




Go action for cohesion!

Pass' - Handbook on creation of sport activities and promotion of education through sport

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1. Introduction

1.1 The idea and the aim of the project

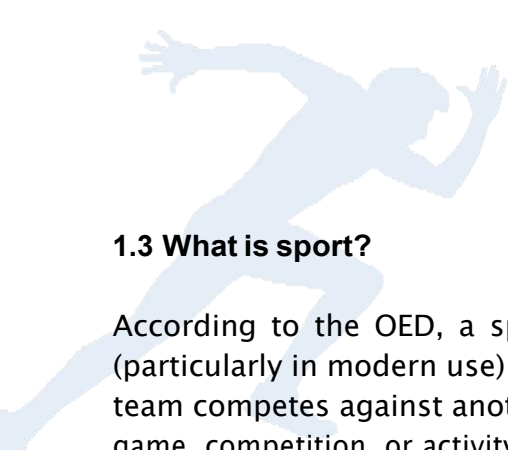
The idea of the project emerged from the need of all the organizations and their beneficiaries for the Europe-wide issue of integration of refugees, and migrants. In the era after the ‘Great Migration’; summer of 2015, the Europeans became more aware of the struggles of people trying to reach the countries of Europe (people and children drowning, criminal smuggling networks, etc.) and the structural limitations of EU migration policy. The big wave of people migrating to Europe, either asylum seekers or irregular migrants, has put the spotlight on immediate needs not only for the protection of their rights but also for the provision of high living standards. Therefore welcoming solidarity towards newcomers needs to be maintained for as long as the migratory pressure persists and should be avoided early the marginalization and ghettoization. Critical implementors in this project are the main-practitioners working with migrants and refugees directly; educators, youth workers, interpreters, and workers in relevant NGOs. To facilitate their input the project aims to create sustainable tools, based on non-formal education, which will not only be handy for youth workers and final receivers but also will promote the creation of equal opportunities and access to human rights. In order to do that the project avails of sports activities as a flexible and universal tool to communicate and connect young people with migrant or refugee backgrounds.

1.2 The handbook

The Handbook is addressed to mentioned target group and aims to upgrade their work and increase their capacity in the field of inclusion of sports activities in their daily work, both for educational purposes, as well as tools for inclusion and integration of their beneficiaries with the local population. The target groups through this handbook will have the opportunity to broaden their horizons, come in contact with non-formal education and be familiar with the use of sports activities.

Particular parts of this tool aim to provide the target group with all topics that they are going to face before, during, and after the implementation of the activities, providing projects, supporting youth, etc. In which the first part focuses on introducing the matter to better understand general and specific objectives. It will be especially handy to facilitators who are novices in the topic. The second takes into consideration the potential difficulties that may arise during the implementation of sports activities provided with an explanation of causes and a proposition of solutions. The third is meant to be a practical part sharing good practices and hints it may appear helpful during the preparation of the activities.

Moreover, the attached annex aims to suggest to the target group the subtractive outcomes of the presented material in the form of prepared activities. The part is intended to be an inspiration and support for educators, youth workers, interpreters, and workers in relevant NGOs during facilitation. Therefore the whole document forms all the necessary information and indicates the direction of work.



1.3 What is sport?

According to the OED, a sport is “An activity involving physical exertion and skill, esp. (particularly in modern use) one regulated by set rules or customs in which an individual or team competes against another or others.”. The Cambridge Dictionary defines sports as: “a game, competition, or activity needing physical effort and skill that is played or done according to rules, for enjoyment and/or as a job”. Some well-known examples of sports include basketball, golf, soccer, volleyball, baseball, wrestling, tennis, bowling etc.

In early use ‘sport’ was considered as a diversion or amusement; by the 18th and 19th centuries the term was often used with reference to hunting, shooting, and fishing (see blood, field sports at the first element). In 19th century, when organized sports were consolidated (particularly rugby, cricket, football, and athletics), sports started to be considered more and more as physical competition (for contact, motor, racket, spectator, team, water sport, etc.).” (OED)

There is a common misconception that the activities defined as “sports” includes the use of equipment, for example rackets, balls, helmets etc. However, sports are also activities that do not include the use of equipment such as racing, gymnastics and dancing. Sports can also involve animals: horse racing, camel racing, rodeo.

There are a lot of games often defined as “mind sports” that do not involve considerable physical skill and exertion, that even if they have high level competitions, cannot be called a sport. For example Games such as chess, poker (and other card games), billiards/pool game types games (Wood, 2023).

There are also sports which include machines, such as a large range of motorsports (e.g. formula 1, rallying, enduro) these are sports that do require human physical skill and exertion. Dance is considered a Sport, when is not performed just for entertainment and fun.

1.4 What is non-formal learning

In order to understand what non-Formal Education is, it is important to distinguish the difference between formal education, informal learning and non-formal learning and education:

Formal education It leads to the achievement of a recognised certification, diploma, degree or professional qualification and includes primary, secondary, tertiary education, vocational and university education.

Informal learning is often called experiential learning because it is part of everyday life and it is involuntary. It happens without institutional and external support and outside of schools and colleges, in the context of work, family and leisure. It arises from the learner’s participation in activities that are not undertaken with a learning purpose in mind. Informal learning, is fully incidental.

Therefore, non-formal education is an addition, alternative and complement to formal education. It is often provided to guarantee the right of access to education for all. It is for people of all ages; it may be short in duration and low intensity, and it is typically provided in the form of short courses, workshops or seminars. The qualification obtained (when there are) usually are not recognized as formal qualifications by the relevant national educational authorities. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on personal skills, soft skills, work skills, and social or cultural development and awareness. (ISCED, 2011). Non-formal learning can activate career opportunities, and develop personal learning and growth through alternate pathways and enable the progression and growth of an organisation.

Since, 1998 non-formal learning and education has been repeatedly confirmed as key priorities of the Council of Europe's youth field. The glossary of the European Knowledge Centre for Youth Policy describes non-formal learning as follows:

"Non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways." (LC, 2005).

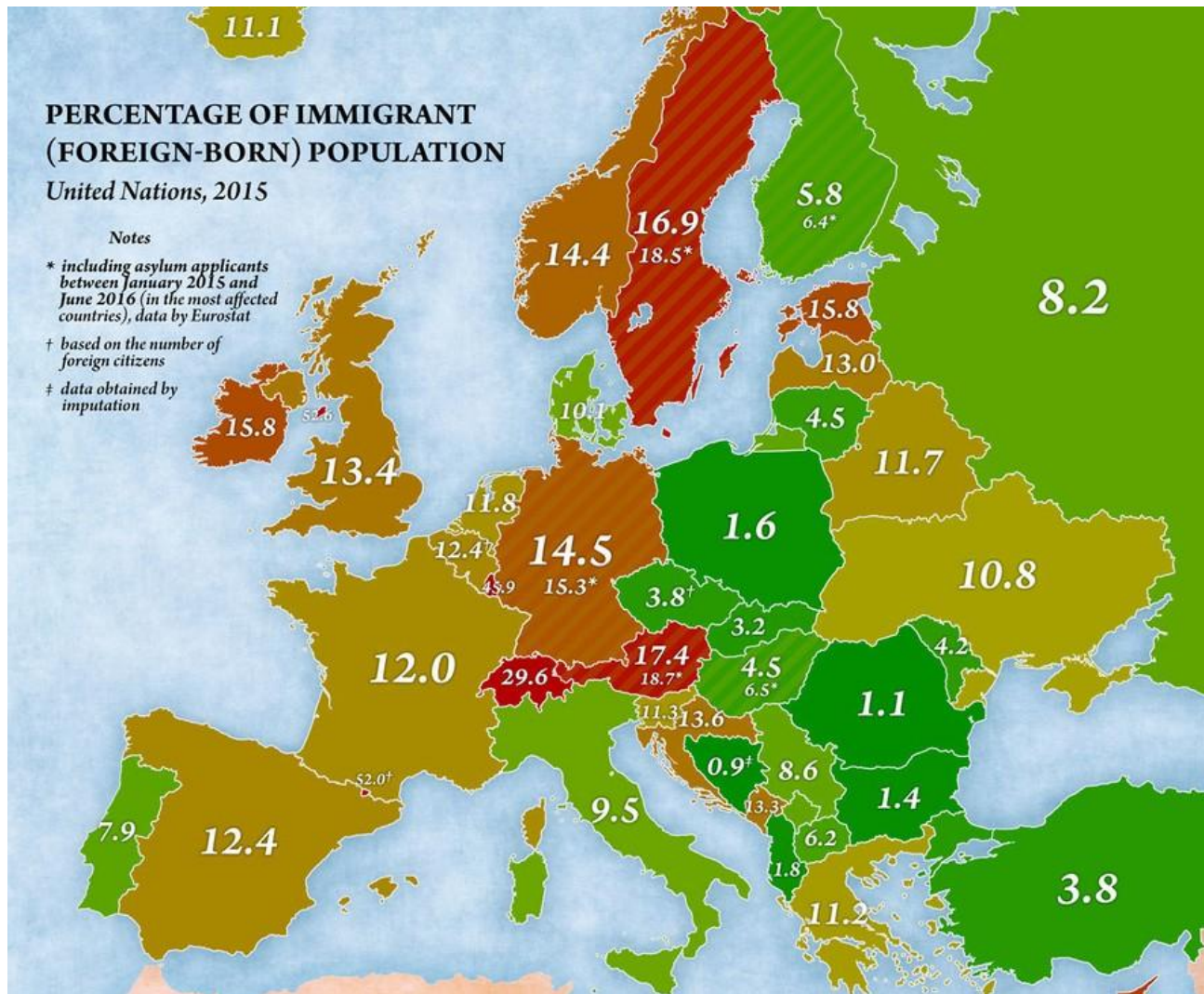
Non formal education methodologies are varied, participatory and centred on the learner. They generally include a group learning and is based on the fact that people should learn from each other. Non formal education is based on active participation, learning by doing and experiencing. Key during the learning process is self-reflection.

