures should be designed positively to accommodate diversity of circumstances, identities and ways of life. On the other hand, it means that opportunities and resources should be distributed so as to minimise disadvantage and marginalisation. In the sphere of European youth work and non-formal education, inclusion is considered as an all-embracing strategy and practice of ensuring that people with fewer opportunities have access to the structures and programmes offered." (T-Kit 8: Social Inclusion p.21)⁸

Integration takes place at the individual, family, community and state levels, and in all facets of life.⁹ Access to employment, enabling immigrants to acquire basic knowledge of the host society's language, history and institutions, as well as education, access to institutions and to public and private goods and services, on an equal basis to national citizens and in a non-discriminatory way, are essential to the integration process. Frequent interaction between immigrants and the host-country nationals is also a fundamental mechanism for integration. The participation of immigrants in the democratic process and in the formulation of integration policies and measures, especially at the local level, supports their integration.

⁸ T-Kit 8: Social Inclusion, <https://pjp-eu.coe.int/documents/42128013/47262484/T-Kit+8+Social+inclusion+WEB.pdf/ab8390b6-2d9e-f831-bbcf-85972152e6e0>, accessed November 2019

⁹ Council Conclusions, 19.11.2004, common basic principles on immigrant integration, https://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/jha/82745.pdf, accessed November 2019

Youth work and inclusion of immigrants

Youth work encompasses a broad range of activities (e.g. social, cultural, educational, sports-related and political) carried out with, by and for young people through non-formal and informal learning. Its value is recognised in the Council conclusions on youth work¹⁰ and highlighted in a study released in 2014¹¹.

Youth work helps young people to reach their full potential. It encourages personal and social development, autonomy, initiative and participation in society. Youth work provides out-of-school education, as well as leisure activities managed by professional or voluntary youth workers and youth leaders.

It is organised in different ways - through youth-led organisations, organisations for youth, informal groups or youth services and public authorities.

Youth work is delivered in different forms and settings (e.g. open-access, group-based, programme-based, outreach, and detached) at local, regional, national, and European level.

According to the reports from 27 European Union countries, "Youth work is also defined by its broader more societal aims which are participation in democratic societies, prevention and social inclusion and cohesion: even though some youth work activities are more focused on certain broad objectives than others. For example, some youth work activities put more emphasis on the aims of emancipation, empowerment and participation, whilst others are more focused on prevention."¹² The variety of youth work activities allows young people to get involved according to their interests as well as the youth workers or youth leaders to be flexible in changing the scope of their work according to the needs of young people who are joining the youth centres or youth organisations. Usually the activities include the methods of non-formal/ informal learning, experiential pedagogy, mentoring and/or peer support and relationship-based activities (reflecting the nature of learning as a social activity). Many organisations strongly underline that these activities are based on young persons' needs and interests, rather than on a pre-defined programme.

Youth worker is a professional whose work is defined by intervening in the design, organisation, development and evaluation of projects, programmes and activities with and for young people,

¹⁰ "Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people"; European Commission, 2013; <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52013XG0614%2802%29>; accessed November 2019

¹¹ "Working with young people: the value of youth work in the European Union"; European Commission, 2014; http://ec.europa.eu/assets/eac/youth/library/study/youth-work-report_en.pdf; accessed November 2019

¹² "Working with young people: the value of youth work in the European Union"; European Commission, 2014; http://ec.europa.eu/assets/eac/youth/library/study/youth-work-report_en.pdf; accessed November 2019

through domain methodologies of non-formal education, facilitating and promoting citizenship, participation, autonomy, inclusion and personal, social and cultural development.

Youth work can help the asylum seekers, refugees and/or immigrants integrate in the education system or employment, develop different skills and competences of theirs, enrich and enjoy their leisure time with different activities and possibility to interact with peers and youngsters (mainstream and with fewer opportunities) from the local communities, have access to different cultural and social opportunities, get to know the local community and ultimately become active members of society. Youth workers cooperating with professionals from other sectors can provide support to the asylum seekers, refugees and immigrants in their communities. Youth workers can reach out the target group and give them the opportunity to participate in various activities available and developed in the local community for both mainstream and fewer opportunities youngsters. In addition, youth workers can provide target groups of immigrants, refugees and asylum seekers with a safe space where they can familiarise themselves with different cultures and languages important and present at the respective local community/country, explain their rights to them, guide them to different services available locally/nationally, contribute to their education and help manage their feelings and expectations, especially in relation to the local community setting.

The values of youth work are: respect, dialogue approach, relation work (trust), inclusive approach, positive approach, tailor-made intervention, flexibility, voluntary based, non-formal and informal learning methodology, resource perspective (building on the young person's potential), youth advocacy.¹³

What do the youth workers offer for the inclusion of asylum seekers, immigrants and refugees?

- "The ability to interpret, adapt and contribute to shaping new realities;
- A quick response to immediate challenges, when other structures are not able to do so, and capacity to mobilise volunteers and the community;
- A longstanding record in working towards youth participation, inclusion and social cohesion; and
- The capacity to put forward innovative and creative solutions that link knowledge, policy and practice."¹⁴

¹³ European Commission, 2015, The contribution of youth work to address the challenges young people are facing, in particular the transition from education to employment, Results of the expert group set up under the European Union work plan for youth for 2014-2015, page 14 (accessed November 2019) - https://ec.europa.eu/assets/eac/youth/library/reports/contribution-youth-work_en.pdf

¹⁴ Henriques, A. & Lyamouri-Bajja, N.: "STEP-by-STEP together: Support, Tips, Examples and Possibilities for youth work with young refugees"; 2018, Youth Partnership between the EC and the CoE; page 11 - https://pip-eu.coe.int/documents/42128013/47261953/FINAL+step+by+step+together_reduced_size.pdf/8103c431-afc3-f978-9117-20776950bedf , accessed November 2019

The need for social inclusion

For a society to function as a whole, it needs to be compact, embracing and valuing each individual who is part of it, and providing them with a sense of belonging and opportunities for taking active participation. When communities are consciously not including individuals or groups of individuals, they are automatically creating segregation among them and unconsciously marginalising them, leaving them in the outskirts of society.

As the biggest supporter of equity and inclusion of youth with fewer opportunities and those coming from disadvantaged backgrounds, the Erasmus + Programme of the European Commission strives towards promoting these two principles by “facilitating the access to participants with disadvantaged backgrounds and fewer opportunities compared to their peers whenever disadvantage limits or prevents participation in transnational activities” (Erasmus + programme guide – Version 2 (2019), pg. 10, para.1)¹⁵. The limitations that these people face are presented in the Erasmus + Programme Guide in several categories among which disability, educational difficulties, economic obstacles, cultural differences, health problems, social obstacles and geographical obstacles. It can very often happen that one individual or groups of individuals can belong to more than one category in which case one does not exclude the other. In light of the 2015 refugee crisis, currently, one of the most vulnerable categories which seek immediate attention are the people, especially youth, facing cultural differences i.e. immigrants, refugees and descendants from immigrant/refugee families.

Young people gain wide knowledge and experience by participating in the activities organised by youth organisations. “Such organisations work to prevent young people to become the subject of social exclusion by knowing their needs and thus involving them in activities that stimulate their will to socialise and discover new realities and possibilities, with the aim of preventing youngsters from being socially excluded and integrate those who are already living in a social exclusion condition. Furthermore, youth organisations also develop and implement projects and campaigns aiming at raising the global awareness about the risks of social exclusion and how to tackle this problem, as well as being providers of non-formal education and informal learning opportunities. Non-formal education and informal learning give the chance to young people to learn by doing and by experiencing.”¹⁶

¹⁵ Erasmus + Programme Guide, Version 2 (2019), *European Commission*. Retrieved from: https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/erasmus-plus-programme-guide-2019_en_1.pdf

¹⁶ Policy Paper “Towards a more inclusive society: what youth organizations can do”, Youth for Exchange and Understanding; page 4

The inclusive activities of the youth organisations are those that are:

- bringing together local residents and asylum seekers, immigrants and/or refugees through regular interaction;
- enabling local residents to benefit from their interaction with the asylum seekers, immigrants and/or refugees;
- promoting the inclusion of migrants into the community.

By organising those inclusive activities, youth organisations are contributing to the exchange of viewpoints and needs of different youngsters, coming from both mainstream and marginalised / fewer opportunities' groups/backgrounds. Thus, youth organisations can be important elements in facilitation of the intercultural dialogue and development of the mutual understanding between different groups of youngsters, and especially the immigrants, refugees and asylum seekers and their interaction with other youngsters in/from the respective local community. As a result of this, a greater level of involvement of immigrants, refugees and asylum seekers youngsters will be achieved in those communities and thanks to those youth organisations and their inclusive youth (sport) work activities.

Using sport methodology in non-formal education and youth work for inclusion of immigrants

Youth work is usually defined as a domain of 'out-of-school' education and, thus, linked to the non-formal education and/or informal learning. Youth work should aim at creating possibilities for all young people - mainstream and those with fewer opportunities, immigrants - to shape their realities through all kinds of activities: social, cultural, educational, political nature and sport as well. In youth organisations who provide activities for leisure time of young people, most usual choices are games, sport, fun cultural activities with wider goal to develop emotional, intellectual, social potentials of young people.

Youth work that includes sport methodology is usually referred to as "youth sport work" and those youth workers who organise and lead respective activities are called youth sport workers.

Youngsters with fewer opportunities often face societal barriers and other obstacles/difficulties that usually evoke negative perceptions and discrimination in many of our communities. Immigrants, refugees and asylum seekers in our communities face specific difficulties, obstacles and barriers just because of their migration status. In addition, they might face several or more other types of fewer opportunities. Depending on the complexity of the barriers, obstacles and difficulties they face, youngsters from immigrant, refugees and asylum seekers' background are generally excluded from education, employment and community life which deprives them of opportunities essential to their social development, health and well-being. Sport can help reduce the stigma and discrimination

associated with immigration because it can transform community attitudes about different persons by highlighting their skills and reducing the tendency to see the colour of the skin, language or other distinctive quality instead of the person. Through youth sport work and sports, youngsters with mainstream background interact with youngsters' immigrants, refugees and asylum seekers in a positive context forcing them to reshape assumptions, stereotypes and prejudices about young immigrants, refugees and asylum seekers and what they can and cannot do.

In the document report "Socio economic Scope of Youth Work in Europe"¹⁷ - the joined study done within Partnership of the European Commission and the Council of Europe in 10 countries, youth sport work is mentioned as one of the nine (9) types of youth work classified by the area of work and described as "support and encouragement to young people to experience and participate in diverse physical activities and sports leading to promotion of healthy life styles". It can offer opportunities for learning, for dealing and for coping with success, as well as with failures. Also, it offers opportunities to accept and acknowledge success of others, to cooperate as teams, learn to respect rules, or create new ones, have intercultural experiences with other young people from different cultural, social, ethnic background, etc. Through physical movement, active participation and collaboration, the young people can be challenged to improve their performance, think more on strategic level, gain new skills, try some totally different activities or invent the new ones. The innovative methods in this field of youth work can refresh our educational approach and make it more adventurous. It is as any youth work, open to all young people and especially suitable for disadvantaged and socially excluded young people, as well as for immigrants, refugees and asylum seekers.

