Using sport and physical activity to promote social inclusion Toolkit

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Introduction

This toolkit has been created to help practitioners (teachers, coaches, social workers) use sport and physical activity as effective tools to promote social inclusion. It provides practical advice and guidance about how to involve children and young people from different cultural backgrounds in fun sporting activities in order to:

- Improve social interaction
- Encourage mutual understanding
- Develop valuable life skills
- Promote positive values
- Build and strengthen community cohesion.

The authors represent a group of European partners who have been collaborating on an EU funded sport for social inclusion project – **Intercultural Sport Challenge**. Led by L'Orma (Italy), the other partners are;

- Associacio Esportiva Ciutat Vella (Spain),
- 4C Cooperate-Communicate-Create Change (Greece),
- Network for European Citizenship & Identity (Cyprus),
- Youth Sport Trust International (United Kingdom).

What does sport for social inclusion mean?

Sport for inclusion or sport for development is a method of using sport and physical activities to develop and enhance the inclusion and social interaction of children. There are many ways in which sporting activities can be used to highlight a specific theme to help children understand and respond positively.

This toolkit focuses on five themes and gives examples of specific activities for practitioners to use with the groups of children they work with:

Team building

Activities to help children work well together in teams

Co-operation versus competition

Activities that challenge children to think about the importance of co-operating even when competing

Problem solving

Activities when children on their own or with others have to make decisions to find solutions

Communication

Exploring the different ways we can communicate effectively through activities

Knowledge sharing

Experiencing and enjoying activities from other cultures to gain better understanding of differences

Planning your sport/physical activity session

When planning your sessions with young people we recommend that you adopt a simple five step framework:

Introduction	• Coaches greet the young people. • This is where the rules and expectations are set together with an explanation of what the session is all about.
Warm up	• Preparation for the session using activities, games and exercises. These are often referred to as 'icebreakers'. • These are often led by the coach but can be supported by ideas from the young people.
Skill development	• Activities and drills to help young people to develop a particular skill related to the sport in the session.
Game	• A chance for young people to put the skills they have been learning into a game.
Cool down	• Activities to help young people recover from activity. • Coaches also use this time to seek feedback, ask questions and enable young people to share their views.

There are some very simple strategies coaches can use to help all young people enjoy and develop in coaching sessions.

STEP is an easy way to remember how you can modify your sessions.

Space	• Make the playing area smaller or larger • Increase or decrease the instance between young people for drills • Divide the playing space into smaller grids, squares or corridors
Task	• Modify use 2 hands instead of 1 hand • Catch with 1 hand or 2 hands • Allow a bounce before catching • Pass using hands instead of feet
Equipment	• Use a smaller or bigger ball • Allow choice of bats or racquets
People	• Group young people according to ability • Have uneven number in teams to ensure all are successful

Safeguarding

It is important that you are mindful of safeguarding when you plan and deliver your sessions as you are responsible for the safety and wellbeing of the children or young people taking part.

Here is a safeguarding checklist for coaches.

Safeguarding checklist

KEY QUESTIONS	TICK
Who is in charge of safeguarding?	
Who is nominated as the person in charge in lieu of parents/carers?	
Is there a clear recruitment process for coaches and volunteers?	
Is there any process for checking the suitability of coaches or volunteers?	
Is there a process in place to inform or train coaches and volunteers about safeguarding?	
Who has line management or supervisory accountability at the sport or physical activity sessions?	
How and where are safeguarding concerns reported?	
Do you have consent forms for all the children who attend?	
Is there a procedure for logging medical or other relevant information on the young people?	
Is there a safety check made of the playing area and equipment before the session begins	
Are there adequate and appropriate facilities – changing/toilets/screened playing area?	
Is first aid available each session?	
Is there someone trained or nominated as the first aider each session?	
Do you have a code of conduct for both children and coaches?	
What are the processes for informing parents if an accident occurs?	
What is the process for? A missing child Bullying Suspicious stranger or non-authorised people at the session	
Is there a photography and social media policy?	

Examples of activities

This section provides examples of activities you could use in order to highlight a specific theme during your session – team building, co-operation versus competition, problem solving, communication, knowledge sharing.

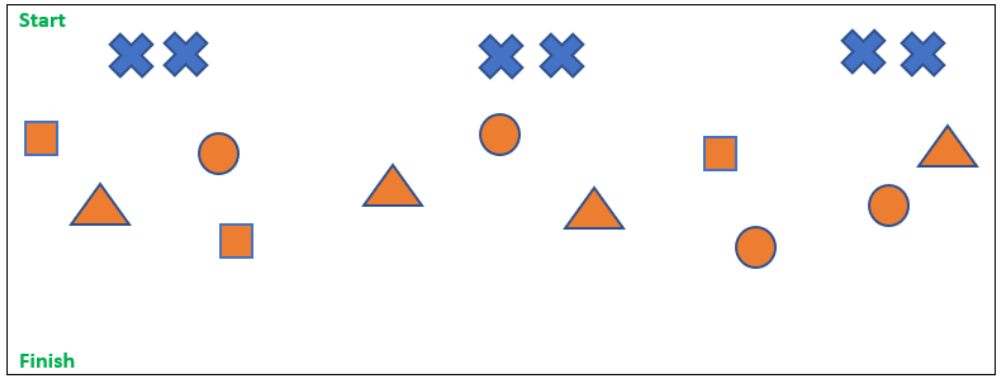
The activities have been provided by all the project partners.

Activity name: Hazard

Theme: Team building

Age group: 6+

Number of people who can play: 6+



Key:			
	Players in pairs		Objects

Safety

Choose obstacles which could not injure a player.

Ensure that there is an enclosed space large enough to play the game

Equipment

Cones, chairs, circles, benches, balls, different objects to put on the floor

Key questions:

- What did you learn about working with a partner?
- Is there anything you would do differently next time?