In order to stimulate active learning frontal presentations are avoided, because participants could get distracted and demotivated. Instead it is important to vary methods and activities, to adapt the content to the participants and to consider participants' emotions, minds, and bodies.

Activities used in non formal education are experiential, like simulations and role-plays, and input will always be a product of the facilitator and participants who will contribute with their experiences and knowledge. It is important to have time for participants to get to know each other and to develop trust within the group. The methodologies used should allow participants to share and learn from their own experiences and the experiences of others in the group. For this reason activities are interactive. (COE, 2023).

Some examples of non formal learning can be workshops, training courses, bootcamps, Massive Online Open Courses (MOOCs), virtual courses, conferences, professional experiences, swimming sessions for toddlers, community-based sports programs, programs developed by organisations such as the Boy Scouts, community or non-credit adult education courses, sports or fitness programs, professional conference style seminars, continuing professional development etc.

1.5 Needs analysis: migration in Europe



Map 1: Percentage of immigrant (foreign-born) population: <https://jakubmarian.com>

In the era after the Great Migration, in the summer of 2015, the Europeans became more aware than ever of the struggles of people trying to reach the countries of Europe (people and children drowning, criminal smuggling networks, etc.) and the structural limitations of EU migration policy. The big wave of people migrating to Europe, either asylum seekers or irregular migrants, has put the spotlight on immediate needs not only for the protection of their rights but also to the provision of high living standards. The following months and years, Europeans experienced situations completely out of the ordinary, which have led to both positive interactions of solidarity and more extreme reactions (like border closing and over-packed camps).

The third country nationals who immigrate to Europe (among them asylum seekers and irregular immigrants) are mostly young, in some cases minors or in early adulthood - the age range of these people who will be targeted through the project will be 16 to 25 years old. According to Eurostat (Eurostat, "First and second-generation immigrants - statistics on main characteristics") the EU immigrant population, including those born abroad and their immediate descendants, increased by almost two fifths between 2008 and 2014, reaching about 55 million in 2014. While 2.7 million immigrants entered the EU from non-EU countries in 2019 (Eurostat "Migration and migrant population statistics"). The same study found that 74.3 % of first-generation immigrants born outside of the EU were in the core working-age group (25-54) - younger on average both than EU citizens and native born second generation immigrants.

Between 2008 and 2012 there was a gradual increase in the number of asylum applications within the EU-27, after which the number of asylum seekers rose at a more rapid pace, latest figure for 2019 marked an increase of 63 700 first-time applicants across the EU-27 (Eurostat, "Asylum statistics"). The age distribution of asylum applicants was common in almost all of the EU Member States, with the largest share of applicants being those aged 18–34, with almost four in five (77.3 %) of the first-time asylum seekers in the EU-27 in 2019 were less than 35 years old. The host countries face a challenge with many faces: from the hand, they have to foster integration and mutual trust between newcomers and locals, but from the other hand they have to harness the positive and negative effects of migration. New needs have been created, and from day to day structures and services have been created to manage the large volumes of migration - organizations dealing with other social groups have started to work with migrants or/and in camps, while new practitioners have begun working with TCNs, sometimes having little to no experience beforehand. In addition, the young TCNs usually do not have the opportunity to access official educational structures, while unemployment rates are high and their interaction with locals of their age is low. According to a survey of the Observatory for Refugees and Migrants of Municipality of Athens, the 54% of the people answering believe that refugees 'Probably cannot integrate' in the Greek society (OECD, 2018).

Similar is the situation in all partner countries (Italy, Greece, Ireland, Türkiye, Romania, Hungary), with just over half (54%) of Europeans think that integration of immigrants is successful according to the Special Eurobarometer 469 of 2017 on Integration of immigrants in the European Union (Eurobarometer, 2017). According to the same research, Ireland has higher than the EU average positive answers to the questions regarding the success of the integration in their country. From the other hand Greece, Italy, Romania and Hungary have a present lower than the EU average, with only 37% of Hungarians believing that there is a successful integration to their countries.

Türkiye according to OSCE (MPG, 2013) stands out as a particularly significant hub of migration flows for regular migrants, as well as for those irregular and in transit. Further to that, Türkiye's legal framework is slightly unfavourable for integration and ranks below the other countries and little-tono state support.

1.6 Sport as a tool of inclusion



Sport can be an important tool of inclusion. This is because: 1) sports can and should be accessible to all, in some form or another, regardless of their gender, age or physical ability; 2) all people in some point of their lives, even as children, have participated in sport activity or even a game that required body movement; 3) a lot of games and sport, some mainstream some not, are based in teamwork and cooperation; 4) people can play sports and games as part of the same team, even in cases that they do not have a common language; 5) a lot of sports are known and played in different countries (for example football), as part of an universal experience; 6) it is observed that sports both in professional and amateur level tend to unite people, who play for the same team or are supporters of the same team, regardless of their class, educational or technical background; 7) sports are widely used in the world of cooperation as team building activities and also, in many big businesses a gym is available for the workers.

It is crucial also to address the importance of sports and physical activities, beyond the use as a tool for integration and community building. According to the 2017 Special Eurobarometer 472 on Sport and physical activity less than half of the respondents (44%) do some form of other physical activity (such as cycling, dancing or gardening) at least once a week and 15% of Europeans do not walk for 10 minutes at a time at all in a weekly period, while 12% sit for more than 8.5 hours per day. According to the same study, those with financial difficulties are less likely to engage in other physical activities and more than half (57%) of people who finished education by the age of 15 say they never engage in other physical activities. Thus, it is very important for the wellbeing of young TCNs, to have access to practitioners who use sports in their everyday work, so that they have equal access to sport, which is not only a right but also a catalyst for their overall health.

The aim of the INTEGRATION project are: 1) To create innovative tools focused on the use of grassroots sports and the promotion of education through sports (this Handbook, a Manual and a MOOC), used by practitioners working actively in the field and other interested parties working with young TCNs. These tools will create a new perspective in the integration process and the skills based education through sports and assist to the empowerment of the TCNs, boosting their sense of belonging and their sense of European identity.

To create the conditions of equal opportunities, upscaling and upgrading youth work and work with migrants and guaranteeing equal access to sports for all, regardless of gender, disability, marital or parental status, racial, ethnic or social origin, colour, religion, belief or sexual orientation. This can be achieved through the creation of synergies and networks in European level, by promoting social interaction between locals and third- country nationals.