Opportunities for young people to practice different sports (recreationally or professionally) in our communities are still limited by different factors such as: availability of venues for sport activities, openness of local sport clubs to youngsters that are not necessarily very talented in specific sport discipline, affordability of sport clubs' memberships for youngsters with fewer opportunities, etc. As a result of all these questions, the typical kinds of sports are still accessible just for some youngsters that do not face multiple fewer opportunities and/or come from the mainstream groups who usually have those and other privileges in our communities. However, even if practicing sports in a sport club offers limiting opportunities of participation to the groups of youngsters that we work with in our youth work efforts, all youngsters do need to practice physical activities on regular basis, as recommended by the World Health Organisation. Thus, the role of youth workers who implement sport methodology in their regular youth work with both mainstream and youngsters with fewer opportunities, immigrants, is of big importance. Sport as a physical movement, exercise or game, is open for all and is a perfect method for young people (immigrants, refugees and asylum seekers) to

¹⁷"The Socio economic Scope of Youth Work in Europe, a Final report"; Partnership between EC and COE in the field of Youth, 2007; https://pjp-eu.coe.int/documents/1017981/1668203/study_Final.pdf/642c51c1-34d7-4f03-b593-317bf1812009; accessed November 2019

meet with their peers from different backgrounds, as it offers quality basis for starting the intercultural exchange among them that can result in quality intercultural dialogue and learning.

Youth sport work understands sport more inclusively than typical sport clubs. Youth sport work embraces dance movements, capoeira, hiking, eastern activities as tai-chi or yoga or any other physical activity. Adaptation of traditional sports to different rules and aims and combination of different physical activities into one is the core of the creative youth sport work approach - using elements of any famous sport/disciplines in innovative health-enhancing physical activities. This is where the creativity of the trainers, youth educators and youth workers is important, valuable and very welcomed. This is, also, where youth sport work opens physical activities to all, even for those who have always disliked it. For some communities where young people are excluded or segregated for different reasons (Roma youth, immigrants, refugees, asylum seekers, etc.) building bridges through using youth work and adapted sport methods may be the only way for the inter-group and intercultural acceptance in a neighbourhood. Through cooperative sport activities with mixed groups of local youngsters, youth work can provide fun and engaging experience as a starting point for bringing young people from different backgrounds closer together. So, besides keeping young people in good health, sports can have diverse, positive personal and social impact on individuals and communities.

For us youth workers and educators involved in the inclusive activities among youngsters in general, and with young immigrants, refugees and asylum seekers, in specific - the usage of sport methodology can immediately raise a question of competitive nature of sports and a doubt if it can help or make even bigger distances and potential aggressions among young people beneficiaries of our youth sport work activities. This question comes from our understanding of traditional sport disciplines that are by their nature always competitive.

Using sport methodology in youth work and non-formal education for inclusion and acceptance of immigrants, refugees and asylum seekers will test our conventional understanding of "sport" and challenge our capacity to shift perspective and embrace the new understanding of "sport" - admitting that there is a wonderful world of sports beyond football, basketball or similar well-known sport disciplines. Using sport methodology in youth work and NFE for inclusion allows us to experiment with adaptation or innovation of well-known sport methods/games by using just some of their elements and combining them with adequate elements of different other known sport disciplines / games. When experimenting / adapting / innovating in this way, we have a possibility to develop the "attractive" sport methods / games that are combination of different known sports, promote teamwork more than competition, and by default are promoting inclusion, just as they are showing the "dialogue" between those combined known sports. When combining different known sports into one adapted/new method, we are showing and promoting breaking down stereotyping and breaking the way of thinking. Thus, we are already in the field of inclusion which shows that there can be different understandings of the same phenomena without judging which one is more relevant. This

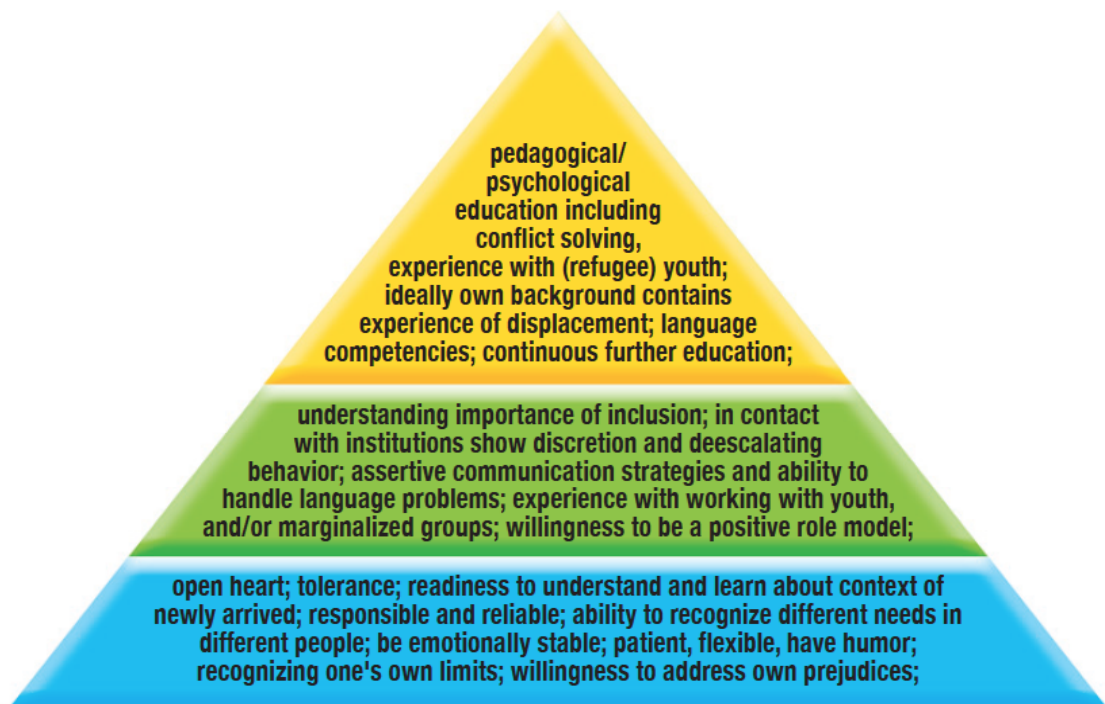
will be very appealing for our participants, to have a chance to get involved in a new / creative and attractive sport activity. That will further contribute to the consistent involvement of beneficiaries in our youth sport work activities. As a long-term impact, this will result in an increase of the inclusion of the youngsters / beneficiaries and better acceptance of immigrants, refugees and asylum seekers in our communities.

When using sport methodology in youth work for inclusion, it is important for educators to carefully plan which physical activity can fit into such learning process of mainly attitudes, but also skills and knowledge of inclusion and acceptance.

Youth Sport Workers' Competences for working with asylum seekers, refugees and immigrants

“Competence is the “ability to do something successfully or efficiently”. The term is often used interchangeably with the term ‘skill’, although they are not the same. Two elements differentiate competence from skill, and make competence more than skill. When one person is competent, they can apply what they know to do a specific task or solve a problem and they are able to transfer this ability between different situations.

In youth work, competence is understood as having three interlinked dimensions: Knowledge, Skills, Attitudes.”¹⁸



Picture: Qualities of a youth worker working with refugee youth (Taken from the Jaschinski, Katrin. (2016). ICL Youth Workers Competencies working with Refugees.)¹⁹

¹⁸ Council of Europe <https://www.coe.int/en/web/youth-portfolio/youth-work-competence> , accessed November 2019

¹⁹ Jaschinski, K., “ICL Youth Workers Competencies working with Refugees”; 2016; SALTO-YOUTH Euromed Resource Centre; page 16 - <https://www.salto-youth.net/downloads/4-17-3472/7-Salto-Youth%20Practical%20guides%202016.pdf>; accessed November 2019

Based on the picture above and the list of general desired qualities of a youth worker working with refugee youth, we would like to stress that every organisation and every community has differences when it comes to the specificities of the target groups (of immigrants, refugees, asylum seekers and others) they are dealing with, as well as with the relevant crucial competences of the youth workers to work with youngsters from those target groups.

Most of our youth workers have been educated / trained in youth work through the non-formal education opportunities. This further implies that their learning achievements are rather individually reflected upon and could not be easily objectively tested (as in formal education setting), in order to find out which relevant competences each of our youth workers possess and/or still needs to improve, for better impact and efficiency of our youth sport work programmes for inclusion and acceptance of immigrants, refugees and asylum seekers.

In such situation, with all of the above taken in the account, it is hard to develop a universal tool that would test the needed competences of a youth (sport) worker to work on inclusion and acceptance of immigrants, refugees and asylum seekers in our communities.

Still, for the benefits of this Toolkit and of this project, we are suggesting a self-reflection questionnaire for the youth sport workers working with immigrants, refugees and asylum seekers. For such tool, it is important to assess the current level of competences of the youth (sport) workers and the needs for further improvement of the relevant competences.

We advise to tackle following topics when assessing the current and the needed future competences' levels of the youth (sport) workers for inclusion and acceptance of immigrants, refugees and asylum seekers:

- Emotional stability, patience, tolerance and flexibility;
- Responsibility and reliability;
- Learning to learn competences, ability to recognise and address one's own limits and/or prejudices;
- Intercultural learning, dialogue and acceptance of diversity; Ability to accept others as they are, ability to recognise different needs in different people;
- Readiness to understand and learn about (and/or personal experience with) the context of newly arrived immigrants, refugees and asylum seekers;
- Understanding of the importance and the desired forms of inclusion and integration in the own local community;
- Abilities and willingness to network and cooperate with different relevant institutions on local, national and European level;
- Experience with working with youth, and/or marginalised groups in general and with immigrants, refugees and asylum seekers in specific;
- Non-violent and assertive communication competences, ability to handle different languages' problems;

- Conflict mediation abilities and/or experience, especially in intercultural and/or inter-religious setting;
- Previous personal experience with sports and different physical activities;
- Experience and competences in adaptation of sport methodology within the non-formal education / youth work setting;
- Quality of the skills for proper planning and facilitation of the experiential learning complex activities with adequate debriefing process.

In the second part of this Toolkit, there is an example of the tool, the self-assessment questionnaire on competences of youth sport workers for inclusion and acceptance of immigrants, refugees and asylum seekers.

How to prepare a youth work / NFE activity, by using sport methodology for inclusion of immigrants, refugees and asylum seekers

According to the group of authors in “Move and Learn”²⁰ publication, there is a distinction between 3 concepts of education for, by and through sport. Not all of them can go along with the interest of youth work and NFE. **Education through sport** is a concept that brings the best of sport and NFE into the same field. Using sport here means performing all different forms of physical activity to improve physical fitness and mental wellbeing, as it is expressed in the revised European Sports Charter 2001²¹: “Considering that sport is a social and cultural activity based on voluntary choice which encourages contacts between European countries and citizens, and plays a fundamental role in the realisation of the aim of the Council of Europe by reinforcing the bonds between peoples and developing awareness of a European cultural identity”.

This understanding of sport is an inclusive concept that goes along with the values underlying the educational approach in social inclusion of young people, as well as it shows open access to all, no matter of situation or background, physical or mental status, cultural, socio-economical context youngsters come from, which is of crucial importance when it comes to working with youngsters from immigrants, refugees and asylum seekers’ backgrounds.