How to play:

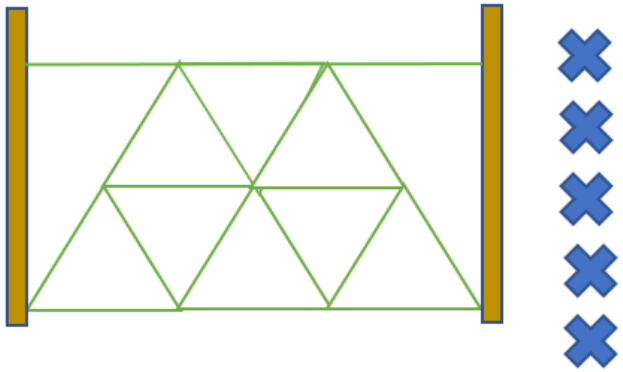
- The activity starts by placing all kinds of objects in the play space to represent “hazards”
- Children stand side by side in pairs, i.e. one facing forwards and one facing backwards and hold hands
- The aim is for each pair to reach the other side of the play space without letting go of each other or touching any of the hazards on the floor
- If either of the participants touches a hazard, the pair must return to the starting point and begin again

Activity name: Spider's web

Theme: Team building

Age group: 6+

Number of people who can play: 5+



Key:	
✖	Players

Safety

Tighten the rope on poles or trees

Ensure there are enough spaces at various heights to allow children to get through the web

Equipment

A rope and a large space, preferably outdoors. Two poles or trees to tie the rope to each side

Key questions:

- How did you work together to ensure everyone in the team got through the spider's web?
- What have you learnt about working as a team through this activity?

How to play:

- All participants must pass through a spider's web without touching it
- Before starting the game, build a spider's web with the rope. Spaces of various sizes should be left, the larger ones higher up
- Children must get to the other side of the spider's web without touching it. To achieve this, they must think together about the best way to get through the spaces and help each other
- The children's motivation can be increased by creating a story around the need to "escape" by crossing the rope
- At the end of the activity, allow the children to discuss a team strategy before they play again

Activity name: Infernal knot

Theme: Team building

Age group: 6+

Number of people who can play: 8+

Key:	
	Players

Safety

To be done in a big space where students can move around easily

Equipment

None

Key questions:

- How did you work as a team to make sure everybody was part of making the knot?
- How did you work as a team to undo the knot and get back to the circle?
- How would you use what you have learnt about teamwork next time?

How to play:

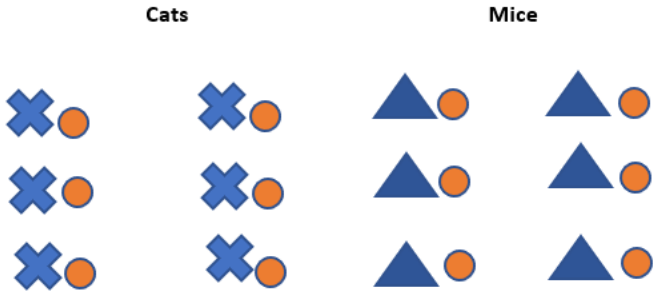
- Players form a circle and join hands
- Hands must be joined at all times
- Players can move over or under other players to create a knot until they cannot move any further
- The object of the game, without letting go of hands, is to try and untie the knot and get back to the circle where players began

Activity name: Cats and mice

Theme: Team building

Age group: 6+

Number of people who can play: Unlimited



Key:					
▲	Players (Mice)	✖	Players (Cats)	●	Balls

Safety

Game should be played at walking pace. Remind children to look where they are going

Equipment

Soft bouncy balls

Key questions:

- How did you work as a team when you were the cats?
- Did you work together as a team when you were the mice?

How to play:

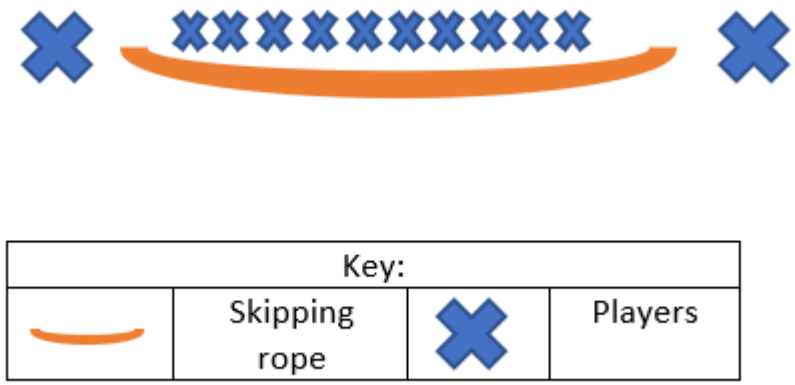
- Children are divided into a group of 'cats' and a group of 'mice'
- Every player has a ball
- While bouncing or dribbling the ball and without losing control each cat must try to catch a mouse while the mouse moves out of the way
- Any mouse touched must step out of the game for 30 seconds and can then re-join the game
- After 10 minutes of playing the roles are reversed and the mice start hunting the cats

Activity name: Skipping together

Theme: Team building

Age group: 7+

Number of people who can play: 4-12



Safety

Make sure there is enough space to turn the rope

Equipment

Long skipping rope

Key questions:

- How do you decide who is turning the rope?
- How do you decide who is doing the jumping?

How to play:

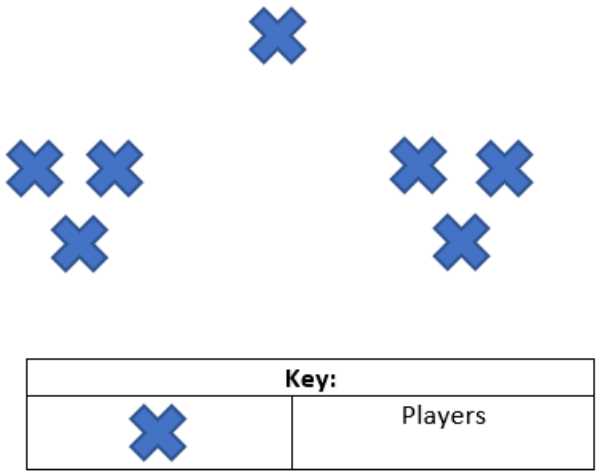
- A group of up to 12 players are given a long rope
- Two players are selected to stand at each of the rope and turn it
- The other 10 must work together to jump over the rope 10 times as it is turned

Activity name: The lodger

Theme: Co-operation versus competition

Age group: 7+

Number of people who can play: 7+



Safety

To be done in a big space where students can move around easily

Equipment

None

Key questions:

- Which was more important, to co-operate to form a house or to compete to be a lodger?
- Can you give me an example of how you improved co-operation versus competition in your team?