2. An analysis of the potential issues that may arise during the implementation of sports activities

In the process of integrating third country nationals there can be problems during sports activities, the most significant of them are stemming from:

-Religion, Disability, Language, Gender Equality, Safe Place

2.1 Religious discrimination issues in sports activities

When individuals from diverse religious backgrounds come together during the process of integration into a new country, there is a significant likelihood of encountering discrimination stemming primarily from others' lack of understanding. Various challenges may arise as a result of differences in religious practices or the practices themselves not allowing the individual to participate, these include:

- Some maybe inclined not to exercise on certain days as example, followers of Judaism can't participate in intense physical activities on Saturdays (Playbytheroles, 2016).
- Fasting (e.g. during Ramadan) may limit the ability of them to participate properly as not being able to drink water during day time or consume any food, meaning they might be easily fatigued or worse severely dehydrated. (Sportaction, 2019)
- Strict clothing restrictions especially uniforms might hinder the participation of people especially of highly regulated sport outfits like in swimming or in volleyball. An example is the banning of religious related clothing in some European countries e.g. France face-covering clothing is banned in few public places as also are overtly religious symbols in government buildings/facilities etc.
- Mixing with other genders during events might be not preferred due to religious beliefs. (AHRC, 2001)



2.2 Disability discrimination issues in sports activities

Disability discrimination is a term used to describe the unjust treatment or exclusion of individuals with disabilities across different facets of sports involvement. This discrimination can manifest in several ways, such as denying opportunities, treating individuals unfairly, relying on stereotypes, and constructing barriers that hinder full participation of people with disabilities in sports (EHR, 2020).

Sometimes, despite the intention to foster integration, the activities may inadvertently contribute to further segregation. This is particularly true for individuals with disabilities who are seeking to integrate into a different culture or community. Unfortunately, there are instances where activities are primarily designed around able-bodied individuals, unintentionally excluding and hindering the integration of people with disabilities. Even when an activity is supposed to be inclusive, it may fall short due to various such reasons. (SSM Popul Health, 2018).



Furthermore, it is crucial for facilitators and trainers involved in these activities to possess the necessary knowledge and expertise in effectively accommodating the diverse range of disabilities they may encounter. This requirement significantly raises the standards for conducting such activities, making it more challenging to find qualified personnel to lead them. Additionally, hiring individuals with the requisite expertise tends to be more expensive, further adding to the financial burden, that might not be manageable for some organizations (Tracy Novinger, 2001).

2.3 Language issues in sports activities

Finding success in integrating foreign nationals has a lot to do with their language skills too. No language proficiency, means not being able to communicate even on the simplest level, can make activities inefficient in reaching their goal. Low language proficiency might mean they understand basic concepts and instructions during the activity. Even the fluency might lead to misunderstandings as speech maybe slurred and will need some time to get used to.

Besides language itself, non-verbal communication may mean different things and can vary due to cultural differences, leading to misunderstandings and problems communicating. This on its own can inadvertently lead to conflicts, miscommunications, or tensions among athletes or team members from different linguistic backgrounds. This means when considering to incorporate language and instructions should be aware of the complexity of them and the problems they might include.

To counteract the possible issues that may come up you can, besides change approach on the spot, be prepared to deal with most of them.

General preparations:

1. Know your participants beforehand as much as possible. Maybe by creating a participation form.
2. Create alternative activities to have as back-up. Apart from the activities you would like to do, have some other ones as due to a different audience, unsuitable weather or any other reasons, you won't be able to perform them.
3. Be aware of possible alternations that may happen to the activities to accommodate the varying needs of participants.
4. Have a clear schedule and set solid goals.
5. Remember to put rules and to follow them regardless.



Specific preparations:

1. Ways to accommodate religion

1.1. Get to know the niches of the religion people that might participate might subscribe to, Islam for example won't be able to partake in physical activity during the month of the Ramadan due to their fasting. Knowing these niches beforehand will help you find ways to overcome such instances and plan ahead more easily.

1.2. Another way to help would be to give a private space to the participants to practice their faith, should they need a moment away from the sport.

1.3. Make sure that all these are happening in a respectful manner. As this is not preferential treatment but something that caters their needs

2. Ways to accommodate disability

2.1. Make sure that the area where the event is happening is accessible to people with disabilities.

- 1.1. Have alternative activities that let people with disabilities take part in. Like changing parts ,that wouldn't allow the affected individual to participate, with similar or with the same end goal.
- 1.2. Empower participants with disabilities by including them in the decisions that are gonna happen so the activities will be more tailored to their needs.

2. Ways to accomodate language

- 2.1. Create activities with minimal or no language needed. Even better use predetermined gestures to convey certain meanings. For example for a game of basketball certain gestures explain fully what happens during a match.
- 2.2. Have someone with you that can speak or communicate with the people that don't speak a language you can.
- 2.3. Incorporate language support during the activities so the people that don't know the language of the country they are trying to integrate get more comfortable with it.

2.4 Gender Issues in Educational Sports Activities for Third-Country Nationals

Introduction:

Gender discrimination in educational sports activities for third-country nationals refers to the unequal treatment, opportunities, and barriers faced by individuals based on their gender identity or expression when participating in sports within a new country. These activities aim to foster integration and promote physical well-being among individuals from diverse backgrounds. However, it is crucial to address potential gender-related challenges to ensure inclusive and equitable participation. This section explores the issues that may arise, their underlying causes, the consequences of such issues, and proactive and reactive measures to accommodate gender diversity in educational sports activities for third-country nationals.

2.5 Gender Discrimination Issues:

1.1 Gender Stereotyping and Cultural Biases:

- Cultural norms and biases related to gender roles and expectations may influence the perception and opportunities for third-country nationals to participate in sports activities.
- Stereotypes about physical abilities or gender-specific sports can lead to exclusion or limited opportunities for individuals based on their gender identity.

1.2 Limited Access to Resources and Opportunities:

- Unequal access to resources, such as sports facilities, coaching, and training programs, may disproportionately affect certain genders among third-country nationals.
- Limited awareness of available sports activities and opportunities may hinder the participation and engagement of individuals from marginalized genders.

1.3 Language and Cultural Barriers:

- Language barriers can create challenges in understanding and accessing information related to sports activities, particularly for individuals who are not proficient in the local language.
- Cultural differences regarding sports practices, attire, and norms may lead to exclusion or discomfort for third-country nationals based on their gender identity.

1.4 Gender-Based Discrimination and Harassment:

- Instances of discrimination or harassment can create a hostile and unwelcoming environment, impacting the participation and well-being of individuals from diverse gender identities.

2. Reasons for Gender Issues:

2.1 Cultural Norms and Societal Expectations:

- Cultural norms and societal expectations regarding gender roles and participation in sports can influence the treatment and opportunities provided to third-country nationals.
- Preconceived notions about gender-specific sports or limited exposure to diverse sporting activities may contribute to gender-related barriers.

2.2 Lack of Cultural Sensitivity and Awareness:

- Insufficient understanding of the cultural backgrounds and gender dynamics among organizers, coaches, and facilitators can lead to unintentional discrimination or exclusion.
- Limited awareness of the specific needs and challenges faced by individuals from diverse gender identities can hinder the development of inclusive sports activities.

2.3 Structural and Organizational Factors:

- Inadequate policies, regulations, and organizational structures may fail to address gender equality in educational sports activities for third-country nationals.
- Lack of representation and diversity among decision-makers and coaches can perpetuate gender disparities and contribute to exclusionary practices.

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3. Ways to Accommodate Gender Diversity:

3.1 Proactive Measures:

- Foster cultural sensitivity and awareness among organizers, coaches, and facilitators to ensure inclusive practices in educational sports activities.
- Develop outreach programs and materials in multiple languages to reach individuals from diverse gender identities and linguistic backgrounds.
- Promote gender-inclusive sports practices and challenge gender stereotypes through education and awareness campaigns within the third-country national community.

3.2 Reactive Measures:

- Establish clear policies and procedures to address gender-based discrimination, harassment, and exclusion in educational sports activities.
- Provide safe reporting mechanisms and support systems for individuals who experience gender-related issues.
- Engage in dialogue and collaboration with third-country nationals to understand their specific needs and preferences regarding sports activities and adapt accordingly.

2.5 Physical Conditions for Educational Sports Activities in Third-Country Nationals

Introduction:

Creating suitable physical conditions for educational sport activities for third-country nationals is crucial to ensure safe, inclusive, and enjoyable experiences for participants. Adequate infrastructure, facilities, and equipment play a significant role in promoting active engagement, skill development, and overall well-being. This section explores the key aspects related to physical conditions, potential challenges that may arise, and proactive and reactive measures to address them effectively.