Pedagogical approach of education and inclusion (of immigrants, refugees and asylum seekers) through youth sport work

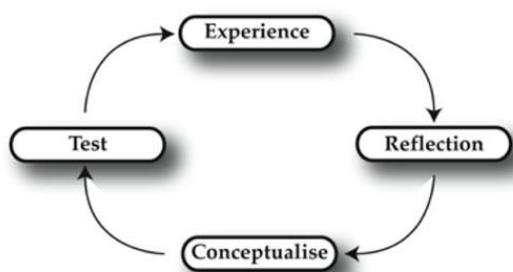
The main pedagogical approach of education and inclusion of immigrants, refugees and asylum seekers through youth sport work is based on the **Experiential learning cycle methodology**, and the creativity and innovation in adapting existing sport activities or inventing the new ones, in order to create and facilitate the physical exercises to serve the purpose as a starting point for achieving the specific learning objectives contributing to the inclusion and acceptance amongst youngsters in our communities.

Like in any non-formal education / youth work activity, also in youth SPORT work activities, the success of the learning of beneficiaries does not depend on the specific exercise (sport method used),

²⁰ Foldi L.; “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>; accessed November 2019

²¹ “On the revised European Sports Charter”; Council of Europe, Committee of Ministers, 2001; <https://rm.coe.int/16804c9dbb>; accessed November 2019

but on what is done after the participants have enjoyed the activity itself - the quality of the debriefing process of the respective exercise. As the sport activity / method (adapted or innovated) is just a first step of the overall process in youth sport work for inclusion and acceptance of immigrants, refugees and asylum seekers, the youth sport workers should also prepare in advance the flow of the questions for the quality **debriefing process** after the activity for the better impact of the activity on the target group of beneficiaries. The physical activity that one introduces when using sport methodology in youth work, is just a first step of the learning process, better known as EXPERIENCE part in Kolb's spiral of experiential learning cycle.²²



Picture: Kolb's spiral of Experiential learning cycles

This Experiential learning cycle makes the pedagogical approach of education through sport and it follows the same steps of transformation of the specific experience into the learning outcomes defined by the objectives.

According to the "Training manual for NFE through sport and physical activities with young people"²³ there are some principles for using sport as a learning tool:

1. Sport can be essential part of experiential learning which is the core methodological feature in NFE.
2. Planned steps of communication - the debriefing after an activity is the essential part of the education through sport, the same as it is in any session or workshop of non-formal education. The true learning impact and the outcome of the exercises depend on how the trainer/facilitator connects this physical experience with the other stages of the experiential learning cycle towards the learning objectives.
3. Non-formal education, as a value based education, matches well with the implicit sport values. On the "sport" side, there are fair play, team work and responsibility for oneself and others; and on the "youth work" side there are active participation, taking initiative and inclusion. Matching all these values in the education through sport, can create even more

²² "Kolb's Learning Styles and Experiential Learning Cycles"; Simply psychology, McLeod S.; <https://www.simplypsychology.org/learning-kolb.html>; accessed November 2019

²³ Foldi, L.; "Training manual for NFE through sport and physical activities with young people"; International Sport and Culture Association, 2013; <https://www.moveandlearn.org/methodology-guide/>; accessed November 2019; pages 22-27

opportunity for learning of individuals, no matter how implicit or explicit these values in youth trainings and youth work / non-formal educational activities are.

In order to plan the **DEBRIEFING** after experiencing the activity - which in our situation is rather a sport activity / game / method within the youth work for inclusion and acceptance of immigrants, refugees and asylum seekers - the youth sport workers should follow the already-mentioned Kolb's cycle of the experiential learning and their recommendations for planning the debriefing questions.

- I. The debriefing should start with the **Reflection questions**, which direct participants to observe and think about the specific experience that they have just had (how they feel/felt during the activity; describe objectively what has happened; how they behaved; how others behaved; how they see the process, result if any, communication between them; any inconsistencies...).
- II. After the Reflection questions, the youth sport workers should plan the **Conceptualisation questions**, which direct the discussion from the specific experience that participants have had closer to the topic, trying to understand clearly what has actually happened in the experience part of the complex exercise and why it has happened/developed in such manner. The understanding of what has actually happened will lead the participants towards generalising the different opinions towards a new concept and the conclusion based on the experience and the reflection that the participants have just had. It is advisable that in this part the youth sport workers ask participants the questions about the reality outside of the youth sport work activity as a learning context.
- III. After the Conceptualisation questions, it is time for asking the **Applying questions** to participants in the debriefing process. The Applying questions serve the purpose of testing or experimenting the new concept, and it is advised that the youth sport worker in this part asks participants the questions about the situation in everyday life where some skill or behaviour, conceptualised from the experienced activity in this complex exercise, can be put in practice. The youth sport workers here ask the participants to imagine doing something different in familiar situations: what can help; in which similar forms; what support is needed, etc.

According to Gibbs (1988)²⁴, the common problems with discussions, or 'debriefings', after an experience include:

- they often lurch from superficial descriptions of what happened to premature conclusions about what to do next, without adequate reflection or analysis;
- if the experience has been especially powerful then discussion may never get further than description of what happened or of the feelings associated with the experience;
- if description and feelings are not dealt with adequately, learners may return to these at a later stage when they should be considering implications and action plans.

In addition, when it comes to using the sport methodology in youth work for inclusion and acceptance of immigrants, refugees and asylum seekers, it is important to stress here that quite often it can happen that after the physically demanding experience of the activity it is very hard to motivate participants (both mainstream youngsters, as well as immigrants, refugees and asylum seekers) to actually start answering the debriefing questions and expressing their feelings about the performed activity with honest answers on deeper level. One of the biggest challenges for quality start of the debriefing discussion is to have participants answering about their feelings deeper than just on a superficial level. This can happen in any youth sport work activity, as for most youngsters it is easier to be physically involved in an activity rather than verbally expressing their feelings and thoughts, due to fear of making mistakes ("saying something that would not be perfect") among their peers. In addition, with having young immigrants, refugees and asylum seekers among the participants involved, there might be even bigger issues with expressing the feelings, due to different possible hardship that young immigrants, refugees and/or asylum seekers have experienced during their efforts to flee the country of origin and on their way through different countries facing hard times.

For this reason, we advise youth sport workers to use some visual aid tools for starting the process of self-reflection of participants within the debriefing after the activity. For the purpose of this project and this Toolkit, we have prepared the set of emoticons that we advise to print out in advance. When the debriefing is to start, the facilitators / youth sport workers should place the different emoticons on the floor in the plenary room and ask participants to walk around and choose which emoticons (one or more) suits best how they feel. After such visual description of their feelings, it is easier for participants to describe with the words the visually expressed emoticon(s) that they have selected.

After such visual aid and participants mingling within their overall group, it might be easier to start the rest of the debriefing discussion.

²⁴ Gibbs, Graham; *"Learning by Doing: A Guide to Teaching and Learning Methods"*; Oxford: Oxford Further Education Unit; 1988 (First Online Edition, 2013; <https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf>; accessed November 2019)

Gibbs (1988)²⁵ gives recommendations on questions to be asked throughout the different phases of a structured debriefing:

- Description: What happened? Don't make judgements yet or try to draw conclusions; simply describe.
- Feelings: What were your reactions and feelings? Again, don't move on to analysing these yet.
- Evaluation: What was good or bad about the experience? Make value judgements.
- Analysis: What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on? Were different people's experiences similar or different in important ways?
- Conclusions (general): What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?
- Conclusions (specific): What can be concluded about your own specific, unique, personal; situation or way of working?
- Personal action plans: What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?

And even when the debriefing process has been facilitated perfectly and when participants have been responsive and feel they have learned a lot throughout the experienced activity and the debriefing afterwards, the learning process does not stop. Sometimes, people start asking new questions to themselves, faced with the new realities and new experiences after the NFE programme has finished, and inspired by the experiential learning process started during the youth sport work activity. That is the reason why mentoring the learning and support to social transformation of participants after the specific youth sport work event, can come as a natural follow up and youth sport workers should be ready for it.

Needed preparation of participants and of the learning settings for quality youth sport work for inclusion of immigrants, refugees and asylum seekers

When working on the youth sport work for inclusion of immigrants, refugees and asylum seekers, the youth sport workers are preparing activities for both mainstream and fewer opportunities' youngsters in general, as well as for young immigrants, refugees and asylum seekers in specific. There is no activity in non-formal education and youth work without building the safe space for learning and working together as a group. This is additionally complex if the group of participants

²⁵ Gibbs, Graham; *"Learning by Doing: A Guide to Teaching and Learning Methods"*; (1st Online Edition, 2013; pages 49-50)

come from such diverse backgrounds, as do our beneficiaries in youth sport work activities for inclusion of immigrants, refugees and asylum seekers in our local communities. The physical activities, exercises, old games, new ones, popular sports exercises done in a different way, etc. all can offer the initial space for the group building and the first sharing of the personal experiences from “back home”. Also, they can easily facilitate the opening of the channels of communication, even at the very beginning of the learning process of the respective event/activity.

Quality preparation of participants includes introduction session/round at the beginning of the youth sport work activity / event. This introduction session/round is basis for the group to follow the further learning activities together. Here, the youth sport workers should facilitate the following 3 questions that need to be answered, in order to set a framework for the quality learning in such a setting:

1. WHO makes the group? - Who are we all in this session? Let's get to know each other a bit better, in order to develop higher level of trust toward each other, which further influences better learning within the group context of the NFE/youth sport work.
2. WHY are we here? - Let's share the reasons and motivations for each of us to participate in this youth sport work event / activity.
3. HOW are we going to work together? - Let's understand the experiential learning approach, and the principles of NFE that characterise the methodological approach of this youth sport work event / activity.

When working with the multicultural group of youths, and especially when including immigrants, refugees and asylum seekers in our activities, youth sport workers have to be aware of possible cultural barriers. Examples of those are: a respect for personal space (in some cultures not giving the accustomed personal space in face-to-face communication is perceived as a disrespect for the individual) in different physical activities; gender roles in regards to physical encounters (in some cultures, it is not allowed to have a direct touch of the skin of a girl / woman and a non-related / unknown male person; etc. All these and many more possible cultural barriers, can make the youth sport work activity perceived as a negative thing, if there is a problem of space, touches and issues of women and men playing together, as it can be uncomfortable to play a game in which players can or have to touch each other or stand close to each other. Thus, the youth sport workers have to be careful when planning the activities and they should envision proper setting for quality performance and implementation of the respective overall youth sport work activity and the workshop.

Sometimes, the youth sport worker needs to prepare the group of participants for expressing their opinions and sharing experiences, as expressing in front of number of people can be challenging for anyone, including the participants. As sharing of perceptions, emotions, beliefs is the essence of the learning process in a group, it is very welcome for the facilitators to introduce some communication principles, like active listening and constructive feedback, and get the group agree to respect those principles and each other in the mutual communication. Reaching those group agreements on communication and respect at the beginning of the youth sport work activity / event, contributes to

building trust among the participants and to creating safer space for each of them within the group. This further contributes to quality learning processes within the group. It is important that all communication, within the group of participants and with the youth sport workers / facilitators, supports sharing and shows that the non-judgmental attitude and open-mindedness need to be respected and applied. The youth sport workers are the first ones to show this communication model full of respect by practicing it and setting the tone of the educational process communication.

According to Dr. Petra Gieß-Stüber (2010)²⁶, “when considering the picture of sports education aimed at creating an intercultural dialogue, the development of a physical and motoric dimension does not stand alone in the foreground. Social concerns, value judgments, emotions and cognitions of the pupils are also relevant. Promotion of an intercultural dialogue in and through sport is paramount, rather than the teaching of different types of sport. The diverse content of both international and regional movement cultures is taught in such a way as to encourage the desired social learning processes simultaneously.” The didactic guiding principles for implementing educational programmes through sport are based on several theories and one among them is sociology of strangeness (cultural differences can be possible cause of experiencing strangeness, as well as different gender and other circumstances can cause it).