How to play:

Time: 10 minutes

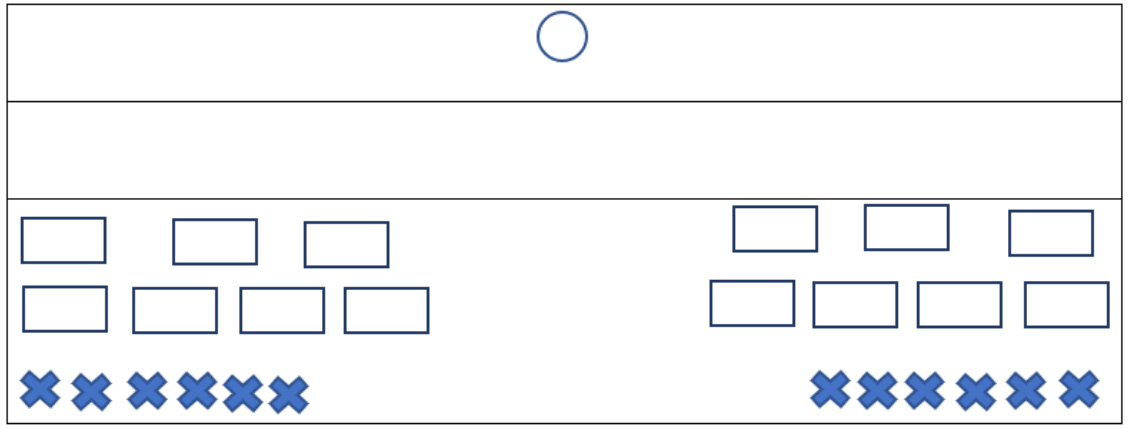
- Divide the class into groups of 3 but ask one student to stay separate
- In every group of 3 students there are 3 roles: right wall, left wall, the lodger. The 2 walls put their hands together to create the shape of a house. The lodger stays “under the roof”
- The student who is separate from the groups says “LEFT WALL”, “RIGHT WALL” or “LODGER”. If he/she says “LEFT WALL” all the left walls have to leave their houses and run to a new one. The same happens with right walls and lodgers. In the meantime while the students are moving, the player who is separate tries to take a place so that someone else then has to stay separate.
- Repeat a number of times

Activity name: Paper circle

Theme: Co-operation versus competition

Age group: 8+

Number of people who can play: 10+



Key:					
✖	Players	▭	Paper	○	Basket

Safety

Ensure there is enough space between teams.
Ensure that the paper does not slip on the playing surface.

Equipment

Sheets of paper (better if recycled), ropes, cones or anything that can be used to mark a border, a basket or box.

Key questions:

- What did you learn about co-operation versus competition?
- Can you give me an example of how you improved co-operation versus competition in your team?
- How will you use what you have learnt about co-operation versus competition next time you play a game?

How to play:

20 minutes

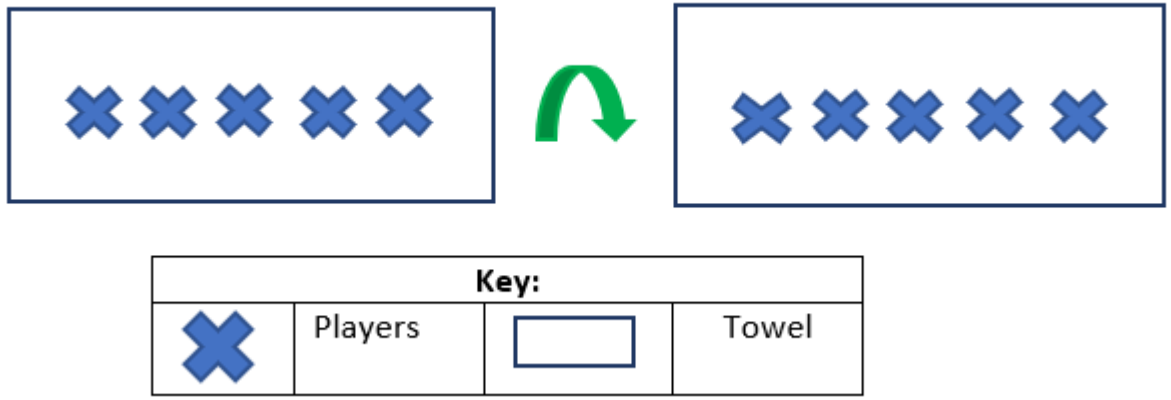
- Divide the class in 2 teams. Give to each team 1 sheet of paper for every player + 1 (ex: 10 players=11 sheets)
- Mark 2 different borders on the ground. Put a basket at one end of the room
- All the team has to get over a border in the room (marked on the ground)
- The players can step only on the pieces of paper. Every team can find different strategies to satisfy this rule
- When all the team has crossed the border every player has to make a plane with his/her sheet and throw it over the second border. Players can have more than one attempt
- Planes which land over the border are made into paper balls and thrown in the basket
- The team which puts the most balls in the basket wins

Activity name: Upside down

Theme: Co-operation versus competition

Age group: 8+

Number of people who can play: Unlimited



Safety

Ensure there is enough space between teams

Equipment

Big towels

Key questions:

- What did you learn about co-operation versus competition?
- Can you give me an example of how you improved co-operation versus competition in your team?
- How will you use what you have learnt about co-operation versus competition next time you play a game?

How to play:

20 minutes

- Divide the class in groups of 5/6. Give each group a large towel
- Each group has to find a way to turn the towel upside down while the whole group is standing on it
- Next level: the groups combine and using a larger towel or canvas try to achieve the same goal
- The time can be managed according to the group cooperation level
- The number of players can be adapted according to the size of the towel

Activity name: Lines in order

Theme: Co-operation versus competition

Age group: 6+

Number of people who can play: Between 6+

Key:	
	Lines of children in order

Safety

This game can be done in every kind of space but a large space allows for the introduction of different ways of moving

Equipment

None

Key questions:

- What did you do to work together, did anyone become the leader of your team?
- How important was it to win as opposed to working together as a team?

How to play:

- Children are split into two groups of equal numbers
- The teacher asks them to organise themselves in order according to given criteria which might be height, hair colour, month of birth etc
- A further variation is that the children are asked to move in line using different motor skills such as hopping or jumping

Activity name: Superclass challenge	**Theme:** Co-operation versus competition
Age group: 7+	**Number of people who can play:** 20
	Safety A large enclosed space
	Equipment Rope, ball – will depend on the physical activities to be undertaken
	Key questions: • How did you decide who would do each task? • Did you choose the person who could complete the task or the person who could complete the task quickest?