1. Importance of Suitable Physical Conditions:

1.1 Safety and Risk Management:

- Providing a safe environment for educational sport activities reduces the risk of injuries and accidents.
- Proper infrastructure and facilities help minimize hazards and ensure the well-being of participants.

1.2 Inclusivity and Accessibility:

- Creating accessible facilities and equipment enables individuals with diverse physical abilities to participate fully.
- Inclusive physical conditions promote equal opportunities for all participants, regardless of their physical limitations.

1.3 Optimal Learning and Skill Development:

- Well-designed spaces and equipment enhance the learning experience, allowing participants to develop their skills effectively.
- Proper conditions, such as appropriate playing surfaces, equipment size, and training areas, contribute to the overall quality of educational sport activities.

2. Proactive Measures for Suitable Physical Conditions:

2.1 Needs Assessment and Planning:

- Conduct thorough assessments to determine the specific requirements and resources needed for educational sport activities.
- Develop comprehensive plans that prioritize the creation or improvement of suitable physical conditions based on identified needs.

2.2 Infrastructure Development and Improvement:

- Seek partnerships with local authorities, organizations, and community stakeholders to secure funding and support for infrastructure development.
- Prioritize the construction, renovation, or adaptation of sports facilities to ensure they meet safety, accessibility, and functionality standards.

2.3 Equipment Provision and Maintenance:

- Procure appropriate sports equipment that caters to the specific needs and skill levels of participants.
- Establish maintenance protocols and regular inspections to ensure equipment is safe, functional, and in good condition.

3. Reactive Measures for Suitable Physical Conditions:

3.1 Risk Management and Emergency Preparedness:

- Develop and implement comprehensive risk management plans to address potential safety hazards during educational sports activities.
- Train staff and volunteers on emergency procedures, including first aid, and ensure the availability of necessary medical supplies.

3.2 Adaptation to Environmental Factors:

- Have contingency plans in place to accommodate adverse weather conditions, such as indoor alternatives or rescheduling options.
- Provide participants with appropriate clothing, protective gear, and hydration options to ensure their comfort and safety in different weather conditions.

3.3 Continuous Monitoring and Evaluation:

- Regularly assess the physical conditions of sports facilities and equipment to identify areas for improvement or maintenance needs.
- Gather feedback from participants, staff, and stakeholders to address any issues promptly and enhance the overall experience.

2.6 Issues about Creating Safe Learning Space for Educational Sports Activities in Third-Country Nationals

Introduction:

Creating a safe learning space for educational sports activities in third-country nationals is vital to ensure the physical, emotional, and psychological well-being of participants. A safe environment promotes engagement, fosters trust, and facilitates effective learning experiences. This chapter explores the issues that may arise in establishing a safe learning space, the underlying reasons for these issues, potential consequences, and proactive and reactive measures to address them effectively.

1. Issues in Creating a Safe Learning Space:

1.1 Safety Hazards and Infrastructure:

- Inadequate sports facilities, equipment, or playing surfaces can pose safety risks for participants during educational sports activities.
- Poorly maintained or outdated infrastructure may lead to accidents, injuries, or the inability to meet safety standards.

1.2 Lack of Supervision and Training:

- Insufficient supervision and trained personnel can compromise the safety of participants, especially in activities requiring specialized skills or equipment.
- Inadequate training may result in improper instruction, limited risk management, or an inability to respond effectively to emergencies.

1.3 Bullying, Harassment, and Discrimination:

- Educational sports activities can be susceptible to bullying, harassment, and discrimination, leading to emotional distress and hindering the learning experience.
- Inappropriate behavior based on factors such as gender, race, nationality, or physical abilities can create an unsafe and hostile environment.

2. Consequences of Unsafe Learning Spaces:

2.1 Physical Injuries and Health Risks:

- Insufficient safety measures can result in accidents, injuries, or health risks for participants, potentially leading to long-term consequences and negative experiences.

2.2 Emotional and Psychological Harm:

- Bullying, harassment, or discriminatory behavior can cause emotional distress, anxiety, and a negative impact on participants' mental well-being.
- Unsafe learning spaces can create feelings of insecurity, erode confidence, and hinder the overall enjoyment and engagement in educational sports activities.

2.3 Limited Learning and Skill Development:

- A lack of safety can inhibit participants' willingness to take risks, experiment, and fully engage in learning opportunities.
- Unsafe environments can hinder skill development and limit the exploration of new techniques or strategies.

3. Proactive and Reactive Measures for Creating a Safe Learning Space:

3.1 Proactive Measures:

- Develop comprehensive safety policies and procedures, including risk assessments, emergency response plans, and safety guidelines specific to educational sports activities.
- Invest in training and professional development for instructors, coaches, and staff to enhance their knowledge of safety protocols, risk management, and effective supervision techniques.
- Promote a culture of inclusion, respect, and diversity, fostering an environment where all participants feel safe, valued, and supported.
- Always start the educational sports activities with “Get to Know,” “Ice Breaker,” and “Group Dynamic” activities.

3.2 Reactive Measures:

- Establish clear reporting mechanisms and procedures for participants to address safety concerns, bullying, harassment, or discrimination.
- Respond promptly and appropriately to reported incidents, ensuring investigations, support, and disciplinary actions when necessary.
- Conduct regular evaluations and inspections of facilities, equipment, and supervision practices to identify areas for improvement and address potential safety issues.

2.7 Conclusions

To conclude, in the process of integrating third country nationals there can be problems during sports activities, such as gender discrimination, religion, disability, language and safe place.

Addressing gender discrimination in educational sports activities for third-country nationals is essential to ensure inclusive participation, integration, and well-being. By promoting cultural sensitivity, awareness, and proactive measures, these activities can become platforms for empowerment, social inclusion, and intercultural exchange. By recognizing and accommodating gender diversity, educational sports activities can contribute to positive integration experiences and foster an inclusive environment for individuals from diverse gender identities.

In addition, the process of integrating third-country nationals into sports activities can encounter various problems some related to religion, disability, and language. Religious discrimination may arise due to differences in religious practices, restrictions on participation on certain days, fasting during religious periods, clothing requirements, and preferences for gender separation. Disability discrimination can occur through the exclusion of individuals with disabilities, reliance on stereotypes, and barriers to participation. Language issues can hinder communication and understanding among participants, leading to misunderstandings and conflicts. To address these problems, it is important to be prepared and take proactive measures. Such as general and specific preparations through which, sports activities can be more inclusive, facilitating the integration of third-country nationals and promoting understanding, respect, and unity among participants.

Moreover, creating suitable physical conditions for educational sport activities in third-country nations, is essential for fostering safe, inclusive, and effective experiences. By addressing challenges related to limited resources, environmental factors, and maintenance, proactive measures can ensure the availability of proper infrastructure, equipment, and risk management protocols. Additionally, reactive measures, such as adapting to environmental conditions and continuous monitoring, contribute to the overall quality and sustainability of educational sport activities. By prioritizing suitable physical conditions, these activities can provide participants with optimal learning environments, enhance their skill development, and promote overall well-being.

Finally, creating a safe learning space for educational sports activities in third-country nations is crucial for the well-being and positive experiences of participants. By addressing issues related to safety hazards, supervision, bullying, harassment, and cultural sensitivity, proactive measures can help establish a secure environment conducive to effective learning and skill development. Additionally, reactive measures, such as clear reporting mechanisms and appropriate responses, contribute to a swift resolution of safety concerns. By prioritizing safety, educational sports activities can foster a sense of trust, inclusivity, and personal growth among participants, ultimately enhancing their overall experience and outcomes.



3. Practical aspects regarding the creation of sports activities and the education through sports

3.1 The planning process of sports activities

There are a few steps that should be followed in order to plan a sport activity:

1. **Determine the objectives:** Start by defining what you want to achieve through the sports activities. For example, if you're planning activities for a youth soccer team, your objectives might be to improve teamwork, increase physical fitness, and develop individual skills (Green & Smith, 2018).
2. **Choose appropriate activities:** Based on your objectives, select activities that are appropriate for your participants. For example, if your objective is to improve teamwork, you might choose a game like Ultimate Frisbee that requires players to pass the frisbee to each other to score points (Collins & Bailey, 2013).
3. **Identify necessary resources:** Determine what resources you will need for your activities. This could include equipment, facilities, and staffing. For example, if you're planning a swim meet, you'll need access to a swimming pool, starting blocks, and timers (Weiss, 2014).
4. **Develop a timeline:** Create a timeline that outlines when each activity will take place, including any preparation time and time for debriefing and reflection. For example, if you're planning a soccer practice, your timeline might include 10 minutes for stretching and warm-up, 20 minutes of passing drills, 30 minutes of scrimmage, and 10 minutes for cool-down and reflection (Cox & Dorsch, 2014).
5. **Assess and adapt:** Continuously assess the effectiveness of your activities and adjust them as necessary to ensure that they're meeting your objectives. For example, if you're not seeing improvements in teamwork during Ultimate Frisbee games, you might add in some team-building exercises to address this (Green & Smith, 2018).