These didactic guiding principles include:

1. Experience of strangeness as a starting point for education

To provoke experience of strangeness by using sport, methodologically can be done easily by introducing into the session/workshop any familiar movement in a different way or in unfamiliar movement forms, games, unknown dancing styles. All those alienated movement forms and sport activities help the process of decentralisation from one point of view. Participants can realise that the usual way of doing some sport, movement, body culture (as any part of their cultural identity) is just one of the many. After that realisation occurs, searching for commonalities or understanding of the differences can start.

2. Team tasks as challenges

For adapted and redefined sport games or complex physical exercises that have to be solved creatively in teams, it is always good that the youth sport workers promote and encourage participants to use different aspects of verbal/nonverbal communication and conflict management skills while their teamwork. This can actively lead to the development of capacity for empathy or accepting existence of different perspectives, tolerance to ambiguity - all are essential intercultural competences.

²⁶Gasparini W. & Cometti A.; “Sport facing the test of cultural diversity”; Council of Europe, 2010; <https://rm.coe.int/sport-facing-the-test-of-cultural-diversity-integration-and-intercultu/1680734be5>; pages 23-30, accessed November 2019

Giving participants opportunity to be creative in further adapting some sport game(s) and developing and varying (new) rules of the games - can again shift perspective about process of shaping and reshaping reality (norms, rules, habits, customs) as a result of consultation, negotiation or cooperation. This creates experience of changeable nature of cultural identity and something so deeply rooted in us, just as our culture is.

3. Experience of recognition and belonging

This principle accents the importance of communication on all levels. After performing physical activity, reflection and sharing in the group serves as a social mirror and promotes identity. No matter if the activity is done good or less than expected, looking back at joined experience with a critical eye creates a sense of belonging and recognition among members. It positively influences identity image, especially if the group consists of excluded youngsters, members of minorities, immigrants, refugees and asylum seekers. Here, in this safe context, they can start developing the sense of belonging to something new and constructed by their active participation in the process.

4. Reflection on the experience of strangeness

If compared with a Kolb's cycle of learning, this reflection principle would go in a line of the last phase of experimenting with gained skills and knowledge in a wider context. It is of equal importance to offer a space for reflecting again at the end, imagining how to use the built intercultural competences - decentralisation, empathy, tolerance of ambiguity in a different context in life, and where these skills or changed attitude can be helpful - school, youth club, community... or not.

All these didactic guiding principles need to be incorporated when planning the youth sport work NFE programme and the details of the adapted/developed sport games/methods to be used in the workshop for inclusion of immigrants, refugees and asylum seekers through sport methodology.

What to have in mind while implementing the activities of youth sport work for inclusion and acceptance of immigrants, refugees and asylum seekers in our communities?

In the implementation phase of youth sport work non-formal education activities, the main focus is on creating the learning environments that are both safe and challenging, on delivering relevant contents and contributing to the development of competences among both mainstream and fewer opportunities' youngsters, immigrants, refugees and asylum seekers. 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. With regards to inclusion, intercultural dialogue, learning and acceptance, the focus of the youth sport work events / activities should be on linking the relevant local and global aspects of the topic, while ensuring transferability to the daily reality of all included 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 and are relevant for better inclusion and acceptance of immigrants, refugees and asylum seekers in our communities.

The responsibility for the learning between the facilitator / youth sport worker and the group changes through the time. If we look at the programme of the youth (sport) work / NFE educational activity as a whole, the facilitator takes more initiative at the beginning - preparing the group for the learning and leaving their personal safe spaces towards sharing in a group. After that initial period, the youth sport worker introduces different topics and activities towards the group of participants in order to provide "food for thoughts" and materials for further exchange (of opinions, points of views, emotions, experiences, etc.) among the participants. It is important that the youth sport workers plan enough time for this sharing among participants, especially when using a physical activity as a starting point of the educational activity. The sport activity, as a physical and mental movement, can awake great amount of personal involvement and interaction on different levels - bodily, emotionally, cognitively, socially. Even if the process of transforming experience into learning does not include all those aspects, it is recommended to have enough space for the needed reflection and then to continue further.

When organising the youth work for inclusion and acceptance, the inclusion 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 youth sport worker 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 / facilitators and youth workers in non-formal education using sport methodology have to have in mind while implementing the youth sport work activities for inclusion of immigrants, refugees and asylum seekers. Youth sport workers have to be sure that the sport methods / games are not too competitive, as it can become stressful and discouraging for some youngsters and they can give up playing. When it comes to the young immigrants, refugees and asylum seekers, usually the competitiveness causes resistance to the activity from the fear of hurting mainstream youngsters. This fear comes from the fact that young immigrants, refugees and asylum seekers have lost their homes and security due to certain hardship and now in the new hosting community they might not yet feel safe and secure and thus do not wish to expose themselves within the competitive activities. For this reason, it is important to balance the activities when it comes to their level of teamwork and competitiveness. When facilitating the youth sport work activities for inclusion of immigrants, refugees and asylum seekers, the educators / facilitators 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 inclusion and 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. In the second part of this Toolkit, there is a checklist of recommendations to youth sport workers for quality implementation of the debriefing.

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 youth sport workers / 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.;
- ⇒ Start the debriefing with the visual aid useful for participants' expression without words, as inspiration for words afterwards. This can be done with one of the tools that we have presented in the second part of this Toolkit - "Associative cards - Emoticons for the start of debriefing" of youth sport work activities for inclusion of immigrants, refugees and asylum seekers.

It is important that the educators / facilitators of a group learning in a youth sport work activity for inclusion 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 inclusion, intercultural learning and acceptance of immigrants, refugees and asylum seekers in our communities.

During the implementation of the youth sport work event for inclusion of immigrants, refugees and asylum seekers, all chosen activities must satisfy the needs of the target group, both mainstream youngsters, as well as those with fewer opportunities, immigrants, refugees and asylum seekers. The youth sport worker facilitating the event must be aware of every person in the activity and must make sure that everybody is included in the sport activity in question. Youth sport workers have to adjust and adapt the game so that everybody who wants to can participate. Thus, it is important for the youth sport workers to always have a "plan B" of how the same activity can be modified slightly on the sport, in case there is a need for it, so that all can participate.

Evaluation of the NFE / youth sport work activities for inclusion of immigrants, refugees and asylum seekers

As it is well known in youth work and non-formal education, the evaluation of whole our work with youngsters / beneficiaries is needed upon every activity. This is being done, so that we would be able to asses to which extent have we achieved the set (learning) objectives of the activities, as well as to assess the quality of the process performed and the potential impact the activity will have on the participants. Whenever possible, during the evaluation we also gather possible recommendations and suggestions on how to improve the activity, so that when performing the same or similar activity in the future, with the same or similar groups of participants, we could make sure to modify the activities according to the lessons learned from the previous evaluations, so that the impact of the new activities is bigger than what may have been the case in the past.

When it comes to organising youth sport work activities for inclusion of immigrants, refugees and asylum seekers, the evaluation of those is indeed a very important aspect. When it comes to the participation of young immigrants, refugees and asylum seekers in our activities, there are so many things that we do not necessarily know about those target groups. This is for simple reason that the local youth sport workers might not have even visited the origin countries of the respective young immigrants, refugees and asylum seekers; nor our youth sport workers might know about the fine culture characteristics of the target group until they meet, work and interact with them more. Also, it might be hard to properly plan the inclusion and integration of those young immigrants, refugees and asylum seekers in our communities until we really know and understand their needs, strengths and weaknesses. For this very reason, the implementation of the youth sport work activities that include both mainstream and marginalised youngsters, immigrants from the local community and especially their evaluation are very important steps towards future inclusion and acceptance of immigrants, refugees and asylum seekers.

The evaluation of the youth sport work activities should be planned well and when executed in a quality way can give us a lot of information about the performed activities, as well as the process within the groups of youngsters (both mainstream and marginalised, immigrants), and as the additional important aspect - the quality performed evaluation process can give us a lot of information about the specific target groups, their needs, strengths, weaknesses and the impact that the specific youth sport work activities have made on them.

The evaluation also allows all actors and participants to feel ownership of the activities and the belonging to the respective youth organisation and the community. If their feedback is taken into

account and the future activities are performed with the respect of what the participants have expressed in the evaluation of the previous activities that they have been part of, they will feel respected and appreciated and will be happy to join in again and again. Soon, from a passive participant, they might be motivated to take more active part in design and implementation of different activities, as well as in even becoming peer educators and coordinating the similar activities for other youngsters of target groups. This process for sure contributes to the quality active participation and inclusion of those youngsters, both mainstream and fewer opportunities ones, immigrants, refugees and asylum seekers.

Because of the specific cultural differences and possible shyness (or blockings) of speaking out in groups of unknown people, when working with young immigrants, refugees and asylum seekers, it is advised for the youth (sport) workers to use as many visual aids when planning the evaluation, as possible. It is well known that one picture says thousand words, and this is of special importance when working with groups of participants that speak different languages and/or have different customs of speaking in public. In addition to visual aids, also the interactive forms of expressing opinions and feedbacks is welcome, so it is advised to combine both visual aids as evaluation techniques, together with some kind of an interactive barometer (or “hot chair”) exercise with evaluation questions within the group of participants.

For the purpose of this project and this Toolkit, we have prepared the set of associative cards as visual aids in the evaluation of youth sport work activities for inclusion. We have chosen those associative cards to be connected to people in different motions, sport activities or any other activities, as well as the surrounding in which the people live and that can be inspiring for health-enhancing physical activities. They can be used simply as a visual aid tool, where the cards are printed and placed all over the floor in the plenary and the participants should mingle and choose one (or two) or those that best describe their feelings and/or satisfaction with the performed youth sport work event / activity. Also, the cards can be chosen to represent the impact and the learning points within participants. Being visual aid, as such, they can be used for different evaluation questions that the facilitator / youth sport worker will lead after the activity / workshop has been done. In the second part of this Toolkit, one can find the “Metaphoric associative cards - evaluation and reflection tool”.

Ways to Mentor participants and support them in the follow-up activities of youth sport work for inclusion of immigrants, refugees and asylum seekers

In the previous chapter, we have tackled upon the possibility that the youngsters get involved as peer educators within our organisations and communities, after they experience our youth sport work activities. This is of special importance for the young immigrants, refugees and asylum seekers that are sometimes living in an asylum centre without many leisure time opportunities provided there or within the local community, but without plenty interaction with other youngsters. Thus, them becoming peer educators and multipliers in their communities, directly increases the impact of our youth sport work activities to more beneficiaries. Not only young immigrants, refugees and asylum seekers choose to become peer educators, but the mainstream youngsters from our communities, as well. This, in turn, brings more multipliers / peer educators and the possibility for reaching even more non-organised youngsters, both mainstream and with fewer opportunities, immigrants, refugees and asylum seekers, within the youth sport work for inclusion and acceptance in our communities.