How to play:

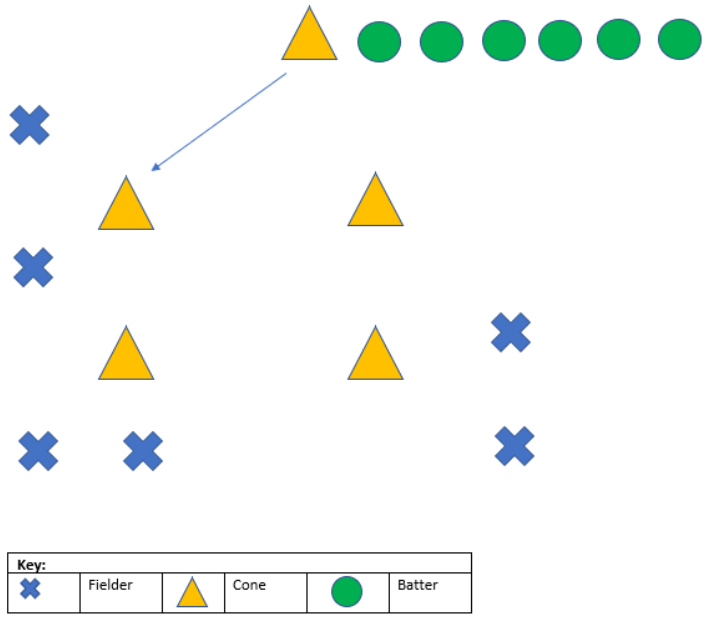
- The teacher gives the class of children a list of 10 different physical activities (for example, jump over a rope 50 times, run a distance, do 10 lunges on each leg etc)
- The children have 20 minutes to work out strategy for each child to do at least 2 challenges and for all the challenges to be completed in 10 minutes

Activity name: Runaround

Theme: Problem solving

Age group: 7-11 years

Number of people who can play: 12



Safety

Batters must stand behind the batting cone
Fielders at least 10m from the batter
Be aware of the batters running round

Equipment

Cricket, softball or other small bats
Safety markers
One tee, small or medium ball

Key questions:

- What did you learn about problem solving?

e.g. Where did you stand as fielders?
Did you discuss a batting order?

- Can you give me an example of how you solved a problem in your team?
- How will you use what you have learnt about problem solving next time you play a game?

How to play:

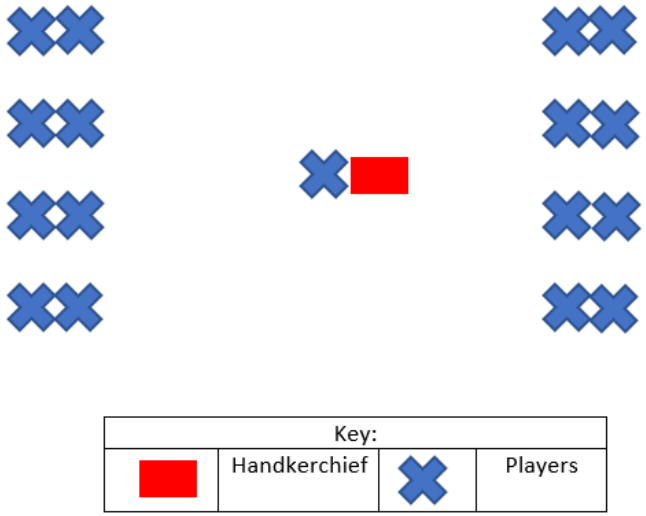
- Two teams of 6 players, one batting and one fielding
- First batter either kicks the ball or hits the ball with a bat off a cone. The ball must travel forwards not backwards
- Whole batting team must run as line around the 4 cones back to where they started
- Fielding team must collect the ball and stand in a line one behind the other
- Fielder who collects the ball stands at the front of the line
- Ball is then passed overhead from front to back of the fielding team
- Last person in fielding team when they get the ball holds up a hand and says **STOP**
- If all the batters return to the starting point before they hear STOP they get a point
- If fielders shout STOP before the batters return to starting point they get a point
- All batters have two turns each and then the teams change over

Activity name: The handkerchief in pairs

Theme: Problem solving

Age group: 6+

Number of people who can play: 9+



Safety

Make sure any leg binding is secure
Each pair must take care not to bump into their opponents

Equipment

Rope and a handkerchief

Key questions:

- How did you decide who you would be in a pair with?
- Did you change any of your pairs during the game?

How to play:

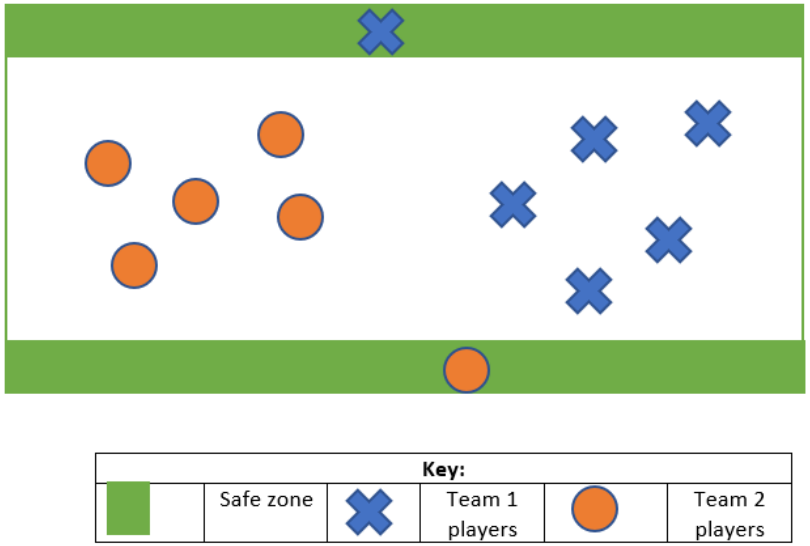
- Children are divided into two teams, standing at opposite ends of a marked out playing area
- They work in pairs and each pair has a single number
- Each side will have the same assigned numbers
- One player stands in the middle holding a handkerchief
- The pairs are tied together by their ankles
- Thew player in the middle shouts out a number – for example 2 and the number 2 pairs from each side runs for the handkerchief as fast as they can
- The winner is the pair who manage to get the handkerchief and return to their starting point without being caught by the other pairs

Activity name: Wing Game

Theme: Problem solving

Age group: 7+

Number of people who can play: 12



Safety

Ensure size of the rectangle is big enough for safe movement of the number of players

Make sure safe zones are clearly marked

Equipment

Large ball

Key questions:

- What did you learn about problem solving?

e.g. When did you decide to use your safe zone player?

As the safe zone player where was best to position yourself?

- Can you give me an example of how you solved a problem?
- How will you use what you have learnt about problem solving next time you play a game?