Let's take an example of planning a sports day event for a school:

- a. **Determine the objectives:** The objectives of the sports day event might be to promote physical activity, build teamwork, and foster a sense of school community.
- b. **Choose appropriate activities:** Some appropriate activities for a sports day event might include relay races, tug of war, and a three-legged race. These activities promote teamwork and physical activity, while also encouraging students to have fun and build connections with their classmates (Collins & Bailey, 2013).
- c. **Identify necessary resources:** You'll need a variety of resources for a sports day event, such as outdoor space, equipment for each activity, and staff to help facilitate the event (Weiss, 2014).

aa. Develop a timeline: Create a timeline that outlines the schedule for the day, including each activity and any breaks or downtime. For example, the schedule might include an opening ceremony at 9:00 AM, followed by relay races from 9:30-10:30 AM, a lunch break from 12:00-1:00 PM, and a tug of war competition from 1:30-2:30 PM. (Cox & Dorsch, 2014).

b. Assess and adapt: Throughout the event, assess how well each activity is meeting the objectives of the sports day. If you notice that one activity isn't promoting teamwork as much as you'd hoped, you might adjust the rules or add in some team-building exercises to improve this. After the event, reflect on what went well and what could be improved for next year's sports day (Green & Smith, 2018).

3.2 Education through sports

When utilizing sports for educational purposes, it is crucial to consider elements such as education, mentorship, skills, training, reflection, and intervention that extend beyond the sport itself (Green & Smith, 2018). These components play a vital role in the learning process and contribute to growth and societal transformation. Incorporating these non-sport elements effectively, being aware of non-formal education methods, and organizing a comprehensive learning process that integrates sports are essential (Green & Smith, 2018).

The role of sports in furthering educational goals is significant, and it is important to establish clear objectives (Green & Smith, 2018). Determining specific goals, such as improving fitness, building teamwork skills, or teaching values like perseverance and sportsmanship, guides the design of activities aligned with these objectives (Green & Smith, 2018).

Appropriate activities should be chosen based on the participants' ages, abilities, and interests (Green & Smith, 2018). Safety, enjoyment, and appropriate challenge levels are important considerations, along with ensuring the availability of necessary equipment and sufficient space (Green & Smith, 2018).

In addition to having fun, sports can be used to teach essential life skills such as communication, leadership, and teamwork (Green & Smith, 2018). Skill-building exercises like passing drills and trust-building activities should be incorporated to emphasize skill development alongside enjoyment (Green & Smith, 2018).

Providing positive reinforcement through encouragement and praise for participants' efforts and achievements is crucial for building confidence and self-esteem, which can have positive impacts beyond sports (Green & Smith, 2018).

Ensuring the safety of participants is of utmost importance, and safety protocols should be followed, including warm-ups, stretching, providing appropriate safety equipment, and monitoring the activity for potential hazards (Green & Smith, 2018).

Creating an inclusive environment that embraces diversity is a fundamental aspect of sports activities (Green & Smith, 2018). Emphasizing diversity and inclusion and fostering a welcoming atmosphere where everyone feels included and valued are important considerations (Green & Smith, 2018).

Continuously assessing participants' progress and adapting activities accordingly are necessary for optimizing their learning experience (Green & Smith, 2018). Monitoring their

achievement of objectives and making adjustments ensure the activities remain effective and aligned with goals (Green & Smith, 2018).

Using sports for education can be a powerful tool for teaching important life skills, but it requires thoughtful planning and clear objectives (Green & Smith, 2018).

Utilizing sports for educational purposes involves defining goals, selecting appropriate activities, emphasizing skill development, providing positive reinforcement, prioritizing safety, incorporating diversity and inclusion, and continuously assessing progress and adapting activities. By approaching sports education thoughtfully and with clear objectives in mind, it becomes a powerful tool for teaching important life skills.

3.3 Case studies

I. Facilitator knows the participants beforehand

Activity: Youth Basketball Clinic

Objective: Improve individual basketball skills and teamwork among participants

Time Management: The clinic is scheduled for two hours, with the first hour focused on individual skill-building exercises and the second hour dedicated to scrimmage games.

Evaluation: The facilitator will evaluate the progress of each participant in terms of their individual skill development and their ability to work effectively with their teammates.

Debriefing: At the end of the clinic, the facilitator will lead a discussion about what each participant learned and how they can apply these skills in future basketball games.

Safety Guidelines: Participants will be required to wear appropriate athletic shoes and clothing. The facilitator will monitor the clinic for any potential hazards and ensure that all equipment is in good condition.

I. Setting: Facilitator does not know the participants but they know each other

Activity: Corporate Team Building Retreat

Objective: Improve teamwork and communication among employees

Time Management: The retreat will span two days, with a variety of activities scheduled throughout each day. Activities will include team-building exercises, trust-building exercises, and outdoor adventure activities.

Evaluation: The facilitator will evaluate the progress of each team in terms of their ability to work together effectively and communicate clearly.

Debriefing: At the end of each day, the facilitator will lead a debriefing session to discuss what each team learned and how they can apply these lessons in the workplace.

Safety Guidelines: Participants will be required to sign a waiver acknowledging the potential risks involved in outdoor adventure activities. The facilitator will ensure that all equipment is in good condition and provide appropriate safety instructions for each activity.

I. Setting: Mixed Group

Activity: Community Soccer Tournament

Objective: Foster a sense of community and promote physical activity



Time Management: The tournament will take place over the course of one day, with multiple games scheduled throughout the day. Each game will last 30 minutes.

Debriefing: At the end of the tournament, the facilitator will lead a discussion about what each participant learned and how they can continue to stay active in the community.

Safety Guidelines: Participants will be required to wear appropriate athletic shoes and clothing. The facilitator will ensure that the playing field is in good condition and monitor the tournament for any potential hazards.

Regardless of the setting or situation, it's important to prioritize the safety of all participants, plan and manage time effectively, regularly evaluate progress, and debrief to ensure that everyone is able to learn from the experience.

3.1 Promoting social inclusion and integration

Sport activities can serve as a powerful tool for promoting social inclusion and fostering a sense of community among individuals from diverse backgrounds. By creating an inclusive and welcoming environment and promoting values such as fair play and teamwork, sport activities can contribute to the integration of all people, regardless of their gender, religion, nationality, or sexual orientation.

Here are some strategies that can be employed to ensure social inclusion and integration through sport activities:

- **Emphasize the values of fair play and teamwork:** By highlighting the significance of fair play and teamwork, sport activities can foster respect for others and cultivate a sense of community among participants (Green & Smith, 2018).
- **Provide opportunities for mixed-gender and mixed-ability teams:** Offering opportunities for mixed-gender and mixed-ability teams helps break down barriers and promotes equality among participants (Collins & Bailey, 2013).
- **Promote cultural awareness and sensitivity:** Incorporating cultural elements into sport activities and promoting cultural awareness and sensitivity among participants can create a more inclusive environment (European Commission, 2015).
- **Encourage participation from diverse groups:** Actively seeking the involvement of people from diverse backgrounds in sport activities helps promote inclusion and diversity (European Union Agency for Fundamental Rights, 2016).
- **Provide education and training on diversity and inclusion:** Offering education and training sessions on topics such as diversity and inclusion in the context of sport activities can raise awareness and promote understanding among participants (Cox & Dorsch, 2014).
- **Partner with local organizations and community groups:** Collaborating with local organizations and community groups broadens the reach of sport activities and ensures accessibility to individuals from diverse backgrounds (European Observatoire of Sport and Employment [EOSE], n.d.).