Getting active as multipliers and peer educators, means that those youngsters, participants at our youth sport work events / activities, have gained a lot of self-confidence and different competences and motivation to take a step forward for better society around us. This is one of the important goals of organising youth sport work activities for inclusion of immigrants, refugees and asylum seekers in our communities, in the first place. We, as youth sport workers, can be very aware of the learning of our participants during our youth sport work events / activities. However, we also know from already discussed the Kolb's experiential learning cycle, that the learning doesn't stop when the activity finishes. It is what we do afterwards with the gained understanding, knowledge and competences is what directs our further learning and improvement, as well. For this reason, our youth sport workers should be ready for acting as mentors to their beneficiaries, participants of the youth sport work activities for inclusion of immigrants, refugees and asylum seekers, in order to them to direct and apply the gained knowledge, skills and attitudes in their everyday life and interaction with other youngsters (both mainstream and marginalised).

Mentoring as a concept and development practice has a long tradition. In modern times, the concept of mentoring can be found in different fields of human actions, like youth work, volunteering, education, career counselling, internships, starting new career, etc. In a rather professional context mentoring can be defined as *"transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails*

informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)".²⁷

When it comes to mentoring in the "youth work" context, there has been a research²⁸ performed in United Kingdom, about "what works for young people in mentoring". Some of the conclusions from that research are that *"the friendly nature of the relationship and the 'ability to have a laugh' with a mentor distinguished these from other kinds of relationship. Qualities of trust, shared control, reciprocity and shared experience underpinned successful mentoring"*.

As visible from the findings, the concept of mentoring in youth work is a somewhat different from the concept of mentoring in professional context. When working with young people, it is important to show that the mentors also share the similar experiences, values and backgrounds and that they are willing and able to discuss about those freely with their mentees.

In youth work practices, there are several different forms of mentorships being used, some of them being:

- I. Youth mentoring programmes where youngsters get an older mentor ("Big brother", or similar programmes). These *"Mentoring programmes could compensate for poor family support, 'rescue' young people from the bad influence of the street and peer group and so assist young people to make the successful transition to adulthood."*²⁹
- II. Mentoring in international long-term volunteering service where foreign volunteer gets a local mentor, "professional friend" ("European Voluntary Service", or similar programmes). These kinds of mentoring relations include introducing the foreign volunteer to local culture, as well as assisting in learning process and achievement of learning objectives for the foreign volunteer during his/her service in the hosting community.
- III. Mentoring of youth workers and peer educators after the non-formal education activity of theirs, in order for them to apply the gained competences in their youth work / peer education activities with youngsters in their community.

When talking about mentoring of participants and supporting them in the follow-up activities of the youth sport work for inclusion of immigrants, refugees and asylum seekers; we mainly refer to this third form of mentorship in youth work - the mentoring of peer educators after they have

²⁷ Bozeman, B.; Feeney, M. K. (October 2007). "Toward a useful theory of mentoring: A conceptual analysis and critique". Administration & Society 39, accessed in November 2019 from:

<https://journals.sagepub.com/doi/abs/10.1177/0095399707304119?journalCode=aasb>

²⁸ Kate Philip, Janet Shucksmith and Caroline King (2004): Sharing a laugh? - A qualitative study of mentoring interventions with young people, accessed in November 2019 from: <https://www.jrf.org.uk/report/mentoring-vulnerable-young-people>

²⁹ accessed from <https://infed.org/mobi/mentoring-and-young-people/>, November 2019

participated in the youth sport work activities organised by our youth sport workers. In order to have a significant impact on the learning and increase of competences of our participants, it is important to also provide a follow-up support for their further learning, as well. It would be a great added value to every youth sport work event organised, to have one or more persons (facilitators, youth sport workers or organising team members) in an organisation or connected to its work who are able to understand the further learning needs of beneficiaries / participants and empower them in the process of applying the previously gained experience/competences.

Within a youth sport work educational experience, besides the mind of the beneficiaries that stretches, also their whole physical person is challenged, as well, and they can feel a positive energy boost after those youth sport work events / activities. This further might motivate those enthusiastic youngsters to get active as peer educators and try to apply and multiply some youth sport work for inclusion workshops or activities in own community. This is when our youth sport workers / educators and organisers of those youth sport work events where the interested peer educators have participated primarily, offer them a direct mentorship process. Within such mentorship process, the mentors can help their mentees in defining objectives of those local actions, planning steps, reflecting on their emotional readiness to tackle different issues, widening their perspectives in some potentially challenging situations, etc. This is especially important as in our youth sport work for inclusion of immigrants, refugees and asylum seekers, both mainstream and marginalised youngsters can express their wish to become peer educators. It is our responsibility to offer them mentorship in those efforts. Young peer educators that come from different backgrounds themselves have different needs from their mentors in this process.

In educational work where body is involved much more than usual- the youth sport work activities, there are less verbalisations and more physical involvement and participation. Everything goes much quicker and directly honest, as the body of ours doesn't lie, i.e. shows tiredness easily. In such youth sport work for inclusion educational setting, the relationships between group members / participants build faster. The psychological walls and personal space that participants have around them are being tested from the beginning. The trust "when one needs to physically lean onto somebody else" establishes faster and sense of belonging to a new group forms quite strongly and firmly. Confident participants with the developed trust towards their peers embrace all differences and diversity within the group, willing to work together on their intercultural discoveries and go further and deeper within one selves. Peer educators, working with youngsters in such youth sport work setting, should be supported in dealing with the described amount of emotions that beneficiaries of those youth sport work activities for inclusion and acceptance can experience and express. The designated mentor, who is usually a youth sport worker and trainer of those peer educators during the set of youth sport work events / activities, can provide their mentees (peer educators) the space needed for understanding different emotions and difficult situations and/or reflecting about future actions. This relationship between mentor, as a person with more experience, and a mentee with a little less experience, should be tailor-made for particular individual or group members.

To be able to transmit experience, the mentor doesn't need to be a professional youth practitioner or a trainer. Yes, he/she should have at least some background within youth (sport) work activities' or project development, experience in realising some local initiatives or actions. However, it is more important that he/she can understand how the non-formal educational programme (and using sport methodology within it) can impact beneficiaries, how could they feel after it, what would be the best way to listen to them and help them further develop some skills and knowledge and enhance their personal growth.

If the process of mentoring goes well, it can be of a great importance to the mentored individuals as it can build their confidence further. It can help identify what they have learned and help recognise their achievements, as well as it can support beneficiaries - peer educators and young people (both mainstream and from marginalised groups, as well as immigrants, refugees and asylum seekers) - in the process of active participation and active citizenship in community, in their actions to change things they want to change in their surrounding for better inclusion and acceptance of immigrants, refugees and asylum seekers in society.

PART 2: Examples of NFE / youth sport work tools, activities and workshops

I. SELF-ASSESSMENT QUESTIONNAIRE - COMPETENCES OF YOUTH SPORT WORKERS FOR INCLUSION AND ACCEPTANCE OF IMMIGRANTS, REFUGEES AND ASYLUM SEEKERS

	Description of the current situation in regards to the competences in question	Have you had a chance to be trained specifically in that field? Please, describe in short lines the training provided.	Would you like to improve more in that field? If yes, are there any specific elements of those competences that you would like to improve more? Do you have any suggestions how we as organisation could help you with it?
Please describe how satisfied are you with your emotional stability, patience, tolerance, responsibility, reliability and flexibility?			
How well is your Learning to learn competence developed? How satisfied are you with your ability to recognise and address your own limits and prejudices?			
How well are your competences of Intercultural learning, dialogue and acceptance of diversity developed? How satisfied are you with your ability to accept others as they are and to recognise different needs in different people?			
How satisfied are you with your readiness to understand and learn about the context of newly arrived immigrants, refugees and asylum seekers? Do you have any personal experience with the displacement?			
How well are you aware of all the relevant concepts and the desired/possible forms of inclusion and integration of immigrants, refugees and asylum seekers in your community?			
How satisfied are you with your abilities and willingness to network and cooperate with different relevant institutions on local, national and European level?			
How experienced are you with working with youth, and/or marginalised groups in general and with immigrants, refugees and asylum seekers in specific? Please, describe the relevant experiences.			
How well are your competences of Non-violent and assertive communication developed? How satisfied are you with your ability to handle different languages' problems?			

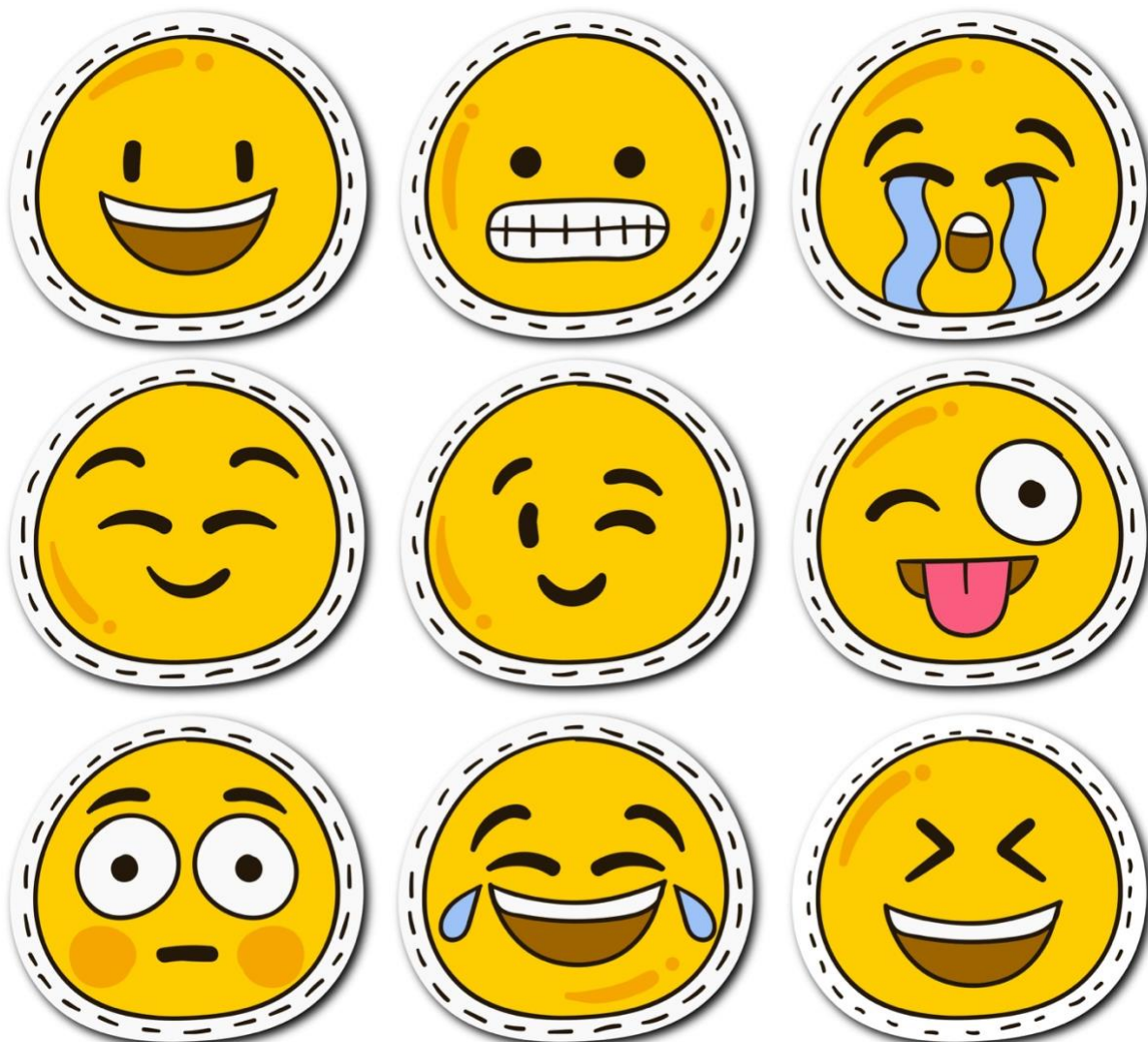
How experienced are you in the conflict mediation/transformation? How satisfied are you with your abilities to mediate/transform conflicts, especially in intercultural and/or inter-religious setting?			
Which kind of previous personal experience with sports and different physical activities do you have? How would you describe your sport / physical abilities?			
How experienced are you with using the sport methodology within the NFE and youth work? How satisfied are you with your competences of adaptation of different sport methodologies for inclusion of youngsters?			
How well are your competences of planning and facilitation of the experiential learning complex activities developed? How satisfied are you with your ability to plan and lead the systematic debriefing process for better learning impact in youth sport work for inclusion?			