How to play:

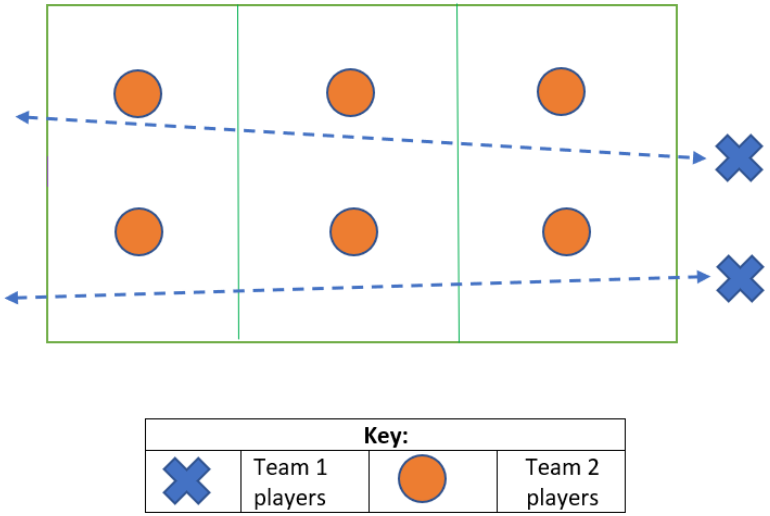
- A large rectangular area is marked out
- A narrow SAFE ZONE is marked on each of the long sides of the rectangle
- This is a team passing game where each team player tries to pass the ball to each other until a player on their team catches the ball over an agreed line on the short side of the rectangle
- When any player catches the ball, they must stand still and pass before they can move again (no dribbling or running with the ball is allowed)
- 5 players from each team can go anywhere within the rectangle
- 1 player from each team chooses a safe zone where they can move freely anywhere within the safe zone
- No opposing player can mark or guard the player in the safe zone.
- There is no limit to the number of times a team can pass to the player in the safe zone
- The game starts in the middle with a ball toss between 2 opposing players
- 1 point is scored when a team catches the ball over their agreed short side line
- Once a point is scored the opposing team takes the ball from behind the line where the point was scored
- Coaches can decide whether teams play for a number of points or an amount of time for each game

Activity name: Zone passing

Theme: Problem solving

Age group: 10+

Number of people who can play: 10



Safety

Ensure size of the rectangle is big enough for safe movement of the number of players

Equipment

Large ball

Key questions:

- What did you learn about problem solving?

e.g. Have you considered which pairs of defenders to position in which zone?

Did you have a strategy for where to space players in the attacking team?

- Can you give me an example of how you solved a problem?
- How will you use what you have learnt about problem solving next time you play a game?

How to play:

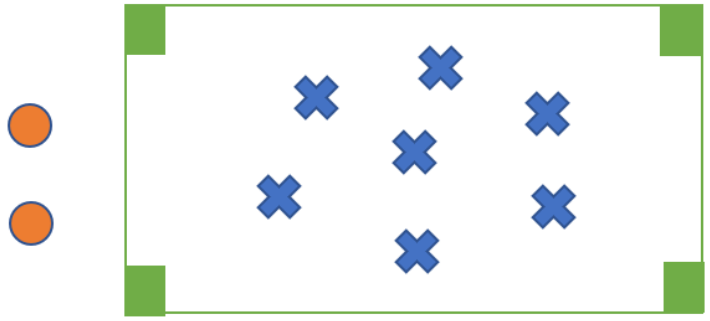
- A large rectangular area is marked out and divided in 3 equal zones
- This is a team passing game that can be done either throwing or kicking the ball
- A team of 6 defenders in split into pairs (2s)
- Each pair (2) must stand in one of the 3 zones, defenders are not allowed to move out of their zone
- An attacking team of 4 players starts with the ball behind a line at the narrow end of the rectangle
- Attacking team can move freely throughout the whole of the rectangle
- Attacking team aims to pass the ball and then stop it or catch it over the opposite narrow line at the other end of the rectangle
- Attacking team then starts from this point and aims to do the same returning to the opposite end
- Each time the attacking team crosses a narrow line they score 1 point
- Once the attacking team has scored 5 points they change places with some of the defenders
- Play continues until all the defenders have had an opportunity to be an attacker

Activity name: Rabbits and foxes

Theme: Problem solving

Age group: 7+

Number of people who can play: 20



Key:					
	Safe zone		Players (Rabbits)		Catchers (Foxes)

Safety

Ensure size of the rectangle is big enough for safe movement of the number of players

Make sure safe zones are clearly marked

Equipment

Tails/bibs/vests/ribbons

Key questions:

- What did you learn about problem solving?

e.g. When did you decide to use your safe zone options? As a catcher what was your plan?

- Can you give me an example of how you solved a problem?

- How will you use what you have learnt about problem solving next time you play a game?

How to play:

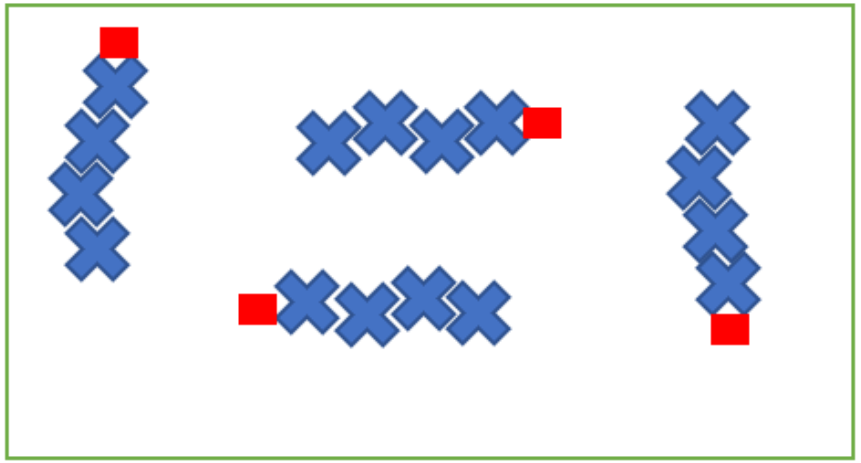
- A large rectangular area is marked out
- In each corner of the rectangle a small area is marked – these are the SAFE ZONES
- 2 players nominated or volunteer to be the catchers and wait outside of the rectangle
- All other players find a space within the rectangle and must remain in the rectangle during the game
- All young people must have a ‘tail’ hanging from the back of their clothing. This could be a bib/vest/ribbon or similar
- When the whistle is sounded the catchers aim to take a tail from one of the players
- When caught the player who loses the tail then becomes a catcher
- The catcher who takes the tail is allowed to stand still to place their tail in their clothing before joining the game
- At any time, a player may choose to go and stand in the safe zone for a period of 5 seconds
- A player may only visit a safe zone twice in each game
- Catchers must keep moving and are not allowed to wait around the safe zone
- A game can be changed to include more than 2 catchers
- After 5 minutes if the catchers have not been able to take any tail, the game is stopped and catchers changed