Sources that can be used in order to effectively and efficiently organize sports activities:

- ♦ European Observatories' of Sport and Employment (EOSE) - EOSE is a non-profit organization that provides resources and training for the sport and physical activity sector, including research and policy papers, toolkits, and training programs.
- ♦ European Platform for Sport Innovation (EPSI) - EPSI is a non-profit organization that provides resources and support for innovation in the sport sector, including information on technology and innovation, funding opportunities, and policy and advocacy.
- ♦ Sport and Citizenship - Sport and Citizenship is a think-tank that promotes the role of sport in society, offering resources such as research and policy papers, best practices, and events.
- ♦ European Union of Gymnastics (UEG) - UEG is the governing body for gymnastics in Europe; on their website you can find rules and regulations, education and training, and events.
- ♦ European Network of Outdoor Sports (ENOS) - ENOS is a non-profit organization that promotes outdoor sports and activities, as well as best practices, case studies, and events.



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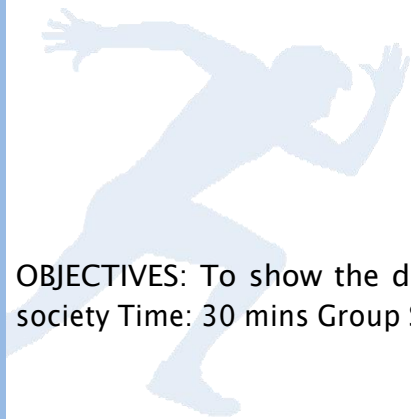
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Annex

Non-formal education activities based on sport and physical activity promoting the inclusion of refugees and migrants



The fair throw

OBJECTIVES: To show the differences in Opportunities between different social groups in society
Time: 30 mins
Group Size: 4 teams of min 3 max 8 participants

Preparation:

1. Tapping the lines to make the field
2. Putting the basket in the middle
3. Distributing the balls
4. Making 4 different teams and having one referee

Materials:

Balls (That don't bounce), a basket, and some tape.

Instructions:

- a. The 4 teams are placed at the same distance from the basket, after the lines of the square field.
- b. Round 1: Each team will receive the same number of balls, between 2–4 depending on the size of the team.
- c. The teams throw the balls simultaneously. They receive a point when they score in the basket.
- d. If any team loses a ball (not scored in the basket) retrievers (1 player/ team) are allowed to go to the field and pick up that ball and give it to their team to score more.
- e. Once there are no balls outside, the referee can pick up the balls inside the basket and will distribute them as s/he likes.
- f. There will be 2 different teams, privileged and discriminated:
 - i. The privileged team will receive more balls from the referee for the next round.
 - ii. The discriminated team will receive fewer balls, and their retriever would not be allowed inside the court to pick up lost balls – they can just wait for the balls to accidentally drop in their zone.

*** Privileged and disadvantaged teams will change from one round to another.

Questions:

It is important to have reflection time after the game. Possible reflection questions:

Introduction questions:

1. What happened during the games?
2. Did you notice that there were different rules?
3. Can you present to us which rules you had?
4. Ask people from each team to share which rules they had.
5. Did you develop strategies in your team/with other teams?

Personal Feedback:

You noticed that there were different rules depending on the teams. These unequal treatments created advantaged and disadvantaged groups.

- I. Have you noticed that you were advantaged/disadvantaged during the game?
- II. How did you feel about being advantaged/disadvantaged?

III. How did you feel comparing yourself to other teams during the game? (solidarity, empathy, frustration, pride?)

IV. Did being advantaged/disadvantaged impact how you play during the game?

V. Did being advantaged/disadvantaged impact your engagement to the game?

VI. How did you feel before/during/after the game?

Reflection on Human Rights:

- Does this game reflect our real life?

- Do you have examples of unequal/unfair treatment in other contexts?

- What are the messages this game delivers?

- You felt that you had different rules and that your rights were violated. It actually refers to notions such as equality and basic human rights like the right to equal treatment. Can you name some other basic human rights?

Implementing the game in the future:

- Would you implement this game in your own environment in order to discuss human rights?
- This game can be implemented in different ways with many variations.
- Do you have ideas for variations for the game?
- Do you have ideas of how this game can be adapted to other audiences?

Variations:

For a smaller group: Having only 2 teams

For age: Drawing a smaller field

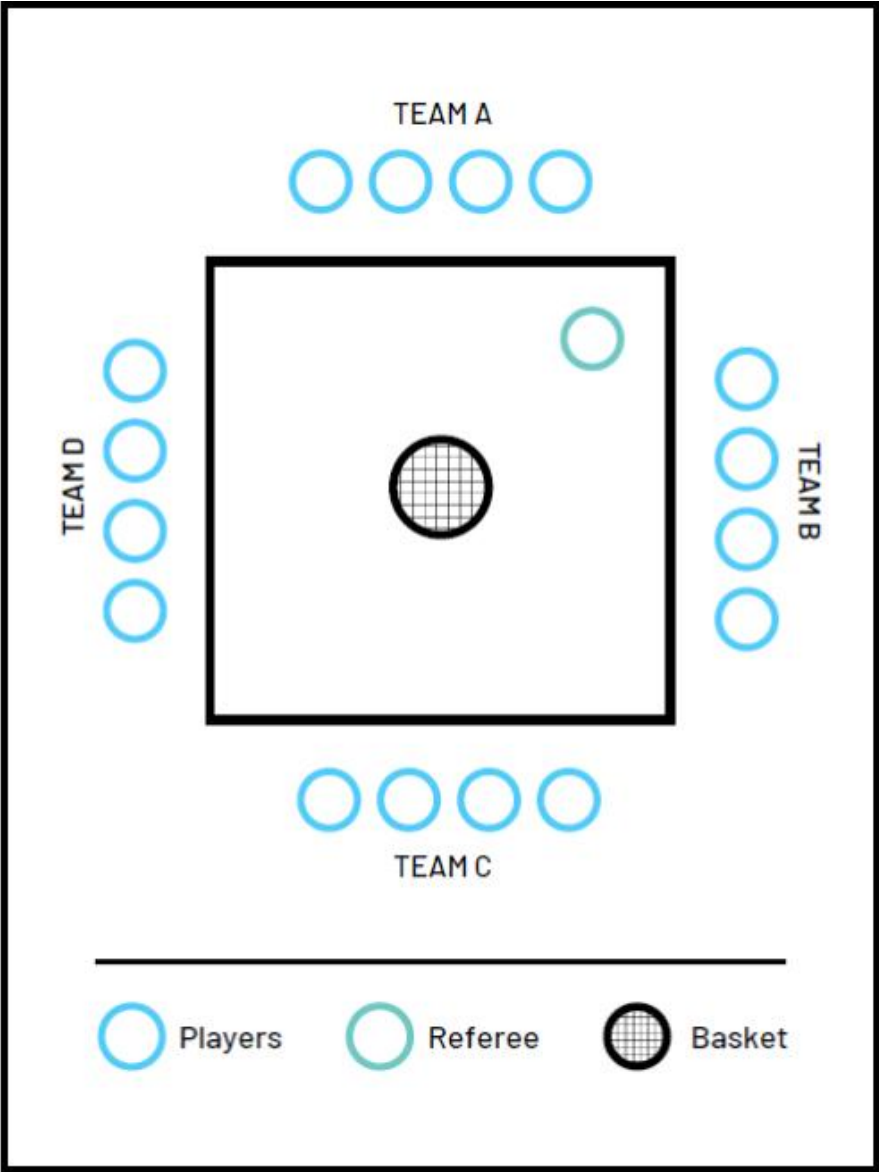
For visual impairment: 1 or 2 participants from each team can be blindfolded and guided by their teammates

***This activity is accessible for people with physical disability and Intellectual impairment/ Autism Spectrum disorder

Examples in Case Studies:

- Facilitator knows the participants beforehand:
- The facilitator can customize the activity based on the participants' characteristics, such as their familiarity with each other or existing group dynamics.
- They can assign teams strategically to ensure a balanced mix of individuals, considering the objectives of the activity.
- Facilitator does not know the participants, but they know each other:
- In this scenario, the facilitator can observe the participants' interactions and dynamics during the activity to identify any pre-existing relationships or group dynamics.
- They can make adjustments during the debriefing and discussion phase based on the observed interactions.
- Mixed group with no prior connections:
- The facilitator can intentionally form diverse teams, ensuring a mix of participants from different backgrounds, experiences, or social groups.
- Encourage participants to interact and collaborate with individuals they may not know, promoting inclusivity and empathy.