II. CHECKLIST / RECOMMENDATIONS FOR QUALITY DEBRIEFING OF YOUTH SPORT WORK ACTIVITIES

In order to ensure quality setting and facilitation of a debriefing process after the experiencing the sport method / game for inclusion of immigrants, refugees and asylum seekers, the youth sport workers should:

- ✓ Organise the group sitting in a circle, so that everyone can have an eye contact with all other people involved;
- ✓ Let the 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.);
- ✓ Get 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;
- ✓ Have the debriefing questions already planned in advance, printed and at the disposal of the facilitator during the session.
- ✓ Know the learners from before and speak in a manner adequate for the group of participants and their best possible learning process; This includes getting to know as many specificities as possible about all the youngsters involved, including young immigrants, refugees and asylum seekers and their customs;
- ✓ 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 all participants 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.

III. ASSOCIATIVE CARDS - EMOTICONS FOR THE START OF DEBRIEFING



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- www.freepik.com

IV. CHECKLIST OF QUESTIONS FOR PREPARATION OF A YOUTH SPORT WORK ACTIVITY FOR INCLUSION AND ACCEPTANCE OF IMMIGRANTS, REFUGEES AND ASYLUM SEEKERS

In order to be fully ready for the implementation phase of a youth sport work event / activity, the educators/facilitators need to have their session plan finalised in details, not just as a frame. They need to develop step by step of the structure of their educational approach from the beginning to the follow up.

This list of questions (related to the objectives, group, space, resources, evaluation, etc.) might help in this final preparation phase of a youth sport work activity for inclusion and acceptance:

- ✓ Are you as educator perfectly clear with what do you want to achieve with an activity you have chosen?
- ✓ Is this method suitable for your group or can some characteristics of the group prevent somebody to take part?
- ✓ Is the method fully safe?
- ✓ Is there any skill or particular capacity that the group members need to know/master before you introduce the sport method to them?
- ✓ What impact can this sport method have on an environment (social, cultural) in which we use it?
- ✓ Do you have enough time for every segment of the implementation: exercise, debriefing, evaluation if needed?
- ✓ Is it the right time for particular activity (regarding the level of trust among participants, group dynamics, etc.)?
- ✓ Do you have necessary resources to implement it (equipment, space, additional people to help, etc.)?
- ✓ Do you have relevant skills to use the respective sport method and facilitate the adequate learning process?
- ✓ Is there anybody who have any experience with implementing that or similar methods already and can you get information from them about how it went?
- ✓ How will you evaluate the process and the (learning) impact?
- ✓ Did you think about how will you support participants in integration of what they have accomplished and learned into their realities further?

V. ACTIVITY: KNOCK A BALL FOR KNOWLEDGE

Duration: 80 minutes

Aim of the activity: The purpose of this activity is to deepen the knowledge about different cultures and traditions and to increase the physical activity.

Objectives:

- To deepen the knowledge about different cultures and traditions;
- To improve participants' physical form;
- 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:

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

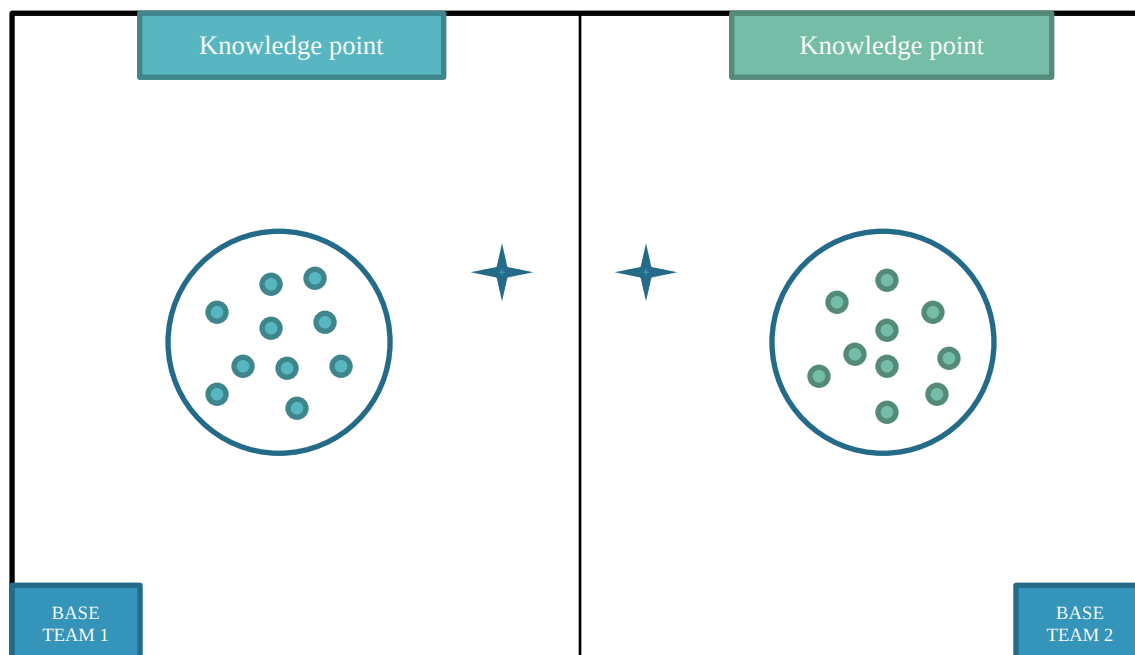
Methodology and methods:

- Non-formal education;
- Sport activities;
- Debriefing and Group discussion.

Activity flow:

I. **Set up (5 minutes):**

The field is divided in two equal parts. In the centre of each smaller field there is a circle made from rope or tape. In each circle, there are 10 small balls (ping pong balls), different colours for the two groups. One meter away from the circle marked with X the point from where the participants can throw their ball. At the end of the field put a table where the questions will be placed. (see picture below)



II. The game (40 minutes)

In this game, the participants are divided in two groups with equal number (maximum 6 participants per team). Each of the teams has their own base. Each team member has a small ball (ping pong ball) with different colour from the ones that are in the circle. The game starts at the same time for the two teams when the facilitators says "start". One participant from each team runs to the X point and throws his/her ball with the aim to knock one or more balls outside of the circle while leaving his/her ball inside the circle. If he/she succeed their team gets a point, if not they don't. But either way he/she continues to the next point which is the knowledge point. In the knowledge point, there is a facilitator and a basket full with questions (see list below for examples of the questions). He/she picks up one question and needs to answer the question correctly in order the team to get a point. There is a time limit 1 minute for answering the question. While, he/she is in the knowledge point another participant from the team can go to the X point to throw his/her ball. And then when the knowledge point is free he/she can go to there. And it is like that for all team members until they knock all the balls outside the circle. The game finishes when one team knocks all the balls outside their circle. The winner is the team that has more points (sum of the points for the balls outside of the circle and the points of correctly answered questions). Even if a team has first knocked all the balls outside of the circle, it doesn't mean that they have won, because it is important also the knowledge.

Example for the knowledge point questions:

- What is the traditional Italian food?
- What is Morocco famous for?
- What is the majority religion orientation in Syria?

- What is “ajvar”?
- Where is Ludwig van Beethoven from?
- Which is/are the official language/s in Macedonia?
- Which countries were part of Yugoslavia?
- Which country is known for Oktoberfest?
- Depending on the county of origin of the participants, form the questions regarding those countries

III. **Answering the unanswered questions from the Knowledge point (15 minutes)**

In plenary, the facilitator asks the whole group to answer the unanswered questions. The facilitator gives the space to the participants to answer and give information about their culture and tradition in order to learn from each other. If the participants don't know the answer, the facilitator gives them the correct answer.

IV. **Discussion (20 minutes):**

1. Did you make a plan/strategy before starting the game?
2. What was necessary for you to achieve good result in this game?
3. How many balls have you knocked out of the circle?
4. How many questions have you answered correctly?
5. Were the questions difficult?
6. What have you learned?
7. What answer was most surprising for you?

Materials needed: Rope; Tape; Small balls (ping pong) – 20 (10 for each circle) + ball for each participant; Prepared at least 20 questions and answers about different cultures and traditions

Expected results:

- ✓ Gained knowledge about different cultures and traditions;
- ✓ Improved teamwork competences.

Recommendations for youth workers multiplying this activity:

- ⇒ If there are more than 12 participants you can create 3 teams and 3 fields and remember to double the needed materials.
- ⇒ Create the question according to the participant's nationalities.

VI. ACTIVITY: PASS THE BALL AND LEARN MORE

Duration: 65 min

Aim of the activity: The purpose of this activity is to deepen the knowledge about human rights and to increase the physical activity and coordination.

Objectives:

- To deepen the knowledge about human rights;
- To improve participants' physical form;
- To improve the coordination and cooperation between the participants;
- To improve the communication of the participants (verbal non-verbal);
- To promote healthy lifestyle of youngsters;
- To contribute to the development of youngsters' hobbies and organisation of their leisure time.

Competences addressed:

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

Methodology and methods:

- Non-formal education;
- Quiz-based learning;
- Physical activities;
- Debriefing and Group discussion.

Activity flow:

I. The game (35 min)

For this activity, the participants are divided into pairs. The maximum number of pairs depends of the available space for delivering this activity (suggested maximum number of participants 10-12). This activity can be done indoor and outdoor (classroom, park, gym etc.).

Step 1 (pass the ball): Each pair has a ball (medium size). The pairs hold hands (right hand with right hand). One of the participants has the ball and should pass the ball on to his/her partner, using the

left hand, while the partner should receive the ball with his/her left hand. The pair must not allow for the ball to drop on the ground, but if it happens, the pair takes the ball and continues the game. After five throws without dropping the ball, the pairs change hands. The pairs should not interfere with each other. There is the rule that they cannot speak to each other. When the pair finishes passing the ball with both hands they move to the next step of the activity.

Step 2 (Quiz Point): The pair moves to a “Quiz Point”, a table on which there is a pc/tablet/mobile phone on which there is a quiz. The quiz is about human rights (see below example questions for the quiz). They need to answer the first question of the quiz. They will see if they answered correctly or not immediately. When they answer it (no matter if it is right or wrong) they move to the next step of the activity.

Step 3 (pass the ball while moving): The pair goes back to the start point and holds hands like before where one of the partners has the ball in one hand. Now they need to repeat the same activity but moving in the space in which they are standing. The pair must not let go of the joined hands and they have to move together quickly in coordination while passing the ball one to another, without dropping it on the ground (but if it happens, the pair takes the ball and continues the game). After five throws without dropping the ball, the pairs change hands. In this step, they can speak to each other. When the pair finishes passing the ball with both hands they move to Step 2 “Quiz Point”. They need to answer the next question from their quiz.