Activity name: Snake

Theme: Communication

Age group: 6-12

Number of people who can play: 16+



Key:			
	Bib or scarf		Players

Safety

Encourage children to look where they are going
Snakes should only move the at the pace of the slowest person
No physical contact except the removal of the tail
Safe space for running (better if on a grass surface)

Equipment

Bibs or scarves (long pieces of paper with tape at the end could do as well)

Key questions:

- What did you discuss as a team before you started the game?
- Can you give me an example of how you improved the communication in your team?
- How will you use what you have learnt about communication next time you play the game?

How to play:

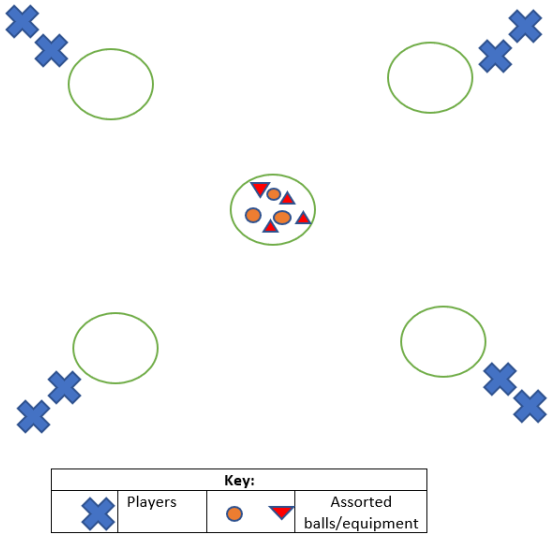
- Snake - Separate the group into 3-4 teams (the teams should be of around 4-5 people)
- Tails - Each snake will be given a bib or a scarf to try to get from the other snakes without losing their own. The bibs are tucked into the trousers or the shorts at the back of the snake. At least half of the bib must be on show for others to catch it
- The aim of the activity is for each snake to steal the bib attached the last member of the other snakes
- Points will be awarded for the catching of a bib but only if the chain of players is not broken
- Let snakes play for few minutes and then stop them. Give them 2-3 minutes to decide the strategy within their teams
- After each game, change the person at the front and the back of the snake

Activity name: Rob the chest

Theme: Communication

Age group: 6+

Number of people who can play: Unlimited



Safety

Players to make sure equipment is safely placed in the hoop
Players to look up when running to avoid collisions

Equipment

Large/medium/small balls, vests, bean bags other sport equipment

Key questions:

- How did you decide what order team players would rob the chest?
- Did you discuss which other teams you would rob their treasure from?
- Did everybody get a chance to share their ideas?

How to play:

- A large space is identified, a hoop is placed in the centre and 4 hoops placed 1 in each corner – all equal distance from the centre hoop
- Players are split into 4 teams and stand in line behind their designated hoop
- As many assorted balls as possible are placed in the centre hoop (other pieces of equipment can be used)
- A player from each team runs to the middle, collects 1 piece of equipment and places it in their team hoop
- Once the item has been placed the next player in the team may run and collect a piece of equipment
- The game continues until all the equipment from the middle has been collected
- The winning team is the team that has collected most equipment
- Coaches may decide to award extra points for different equipment – for example 1 point for a small ball and 2 points for a large ball
- A variation of the game is when all the equipment has been collected from the middle, players can choose to ‘rob’ a piece of equipment from another team and the coach ends the game

Activity name: Hula hoop in lines

Theme: Communication

Age group: 6+

Number of people who can play: 16+

Key:			
✖	Players	○	Hula hoops

Safety

Make sure the area is big enough for the number of players you have

Equipment

2 Hula hoops

Key questions:

- What did you learn about communication through this exercise?
- Can you give me an example of how you improved communication in your team?
- How will you use what you have learnt about communication next time you play a game?

How to play:

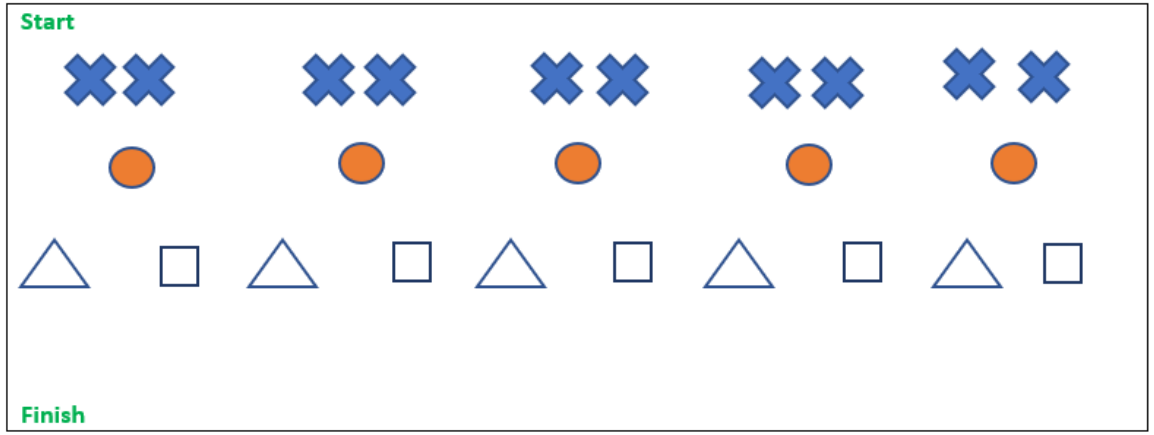
- Players should be divided into 2 teams of even numbers
- Before the game starts each team gets 2 minutes to discuss their strategy
- The teams stand in line holding hands
- The teams face each other
- The first person in each team has one hula hoop and when the sign is given, each member of the team must find a way to pass through the hula hoop without disconnecting their hands
- The winning team will be the one which completes the task first

Activity name: Blindfold football

Theme: Communication

Age group: 6+

Number of people who can play: 10+



Key:					
✖	Players	△ □	Obstacles	●	Balls

Safety

Choose obstacles which could not injure a blindfolded player
Ensure that there is an enclosed space large enough to play the game

Equipment

Enough blindfolds for half of the group
A ball
Many objects which can be used as obstacles

Key questions:

- How did participants have to communicate differently to guide their partner?
- What did you learn about communication through this exercise?
- How will you use what you have learnt about communication next time you play a game?

