



27 APRIL – 05 MAY 2018

SPORTS ACTIVITIES: THE PATH TO SOCIAL INCLUSION

BOOKLET

An outcome from participants' effort during the Activity week



The Project

The results

Photo Album

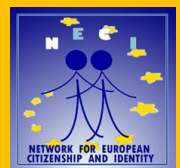
**Participants'
Impressions**

**Inclusive and Non
Formal
suggestions**

**NETWORK FOR
EUROPEAN
CITIZENSHIP AND
IDENTITY**

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Project Identification

SPORTS ACTIVITIES: THE PATH TO SOCIAL INCLUSION

Mobility of Youthworkers, Training

2017-2-CY02-KA105-001036

Larnaca 27 April to 5 May 2018

Organizer/Applicant: NECI Cyprus

Website: <https://necicyprus.wixsite.com/sapsi2018>

#tcsapsi2018

Partners:

- (a) NECI Cyprus;
- (b) BGBE Active Bulgaria;
- (c) NECI Italia;
- (d) Fingerprints Malta;
- (e) EUVolume, Romania;
- (f) Backslash Spain;
- (g) HYP - Hellas;
- (h) Biedriba "Dems" Latvia

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National Agency ErasmusPlus-Youth Cyprus

Appreciations:

Vocational/Technical School of Saint Lazarus Larnaka

Ministry of Internal Affairs

Civil Asylum and Refugees Services

Cyprus Sports Organization (KOA)

Editor for the current Booklet:

Renos Georgiou (Trainer)

About the Project

The project "Sports Activities: The path to Social Inclusion" aimed mainly to support 26 youthworkers from partner organizations (Cyprus, Bulgaria, Italy, Greece, Spain, Latvia, Malta, Romania) and inspire the wider lifelong learning community on how to improve social inclusion practices through education through sport.

The Mobility Week (TC) was implemented in Cyprus, April-May 2018 in Larnaca town, and was hosted by NECI Cyprus.

All partners identified and showed the power of E+ trainings through a TC week of NFL activities (using sports as a tool).

As partners we set the following **objectives** of the project/TC:



1. To increase awareness in pax/yw on how NFL can support the active and joyful involvement into sports



2. To train pax/youth workers to develop inclusive practices through sports activities, for supporting effectively marginalized groups (refugees, migrants, socially excluded);

3. To increase awareness on and suggest the method of education through sports (to all pax/yw) as a practice that supports well being (in short term) and social inclusion and solidarity (in long term);

4. To support pax/youth workers in the acquisition of key competences with a view to improving their personal development

5. To bridge and acknowledge cultural differences between partner countries/participants;



6. To create long term partnerships for future collaboration in the youthfield for projects on sports as a tool for social inclusion.



During this training Course participants enhanced and enriched the repertoire of inclusive practices with special orientation to Education Through Sports.



The project week was based mainly on sports activities and Education through Sport practice using NFL (simulations, small groups, reflection teams, role plays, world cafe, outdoor sport activities, intercultural evenings, plenary groups, interactive presentations etc), but also activities with refugees in Asylum Camp of Kofinou.



The Trainers

The Group



The Structure of the Activities

NECI Cyprus organized several opportunities for collaboration and interplay between participants through NFL such as sharing and reflecting on ideas, simulations, role plays, creating more inclusive sports, improving sports and games following the theory of ETS, digital interaction, energisers, teambuilding activities, outdoor-community research and sessions with refugees.



Many activities were implemented in several sport fields in Larnaca (Vocational School of Saint Lazarus, Mousits Futsal Courts, Koinotiko Stadium Larnaca). The basic idea behind the designing of the activities in order to meet the objectives is on the Scaffolding technique.

a) At first participants started with sessions to rise the interest and remove hesitations to participation and interaction between them.

b) The activities continued with sessions to rise their awareness on the importance of social inclusion and prepare the participant to be more involved into it

c) Then we tried to increase the competence of self-awareness and assist the y.w to find their own potentials in order to match social inclusion need and ideas into their own self development process.



d) Afterwards we created together situations where participants put into practice new competences along with self awareness techniques in order to facilitate social inclusion.

The main idea is to turn them from active (or inactive) individuals, into active citizens with an emerged interest on social inclusion.



It is important to mention that we provided space and time to participants to be informed about several tools for personal development, such self reflection, social and intercultural sets for increasing intercultural dialogue and skills, develop languages and promote Competences.