The pairs repeat all the steps until they answer all the questions from the “Quiz Point”.

The winner of this activity is the pair that will finish the Quiz first and also has the most correct answers.

Example questions for the Human Rights quiz:

- What are Human Rights?
- When did the Human Rights Act 1998 come into force?
- Why is Human Rights Day celebrated on 10th December?
- What are the seven (7) main international human rights treaties?
- What are the five (5) basic human rights?
- How many articles does the Universal Declaration of Human Rights contain?
- How many countries are members of the Commission on Human Rights?

II. Learning more about Human Rights (20 min)

All the participants are sitting together in the plenary. The facilitator goes through all the Quiz questions about Human Rights and they answer it together. The facilitator gives also deeper explanation for all the questions in order the participants to gain more information and knowledge about Human Rights.

III. **Discussion (10 min)**

1. How did you manage to coordinate with the partner when you were not allowed to talk to each other?
2. Was it easier for you when you were able to talk to each other?
3. How many times in a row you have passed the ball without dropping on the ground?
4. How many questions have you answered correctly?
5. Did you learn something new?

Materials needed: Medium size balls (for each pair one); PC/Tablet or Mobile phone with internet access; Table or chair (for each pair where the pc/tablet or mobile phone will be placed); Prepared the Quiz for Human Rights.

Expected results:

- ✓ Gained knowledge about Human Rights;
- ✓ Improved coordination and cooperation of participants.

Background documents and resources:

- FREE QUIZ MAKER <https://www.quiz-maker.com/> (to create the quiz)

Recommendations for youth workers multiplying this activity:

- ⇒ This activity is more suitable for groups of 10-12 participants, if the space where you are delivering the activity allows you to have more participants you will need more facilitators to observe and help the pairs if they need.
- ⇒ We recommend if possible, the pairs to be from different nationalities and gender balanced.
- ⇒ You can use this activity for different learning purpose, just change the thematic and questions for the Quiz.

VII. ACTIVITY: KNOWLEDGE HUNT or LEARN BY PLAYING

Duration: 105 min or more

Aim of the activity: To strengthen the team spirit and team work; to deepen the knowledge about stereotyping, prejudice and discrimination; to increase the physical activity and coordination.

Objectives:

- To deepen the knowledge about stereotyping, prejudice, and discrimination;
- To develop and/or improve teamwork among members of the group;
- To develop sense of togetherness among the team members
- To improve participants' physical form;
- To improve the cooperation between the participants;
- To have participants practice their knowledge

Competences addressed:

- Task solving;
- Digital competences;
- Understanding of cultural diversity;
- Teamwork and collaborating with others;
- Development of motor skills and movement;
- Positive attitude for outdoor/sport/physical activities.

Methodology and methods:

- Group challenge and task solving;
- Physical activities;
- Debriefing and Group discussion.

Creation of the game using the application Actionbound:

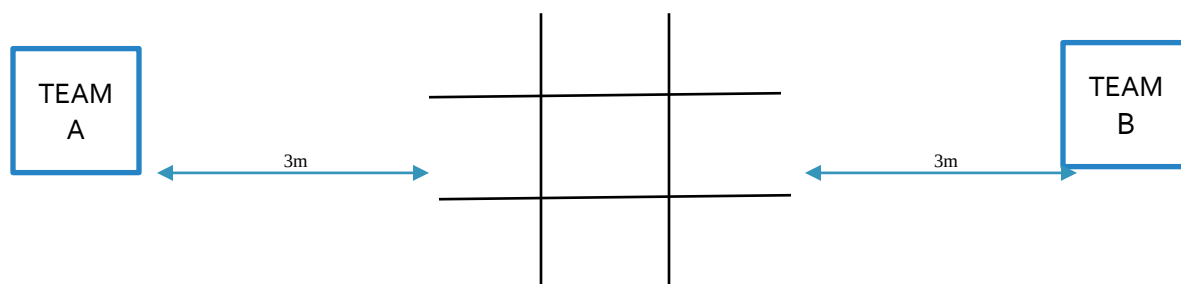
It is really easy and free to create the game using the application Actionbound. "Actionbound is an app for playing digitally interactive scavenger hunts to lead the learner on a path of discovery."³⁰ Below in the section "Background documents and resources" you can find a link with the explanation on how to create the Action.

Example for the elements of the game/action:

³⁰ <https://en.actionbound.com/>

Element 1: Tournament

The teams need to play against each other the game Human Xs and Os. Each team has 3 scarfs in the same colour (for example team A 3 red scarfs, team B 3 blue scarfs). In the middle of the field (room) there is the 3 by 3 grid on the ground to play the game. The players standing on the opposite sides of the grid, 3 metres' distance from the grid. The game starts each team sends the one player to place his/her scarf in one spot. The two players are running to the grid and place their scarf. Then they come back to their base the next players can run to place their scarf. And then the next player goes to place the scarf. After each team places all 3 scarfs, the next players need to move one of their scarfs in order to make a line of 3 with their scarfs. The team that will succeed to place all 3 scarfs in a horizontal, vertical, or diagonal row is the winner.



Element 2: Question

Prejudice refers to?

- A - any kind of bias or inclination toward anything or anyone that may be considered inherently irrational
- B - positive attitudes of a special kind
- C - a usually negative attitude toward the members of some social group**
- D - attitudes of a majority toward a minority

Element 3: Tournament

The two teams of players stand on opposite sides of the table, facing one another. The players directly facing are opponents. In front of each teammate is a disposable plastic cup filled with a set amount of water. At the start, each team drinks the entirety of their beverage. When finished, the cup is placed open side up at the edge of the table, and the player who drank it attempts to flip the cup, by flicking or lifting the bottom of the cup until it flips and lands face down on the table. If a cup is knocked over in the chain whilst moving to the next cup the player must go back and re-flip. The player may not use two hands, or blow on the cup to guide it to flip over. If the player is unsuccessful on the first try, the cup is reset and re-flipped. Only after the first teammate is done flipping successfully can the next person proceed. Additionally, subsequent players may not touch or manipulate their cup until the previous player has successfully flipped their cup. Whichever team finishes drinking and flipping all its cups first wins the point.

Element 4: Question

A typically exaggerated and/or oversimplified belief about a certain group of people is known as a(n) _____.

A – Prejudice

B – Stereotype

C – Assumption

D – Discrimination

Element 5: Mission

The team has the mission to scan the QR code that is hidden in the working space. (for example: Scan the QR code that is hidden in the yard)

Element 6: Question

Denying or restricting the rights of a person due to their membership in a certain group is an example of _____.

A - Discrimination

B - Persecution

C - Prejudice

D - Stereotype

Element 7: Task

1. Set up four chairs in a square. The chairs need to be close enough that a person can lay backwards and have their shoulders rest on another chair.
2. Have four team members sit on the chairs. The players need to have their feet on the ground.
3. Each player needs to lay backwards, resting their shoulders on the legs of the person behind them.
4. The fifth player from the team, one by one, remove the chairs from under the team members.
5. The team members need to remain in their reclined position, despite lacking the support of the chairs.
6. Before your team collapse, replace the chairs and let them sit-up.
7. The sixth team member makes a video of the task, which must last at least 30 seconds, from the last removed chair.

Element 8: Question

Reverse discrimination refers to:

A - the worse kind of discrimination

B - the most open kind of discrimination

C - bending over backwards to treat members of some social group favourably

D - trying to hide favourability toward some group by discriminating against its members

Element 9: Mission

The team needs to find some important monument for that place and the whole team needs to take a photo with that monument. (For example: You need to find the statue of Guercino and the whole team should take a photo with it.)

Element 10: Question

Stereotypes involve:

A - beliefs and expectations about a particular group

B - negative emotions experienced in the presence of members of specific groups

C - any mental process that is involved in the evaluation of people

D - negative behavioural tendencies with respect to the persons who are the object of prejudice

Element 11: Tournament

In the middle of the room (working space) there is a box full with 20 objects (choose objects typical for different countries, some of them can be also photos with typical food or places). Each team has 20 seconds to open the box and see the objects and remember all of them. Then the other team has 20 seconds to open the box and see the objects. When they finish, they need to write on a paper all the objects they have seen in the box. The team that will list more objects wins a point.

The game (90 min)

For this activity, the participants are divided into teams. Each team has 6 members. This activity can be done indoor and outdoor, but we suggest bigger spaces. Each team has two mobile phones on disposal (one on which is installed the app Actionbound and another for making photos and videos). The activity starts when the two teams open the application and start the game. They need to start at the same time. They will need to finish all the elements of the game. The team that will finish all the elements and has more points, wins this game.

Discussion (15 min)

1. How did you cooperate with your team?
2. Did you make strategies for different tasks?
3. Which element from the game was the most difficult?
4. Did you learn something new during this game? What?
5. Which element from the game was the easiest?
6. How many questions have you answered correctly?
7. Was it fun?

Materials needed: 4 mobile phones (2 of them with installed application Actionbound); Created the game with the app Actionbound; Tape/Rope; 6 scarfs (3 in one colour, 3 in different colour); Table; 12

plastic cups; 8 chairs; 20 objects typical for different countries, some of them can be also photos with typical food or places; box.

Expected results:

- ✓ Improved coordination and cooperation of participants;
- ✓ Gained knowledge about stereotyping, prejudice and discrimination;
- ✓ Improved teamwork

Background documents and resources:

- Actionbound application <https://en.actionbound.com/>
- How to use the app Actionbound step by step <https://en.actionbound.com/stepbystep> or <https://www.slideshare.net/busracelebisoy/creating-treasure-hunt-with-actionbound>

Recommendations for youth workers multiplying this activity:

- ⇒ This Actionbound was created for a group of 12 participants, 6 per team. You can add plus 2 teams with 6 members per team so they can do the tournaments.
- ⇒ We recommend if possible, the teams to be from different nationalities and gender balanced.
- ⇒ You can add or change each Element of the game according to your activity objective.
- ⇒ You can make the time longer for each element according to the background of the target group.

VIII. ACTIVITY: RUN & COUNT

Duration: 40 - 50 minutes

Aim of the activity: The aim of this activity is by combining sport and mathematical skills among the team members to improve and/or develop the participants' team work.

Objectives:

- To improve the teamwork among participants;
- To develop sense of togetherness among participants;
- To have participants practice their mathematical skills;
- To improve strategic and critical thinking skills;
- To activate the physical and mental activity of the participants;
- To learn new words in foreign languages.

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)**

The cards are placed on the playground, faced down. The cards have a corresponding number, some of the cards even have the 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 them 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)

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:

- ✓ Improve the sense of team work and togetherness.
- ✓ Improved problem solving skills.
- ✓ Developed sense of belonging to the team and identification with the team for individuals.
- ✓ Improved team spirit.
- ✓ Improved physical activity.
- ✓ In international groups, learned new (animals) words in different 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.
- ⇒ This activity itself is quite competitive so it is important to make sure that there is an equal number of participants in each group and make sure that they are gender equal. In order to achieve intercultural exchange and learning the groups should be made by participants from different.

IX. ACTIVITY: GAME OF A BASKET AND A BALL FOR INCLUSION AND DIVERSITY RESPECT

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)

Aim of the activity: This activity aims to show the value of gender equality and inclusion through youth sport activities and to increase the physical activity of the participants.

Objectives:

- To increase the motivation of the youngsters to do more physical activity;
- To promote the importance of using sport activities as a tool for social inclusion;
- To promote acceptance of diversities and abilities between different target groups;
- 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.