How to play:

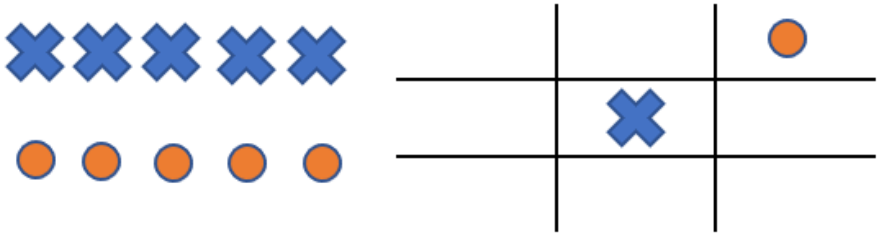
- The whole group should be split in pairs
- Ask each pair to stand at one end of the room or field
- One player of the pair will be blindfolded and the other one will guide him/her to move and carefully dribble a ball across the room/field
- At the same time, the sighted partner will give the instructions to help the blind one to avoid the placed obstacles in the room or on the field
- The game ends when a pair reaches the other end of the space. Players should then switch roles and repeat the exercise

Activity name: Noughts and crosses

Theme: Communication

Age group: 6+

Number of people who can play: 12



Key:			
	Players (crosses)		Players (noughts)

Safety

Teams must start from a safe space away from the playing area
Players must join the end of their team once they have thrown their bean bag

Equipment

- Cones
- Red and blue bean bags

Key questions:

- How did you decide in your team where to throw the bean bag?

How to play:
Children are divided into 2 teams of 6

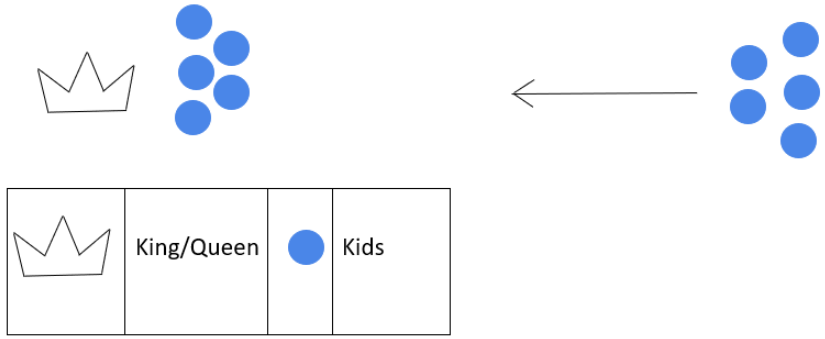
- Team 1 represents noughts and each player has a red bean bag
- Team 2 represents crosses and each player has a blue bean bag
- A grid with nine squares is marked out with cones at least 10 meters away from the 2 teams
- Players line up in their teams
- The first player from the crosses team throws their bean bag into a square , followed by a player from the noughts team into a different square
- Players from each team take it in turn to throw their bean bags
- The aim is to create a line of 3 crosses or 3 noughts in the grid
- Repeat the game until one team wins

Activity name: The king/queen

Theme: Knowledge sharing (traditional games)

Age group: 7+

Number of people who can play: 5-15



Safety
Because of the hunting, the ideal place for this game is a park or a field

Equipment
A crown for the king/queen

Key questions:
- Would you be able to teach your friends to play this traditional game?
- Are there any traditional games in your country similar to this?

How to play:
- Children choose one of their group to play the king/queen and he/she takes a seat away from the others
- The children as a team decide on a job they want to act before the king/queen
- They select the gestures which are the most appropriate for indicating the chosen job
- When they finish, they visit the king/queen and they have the following conversation:
  - Oh my king, my king/my queen, my queen with your impressive sword, what is my job?
  - Laziness of course!
  - No, no, no!! Now guess, what is my job?
- Then the children make the gestures of the job they chose.
- Only if the king/queen understands what the job is does he/she become the hunter and the child that he/she grips becomes the king/queen. Otherwise, the king/queen remains the same and children imitate another profession.

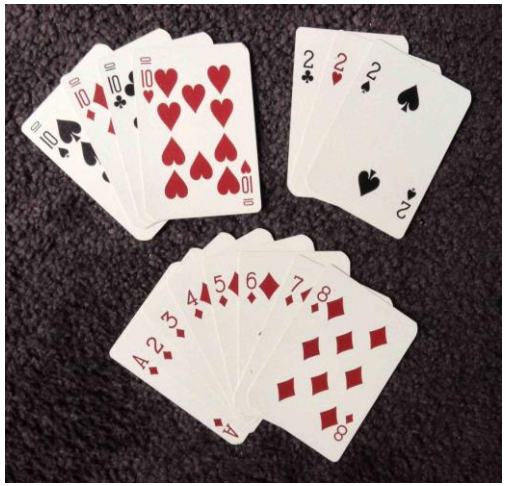
RULES:
- After the conversation, it is prohibited for children to talk to the king/queen or to each other when they are making gestures to indicate their job.
- If the king/queen understands the job, he/she has 3 minutes to hunt other children
- Hunting must take place in a specific area which will be delineated before the game starts
- If the king/queen can't identify the job, he/she remains the king and he/she has to identify two jobs. Children have to prepare two jobs to demonstrate

Activity name: Machiavelli

Theme: Knowledge sharing (traditional games)

Age group: 7+

Number of people who can play: Usually from 2 to 6 but it can be played by a larger number of people also



Safety

This is a card game so it can be played anywhere there is a table large enough for cards to be laid out

Equipment

2 decks of 52 cards with 4 jokers

Key questions:

- Would you be able to teach your friends to play this traditional game?
- Are there any traditional games in your country similar to this?