Resource: <https://engsoyouth.eu/wp-content/uploads/2022/12/HRE-MANUAL.pdf>





Self Assessment Questionnaire

1. What is the main objective of the "Fair Throw" game?
 - a. To compete and win the most points
 - b. *To show the differences in opportunities between different social groups in society (Correct answer)*
 - c. To practice throwing skills
 - d. To build teamwork skills
2. What can happen when a team loses a ball in the "Fair Throw" game?
 - a. The team is disqualified
 - b. *A player can retrieve the lost ball to score more (Correct answer)*
 - c. The ball is replaced with a new one
 - d. The team loses a point
3. What's the difference between the privileged and the discriminated teams?
 - a. *The privileged team receives more balls for the next round, while the discriminated team receives fewer balls and their retriever is not allowed inside the court (Correct answer)*
 - b. The discriminated team receives more balls, while the privileged team has fewer balls
 - c. There is no difference; it's just the names of the teams
 - d. The privileged team is allowed to change the rules of the game, while the discriminated team must follow the rules strictly
4. What's the purpose of reflection time after the game?
 - a. To discuss the rules of the game
 - b. To plan for the next game
 - c. To review the team's performance and strategies
 - d. *To discuss feelings, strategies, and reflections on unequal treatment and human rights (Correct answer)*
5. What kind of variations can be made to the game depending on the participants' needs?
 - a. *The number of teams can be reduced for a smaller group, and adaptations can be made for participants with visual impairment or physical disability (Correct answer)*
 - b. The type of ball used in the game can be changed
 - c. The size of the field can be increased for a larger group
 - d. The rules of the game can be altered



(Un)Level the playing field

OBJECTIVES: To:

- Reflect about inequalities and injustices and human rights violations.
- Foster discussion about fair play in sport.
- Use sport as a means to showcase/illustrate disadvantages
- Raise awareness about the role of individual and collective agency in human rights issues.

Time:

1st stage of the play:

- 15–20 min
- .Debrief 10–15 min

2nd stage of the play:

- 10–15 min
- –Final reflections 5–10 min
- Max 60 min

Group Size:

8–16 people separated into two teams depending on the facility and space.

Preferably mixed–sex group.

7+ years (might be needed to adapt the rules)

Materials:

A ball depending on the ball game (or an object to pass) and a field to play, action cards and something to differentiate the teams (bibs).

Possible action cards (depending on the conditions and age of the pax):

Applicable to the whole team:

- Boys can only pass the ball to boys
- You cannot speak
- You cannot take more than two steps
- Boys cannot cross the midcourt line
- Girls cannot move more than 3 steps at a time
- Points scored by girls count double (remember to inform the referee/point keeper)
- You can only hop on one foot /
- You can only use one hand

Applicable to individuals:

- A. You cannot move at all
- B. You start playing for the other team
- C. Your goal is worth 5 points

Variation 1: Whistle for the referee

Action cards for the referee:

- You can give points randomly according to their preference
- You start the game by giving a 5 points advantage to one of the teams.

Preparation:

1. Print (ensuring sustainable usage) or prepare the action cards.
2. Make sure you have all the materials at hand.
3. Decide on the variations, game, timing and complexity of action cards depending on the participants' profile.
4. Something to keep time.

**Make sure you can guide the participants' discussion about social inequalities, human rights etc.

Instructions:

The aim of the activity is to gradually introduce rules/actions during a sport game to create disadvantage between two competing teams in order to stimulate reflection about their own behaviors related to inequality and to foster a wider discussion around human rights.

- ♦ Welcome the participants, explain that they're going to play a ball game of their preference (if possible).
- ♦ Divide the participants into two equal teams (gender mixed if possible) and distribute the bibs.
- ♦ Explain that during the play and on the whistle they will be given cards to adapt accordingly.
- ♦ Let them play a few minutes with "normal game rules" and then give the action cards to one team, let them play for a few minutes to get the gist of it and then introduce the new action card (replacing the previous one).
- ♦ Prepare and apply possible action cards (depending on the conditions and age of the pax).
- ♦ Stop the game and gather the players.
- ♦ Ask reflective questions (guide them if needed):
 - What did you observe?
 - How did it make you feel?
 - Did you notice any player being disadvantaged?
 - How did it feel for you to be with those rules?
 - V1: Ask how the referee felt?
 - ♦ Ask them for suggestions on how to make the play/game more equal/fair
 - What would you do to make the game more fair? (They could reflect on the behavior level and system level adoptions)
 - Think about back up in case they don't come up with anything themselves (E.g. No consecutive goals scored by the same gender are accepted)
 - ♦ Start the game again with the last rules that were in place and have the participants to balance it out or make it more fair.

Final reflection:

- Make the connection with Human Rights and explain the theoretical side a bit. You can use printed material or short statements about HR to illustrate the practice and link their game experience with actual HRE materials. Can they make more parallels with their real life situations where they have felt like that? You can also give examples about policy and how change can be achieved.
- Discussion about positive discrimination.
- Possible guidance to reflections about sport and winning in sport in general:
 - ♦ Results do not necessarily reflect the fairness of the game.
 - ♦ If the teams are unbalanced, the game is not interesting to play for either of the teams.
 - ♦ Inequalities exist, but you often have the power to change either your behavior or the rules of the game to achieve a more equal environment.

Another version: Include the referee and apply a role and action cards to them.
You can also add a referee: Like overlook the faults of that team or the goals. Then we can also ask the participant to see how they feel.
Extra layer to ask how they felt with the power

Variations:

The activity should be adapted according to the age, pitch, physical conditions and number of participants.

- For age:

Drawing a smaller field

- For visual impairment:

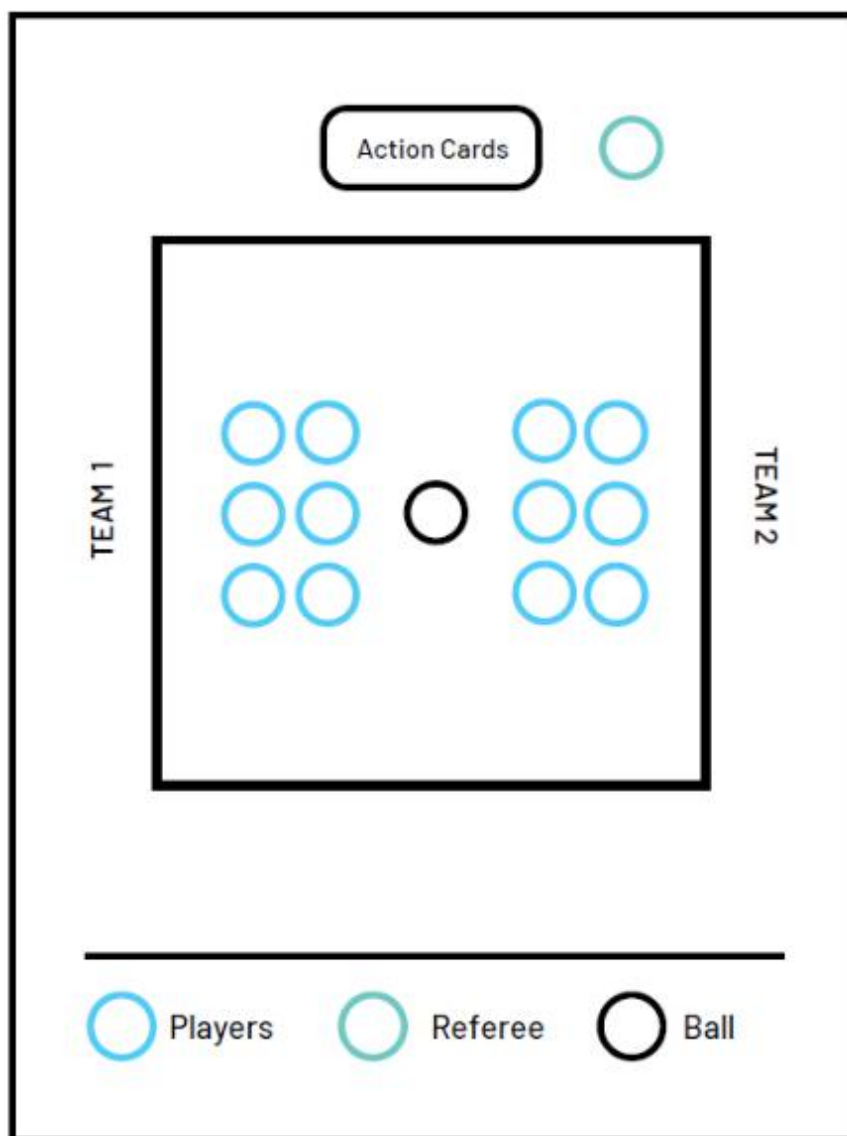
1 or 2 participants from each team

can be blindfolded and guided by their teammates.