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
- t-shirts in different colours for each team – 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:

- Each team player needs to score with the ball into the basket 5 times before the other team does in order to win;
- All the players need to be careful in order to avoid injuries to others and themselves;
- Players must pass the ball to all team members before shooting at the basket;
- Before shooting or passing the ball, the players can move while dribbling the ball or they can make two steps while having the ball in their hands.
- The players on the defensive team select only one member of the opposite sides team to guard.
- The referee keeps the score, reminds the players not to be rough to each other, keeps track if the teams pass the ball to each player before shooting in order to include all players in the game

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 loses it in favour of the other team.
- The game is played until one team scores 5 points.

Materials needed: Basketball court (half); Basketball hoop and a ball; T-Shirts in different colours for the 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:

- ⇒ We suggest to not have big age difference between the participants in order to have a fair game.
- ⇒ It is important the referee to keep track if the players pass the ball to each team member in order to include all participants.
- ⇒ When having participants from different groups of immigrants, refugees and asylum seekers, it is important for youth sport workers to be aware of the tendency in sport activity that among kids the boys tend to take over the control and domination of the situation and might not be willing to include girls equally into the activities. Or it can happen totally opposite, that due to the great respect for the girls, boys tend to take more passive role in an activity of youngsters with mixed cultural backgrounds. Thus, the youth workers should be ready to adapt the rules of this activity according to the reality of the target groups and beneficiaries of the activity / workshop.

X. ACTIVITY: DIVERSITY CHECKPOINT RELAY

Duration: 70 minutes

Aim of the activity: This activity has the aim to build the group cohesion and to strengthen the team spirit by using all of existing individual knowledge and skills.

Objectives:

- To develop and/or improve teamwork and team spirit 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:

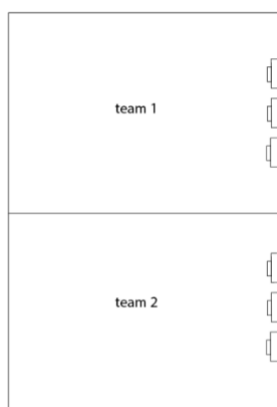
- Work in teams;
- Sport activities in form of obstacle course;
- Task solving;
- Debriefing and Group discussion.

Activity flow:

The game (40 minutes)

The participants are divided in 2 teams, where each team has equal number of participants. For this game, the best is to have 10 members in each team. If the number of participants is higher, make 3 or more teams.

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):

At the beginning of the activity the facilitator explains the tasks. The teams have 5 minutes to prepare their strategy.

The facilitator points out that the teams should think about and develop their team's approach to the task. 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, equal distance from the tables (at least 5 meters. (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.

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 tasks should be adapted according to the skills, age and previous knowledge of the participants.
- ⇒ We suggest to have at least 2 facilitators / youth sport workers to implement the activity, so each facilitator / youth sport worker can follow one team. If you have more teams increase the number of facilitators / youth workers.
- ⇒ 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 of 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.

XI. ACTIVITY: CROSSING THE WALLS FOR EQUALITY AND HUMAN RIGHTS

Duration: 60 minutes

Aim of the activity: This activity has the aim to increase the understanding and the importance of equality, equity and human rights in war, conflict and peaceful situations.

Objectives:

- To understand the importance of equality, equity and human rights
- 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 improve the teamwork and team spirit;
- 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:

The game (40 minutes)

The working space is divided with a “wall” made of pieces of rope in order to create an imaginary wall. The facilitator passes with a box where on paper are written the different roles. Each participant picks up paper from the box with his/her role.

The facilitator explains the activity by giving the following instructions: “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.

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:

- ⇒ The preparation of the “wall” can take some time, make sure to prepare it at least two hours before the game starts.
- ⇒ During the discussion pay attention and make sure there is no hate speech between the participants.
- ⇒ 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.
- ⇒ 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.

XII. ACTIVITY: INCLUSION AND TOGETHERNESS TEAMBUILDING EXERCISE

Duration: 50 minutes

Aim of the activity: To encourage the participants to reflect on the concepts of togetherness and cooperation among team members in relation to inclusion and acceptance of diversity of immigrants, refugees and asylum seekers in everyday life.

Objectives:

- To encourage communication between participants of different backgrounds, both mainstream and immigrants, refugees and asylum seekers;
- To create sense of harmony and togetherness among the participants from such a diverse background;
- 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 inclusion 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:

The game (20 minutes)

The facilitator gives to each participant one paper (recommended A4). All the participants need to form a circle with the papers. 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.

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:

- ✓ Clarified the importance of togetherness and its correlation with inclusion and acceptance of diversity of immigrants, refugees and asylum seekers;
- ✓ Improved cooperation between participants, regardless maybe they are part of different cultural groups, immigrants, refugees and asylum seekers;
- ✓ Developed individual sense of togetherness within the team and sense of belonging to the team of such a mixed group of both mainstream and marginalised youngsters.

Recommendations for youth workers multiplying this activity:

- ⇒ It is important this activity to be implemented after the participants already have met and know each other.
- ⇒ It is important for youth sport workers to pay attention on when exactly to introduce this activity, as it is about getting know each other better. It offers opportunity for participants to meet each other more in depth and create feeling of togetherness within the team.
- ⇒ As participants in this exercise 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; it is important for youth workers to have overview of all the relations among participants during the activity, so that he could ask relevant sub-questions during the debriefing part of the activity.

XIII. ACTIVITY: OVERCOMING THE FEARS OF DIVERSITY WITH THE KNOWLEDGE!

Duration: 60 minutes

Aim of the activity: To overcome participants' 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:

The game (40 minutes)

The participants are divided in two teams. Each member of the team needs to think about their personal fears regarding diversities. Each team has their own base.

Each member of the team has to write their 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.

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?

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 origins of the participants.
- ⇒ Lead the brainstorming by giving examples at the end discussion.
- ⇒ This activity is suitable for participants age: 12+
- ⇒ The participants of this game should be with diverse nationalities and diverse genders.

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- ⇒ 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.

XIV. ACTIVITY: DIVERSITY SCORES!

Duration: 80 minutes

Aim of the activity: To increase the participants understanding of the importance of inclusion in order to increase international and cross-cultural tolerance and understanding.

Objectives:

- To understand the process of inclusion and the concept of diversity;
- To develop and/or improve the team work in diverse groups of youngsters from different backgrounds, both mainstream and immigrants, refugees and asylum seekers;
- 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:

The game (40 minutes)

The participants are divided by the belonging to a different category. They need to form a group according to the category. First, the participants are asked to divide themselves in groups by country/town of origin, or by gender, by age etc. When they form their group, 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..).

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)

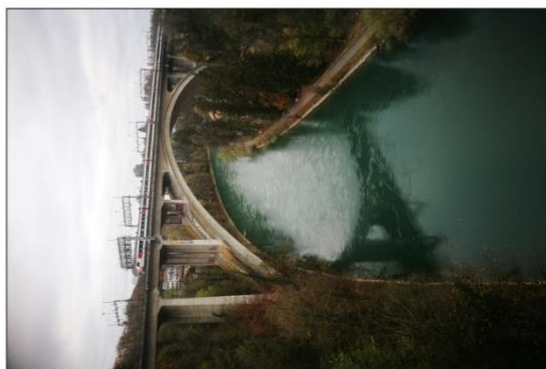
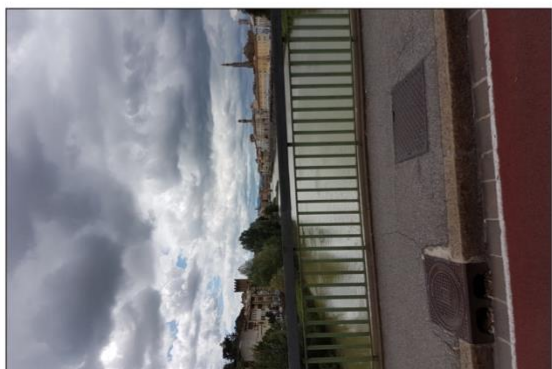
Recommendations for youth workers multiplying this activity:

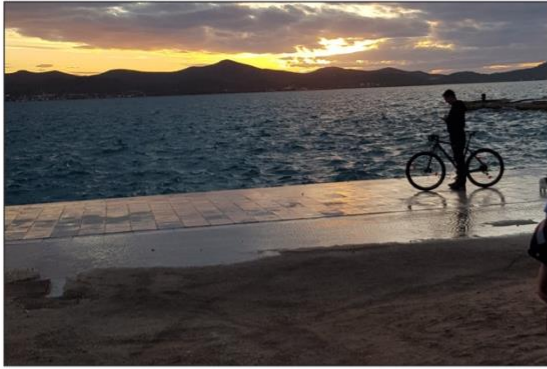
- ⇒ It is up to you to use the application KAHOOT! or to read the questions from papers.
- ⇒ The participants do not have to download the application KAHOOT! if they can't, you can send them a web link.
- ⇒ Adapt the questions to the group needs (different nationalities, age, professional background of the participants etc.).
- ⇒ Adapt the penalties to the location where you are playing the game
- ⇒ 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 background and/or different interests, so they are able to give answers to the diverse questions.
- ⇒ Suitable for: Groups of 10 to 50 people.

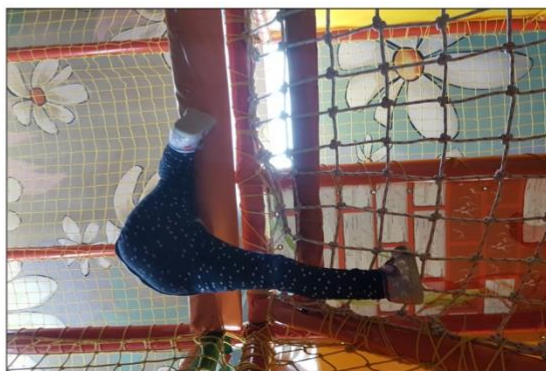
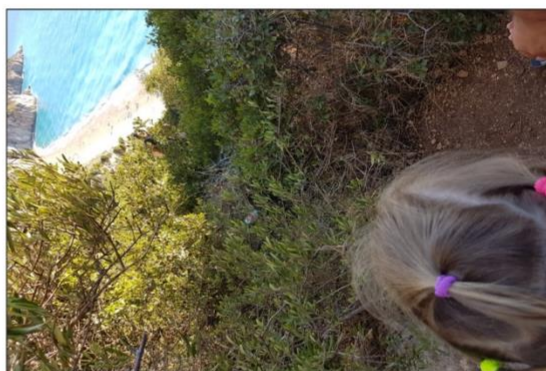
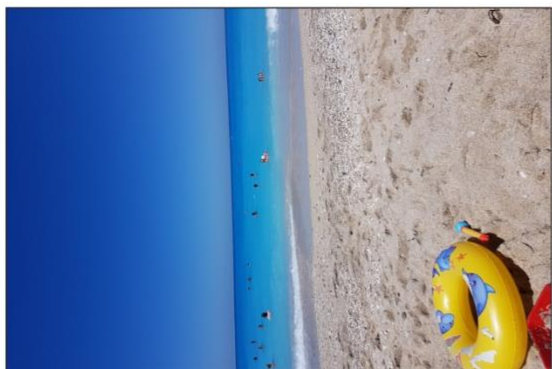
XV. METAPHORIC ASSOCIATIVE CARDS - EVALUATION AND REFLECTION TOOL















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