How to play:

- The goal of the game is to be the first player to get rid of all cards by laying them out as valid combinations
- All players are playing against each other and have 13 cards each (if there are more than 5 players, then 8 cards each)
- The remaining cards are placed face-down in the middle of the table
- The first player draws a card, then all other players in turn do the same. Players continue drawing until they manage to make a valid combination with the cards they are holding in their hands. At this point, the combination of cards is laid out on the table
- Here are valid combinations:
  - 3 or 4 cards with the same value but different suits (example: 7♥ 7♦ 7♠)
  - Straight of at least 3 cards with same suit and consecutive values (example: 3♠ 4♠ 5♠)
  - Add 1 or more cards to a combination that is already laying out on the table (example: add 7♣ to the first example or 2♠ to the second example).
  - Players can edit combinations that are already laid out on the table according to their needs, so for example taking 1 card from one straight, 1 card from another straight, etc. to form a new combination that a player can add a card from his/her hand to
  - The game ends when a player has no more cards left in his/her hands

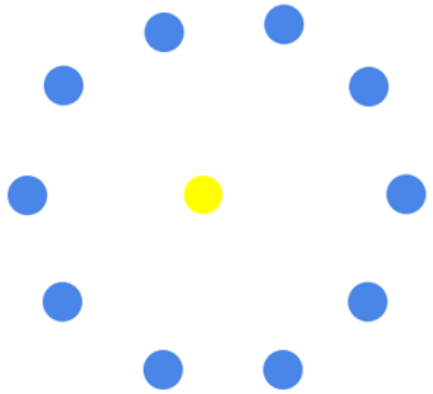
Note that there is no way to get rid of cards, other than laying them out on the table to form a combination of cards

Activity name: Tik tak boem

Theme: Knowledge sharing (traditional games)

Age group: 7+

Number of people who can play: 8+



Key:	
	Players

Safety
Enough space to guarantee safety (lying on the ground). It can be played indoors and outdoors

Equipment
A ball e.g. a tennis ball.

Key questions:

- Would you be able to teach your friends to play this traditional game?
- Are there any traditional games in your country similar to this?

How to play:

- Make a large circle with the group, with a distance of about 2 metres between the players
- One person stands in the middle
- The person in the middle starts counting to 30. When he/she comes to 10 when counting, he/she extends his/her right arm. At 20, he/she extends his/her left arm. At 30 he/she claps his hands once
- While the person in the centre is counting, a ball goes around in the circle
- Whoever is holding the ball when the hands clap must lay face down on the ground
- From now on players must step over those players on the ground to pass the ball to each other
- The game becomes more difficult and exciting, the more people there are on the ground
- The winner is the last player standing

Activity name: Playing blindfold

Theme: Knowledge sharing (traditional games)

Age group: 6+

Number of people who can play: Minimum of 3 but the game is more interesting with more players

Safety

Large playing area to allow ‘blind friend’ to move around without bumping into a wall or other obstacles

Equipment

Scarf or something similar to be used as a blindfold

Key questions:

- Would you be able to teach your friends to play this traditional game?
- Are there any traditional games in your country similar to this?

How to play:

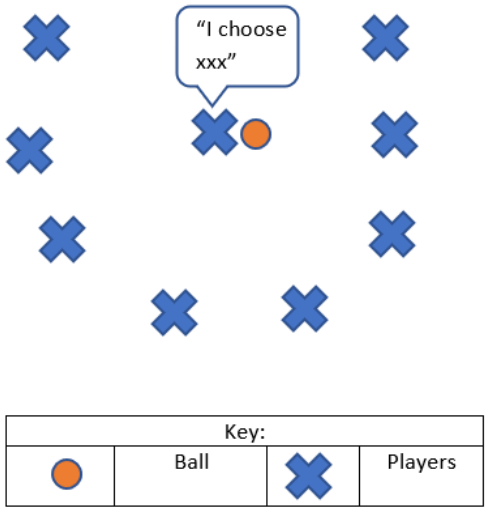
- Players select one of the group to be blindfolded (he/she becomes ‘blind friend’)
- Next the other players gently spin their ‘blind friend’ five times so that he/she loses orientation
- **‘**Blind friend’ now has to try to find another player
- The players are around their ‘blind friend’ and call out to him/her by name, moving out of the way when he/she comes towards them
- When ‘blind friend’ catches someone, he/she should guess his/her name without removing the blindfold
- ‘Blind friend’ has the right to touch the face and body of the caught player and to try to make him/her say something
- If ‘blind friend’ guesses correctly the caught player then that player becomes ‘blind friend’

Activity name: I choose

Theme: Knowledge sharing (traditional games)

Age group: 7+

Number of people who can play: 6+



Safety
A large enclosed space indoors or outdoors where children can run around freely

Equipment
Soft ball

Key questions:

- Would you be able to teach your friends to play this traditional game?
- Are there any traditional games in your country similar to this?

How to play:

- Children choose one of their group to stand in the middle of the playing area with a ball and the others form a circle around him/her
- The player in the middle selects one of the children and says' I choose my friend called xxxx'
- The player in the middle then throws the ball and his/friend must run to catch it.(they are now called the pitcher)
- The rest of the children run to escape until the pitcher has caught the ball and calls out 'STOP'. Then they must all stand still
- Now the pitcher with the ball takes three steps to wherever he/she wants and then tries to hit someone below the waist with the ball
- If the ball is caught then the pitcher is the loser and he/she must continue with three steps towards a different player. If the pitcher hits the player with the ball then that player will be the next to choose a friend from the middle of the playing space

RULES

- Only the player in the middle at the start of the game can throw the ball with his/her hands
- Only the pitcher can advance three steps
- The player hit by the ball will be the next to declare, 'I choose'

Additional support

Here is a list of useful websites, resources and links to help practitioners to use sport and physical activity to promote social inclusion.

- ICoachKids platform dedicated to youth coaches and kids https://icoachkids.org/index.php?r=site/login
- The International Sport and Recreation Association (ISCA) has established the Integration of Refugees through Sport (IRTS) Networking Platform – an international knowledge hub and networking platform for the integration of refugees through sport – www.isca.org/irts
- Playbooks for coaches by Nike – Coaching for Belonging, Coaching Girls Guide, Hijab Playbook – www.nike.com/gb/made-to-play/coach
- Sport and Development platform an online resource and communication tool dedicated to sport and development https://www.sportanddev.org/en
- TAFISA traditional games resource http://tafisa.org/traditional-sports-and-games

We hope this toolkit is useful. Please take the time to give us your feedback by completing a short questionnaire:
https://forms.zohopublic.eu/ormasite/form/ISCTOOLKITFeedback/formperma/hamaw-3c3pNZWZ17HivnnS_p8-b128C70uhHaA5GNQM

For further information visit the Intercultural Sport Challenge facebook page:

https://www.facebook.com/interculturalsportchallenge/

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