- For experienced players:

You can increase the difficulty of the game by adding additional number of cards into the game.

Resource: <https://engsoyouth.eu/wp-content/uploads/2022/12/HRE-MANUAL.pdf>





Self Assessment Questionnaire

What is the primary objective of this activity?

- a. To win the ball game
- b. To foster discussion about fair play in sports
- c. *To reflect on inequalities, injustices, and human rights violations using sport as a means to illustrate disadvantages and raise awareness about individual and collective agency in human rights issues (Correct answer)*
- d. To enhance ball game skills

What are the "action cards" used for in this game?

- a. To keep track of the score
- b. *To introduce additional rules/actions during the game that create disadvantage and stimulate reflection about inequality and human rights (Correct answer)*
- c. To decide which team starts the game
- d. To mark the boundaries of the field

During the debriefing, what types of questions are participants asked?

- a. Questions about their game strategy
- b. Questions about the final score
- c. *Reflective questions about their feelings, observations, and suggestions for making the game more equal (Correct answer)*
- d. Questions about their performance in the game

How can the activity be adapted for visually impaired participants?

- a. The game cannot be adapted for visually impaired participants
- b. The visually impaired participants are given special balls
- c. *The visually impaired participants can be blindfolded and guided by their teammates (Correct answer)*
- d. The visually impaired participants are assigned as referees

What's the main purpose of the final reflection part of this activity?

- a. To discuss the results of the game
- b. *To make connections with Human Rights, discuss positive discrimination, and link the game experience with actual Human Rights Education materials and real-life situations (Correct answer)*
- c. To plan for the next game
- d. To assign MVP (most valuable player) awards



Human Fussball

THEMES Inclusion

Competencies Conflict Resolution. decision-making, teamwork

Group Size 20+

Complexity basic

Age Range 14 to 30 years old

Time 45–90 minutes

Overview

This activity explores key themes of inclusion, empathy, role distance, and tolerance of ambiguity to participants and within the role of the trainer. The participants will play Human Fussball and explore these topics.

Objectives

- To introduce themes: Inclusion, empathy, role distance, and tolerance of ambiguity to participants.
- To reflect on themes: Inclusion, empathy, role distance, and tolerance of ambiguity within the role of a trainer.

Materials

- Playing field
- Footballs
- Marker
- Cones
- Bibs
- 6 long ropes

Goals

Preparations

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

Instructions

Explain the rules of the game to the participants

- Play the Game: two rounds of 15 minutes. Two teams of ten players and a goalie.

Set the teams up as 1 goalie, 3 defenders, 4 midfielders, 3 strikers.

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

Debrief and evaluation

- Give one word to describe how you felt during the game
- What emotions did you experience and what roles did you play?
- Were there any major problems or conflicts during the game?
- What did you observe about the roles of the other players?

- When you played, What did you do? Did you adapt? Did you negotiate?
- How did others communicate with you? How did their communication techniques affect you and the game?
- What is the behaviour linked to ICI?
- Is a sport a useful tool for ICI?

Variations:

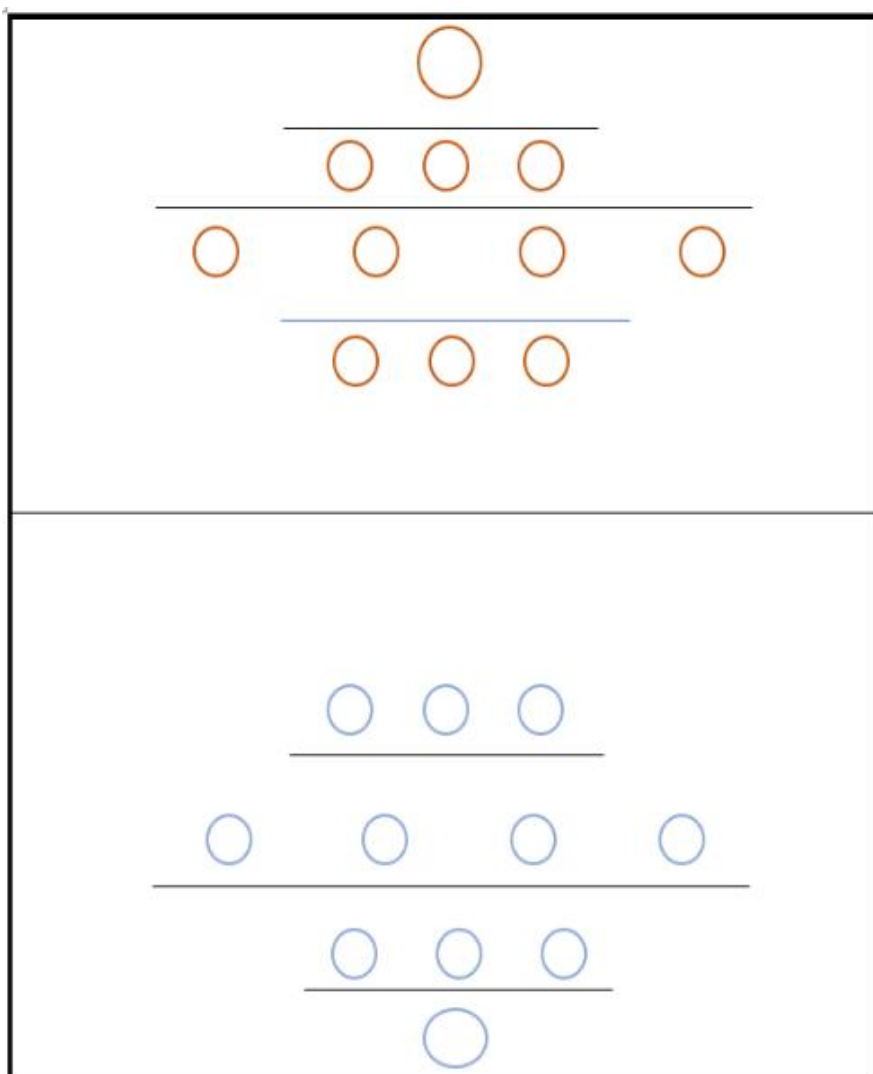
Teams can be adjusted to 5 instead of 10 if number is less

Additional information

Rules:

- You can only pass to the person on your right
- You can only pass the ball forward
- You can only pass with your left foot (?)
- You may not speak

Source: <https://www.moveandlearn.org/files/Move&Learn.pdf>





Self Assessment Questionnaire

What are the primary themes explored in the Human Fussball activity?

- a. Competition and strategic planning
- b. Physical endurance and goal setting
- c. *Inclusion, empathy, role distance, and tolerance of ambiguity (Correct answer)*
- d. Scoring goals and following instructions

How are players supposed to move during the game?

- a. They can only move forward and backward.
- b. They can move freely around the field.
- c. *They can only move in a line, from the right to the left and vice versa. (Correct answer)*
- d. They can only move when they have the ball.

What do the cards given to each player represent in this game?

- a. The position they'll play in the game.
- b. *The limitations or enhancements on what they can do during the game. (Correct answer)*
- c. The points they've earned during the game.
- d. The team they're playing on.

During the game, what does the "Tolerance of Ambiguity" refer to?

- a. Players' understanding of the rules.
- b. *Random changes in the rules, such as more points for a goal, adding more balls, or swapping goals. (Correct answer)*
- c. Players' ability to play different positions.
- d. The ambiguity in scoring a goal.

In the context of this activity, what does the term "Empathy" refer to?

- a. Players' ability to understand and share the feelings of others.
- b. *Instruction given to players to change cards with another player on their team and take up their role. (Correct answer)*
- c. Players' willingness to help others during the game.
- d. The ability of the players to connect with their teammates emotionally

INTEGRATION 1 0 1 PROJECT CONSORTIUM

- USB (Greece)
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