Amongst others they were involved in sessions for **Youthpass** and reflections.



e) Then we helped participants to understand and work on the different levels of Sports (For/Through/By) and focus mainly on ETS which was the core of the Training.



f) Then they practiced several games and sports and evaluated them with trainers' feedback and support



g) The next step was to visit the Refugees and Civil Asylum Seekers Camp and get involved with refugees, try to listen and play if possible some of the games.



h) Finally, they had time to reflect and think of possible partnerships designing concepts of projects and present them to each other. Some of these ideas are already in the process of being prepared and being applied within the next R of applications.



Participants' Impressions for the Activity

The most emotional thing for me was when we were in the Refugee centre, even my last job was in Crisis centre for children victims of trafficking and violence and i was thinking that i ve seen everything, my emotions just blow up and i waas like in nightmare. Renos, you and your teem did a great job so i wish you good luck in the future.



[Deyana, Bulgaria]

For me the most important aspect is Education trough sport which promotes with the game the social inclusion of people with disadvantage, physical, social psychic. Indeed, a truly significant experience was that of refugee. Seeing a reality so different from ours made me more aware. I learned that just through sport we can unite cultures that are completely different from ours.



[Olga, Italy]

I think a project such as this opens the learning process and motivates civil society to do more to make a small group of hares a good chance. All the things i learned are presented in a very professional and interesting way, easy to understand and accessible for practices. Sports games and working methods for movement and sport and their adaptation and suppression for disadvantaged people, such as disabilities and refugees, were all very well



[Miroslav, Bulgaria]

The Wow moment of the TC was the visit to the refugee camp. For this we prepared ourselves with different games and sports in order to make the refugees feel more welcome, included in the society and feel free to come and join us and have some good time together. There were people with different stories, coming from different environments and overall they were open to share stories and see what games we prepared. The experience was a success and i think this TC will be a basis also in the future to raise awareness of Social Inclusion and Education Through Sports.



[Bogdan, Romania]

I learned many practical methods, games, approaches for social inclusion through sport activities. I definitely increased my awareness in the field of Education Through Sport, I become more confident in developing instruments/activities for social inclusion and implement them in my country. I learned the basis of creating short term projects related to topics such as healthy lifestyle, education through sport, physical activity and youth projects. I have now wider conception and vision of how sport and physical activities can be delivered in inclusive way to help with the problem of social inclusion and solidarity.



[Maryia, Bulgaria]

The focus of the project was practical and creative and we worked in teams to design sports, tools and games to relate to inclusion and education. We practiced and always improved them and I believe overall it was a success and I appreciate all the effort of the organization and the participants involved. Last but not least, I feel the need to point out the visit to the camp of refugees which was the key and the main aim of this project in my opinion.



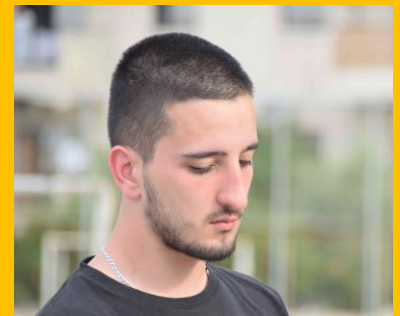
[Alexandra, Romania]

This training course gave me the opportunity to realize how important it is to interact with people coming from different background and cultures. As with all our differences and experiences we gave each other different views of how we can understand certain situations and make things happen as a group.



[Marlene, Malta]

This Training Course bring me many Emotions. I had the opportunity to meet 24 amazing people from different countries. They share with me they experience and knowledge. I liked the method and the techniques that I learned and for sure I will apply many of them in the future. It was very interesting for me to learn about “Factor X” and Education by/for/trough Sport.



[Rosen, Bulgaria]

In my opinion, it is very interesting to create games or activities and later implement them. For this reason, these kind of projects are different and very useful. The possibility to go out to practice sport has been a good choice. For me, it has been great time use because here I have learnt about the difficulty of managing a group. The staff in the project has been wonderful. Renos has shown a high capacity to teach and manage a group. He has demonstrated a high knowledge about the topic and he has been very flexible to adapt at the different situation in the project. Sandra is a very open mind person, it has been very easy to connect with her.



[Sebastian, Spain]

What I have learnt from this training course is that Sports can build your self-confidence. Sure, there will be bad times when nothing is working out, and you feel like you want to give up — not many things in life are easy. The important thing to remember is to work hard, and the results will slowly come. Even the slightest result will improve your self-esteem. A first basket. A stop in a soccer game. A winning set. A tackle. All minor accomplishments that can lead to major feelings of positivity. More importantly, you'll learn how to deal with loss. Life is one long path of victories and defeats, and you'll know how to act in each situation.



[Penny, Greece]

The subject for the training course was great (Sport Activities and Social Inclusion), and now I have other idea on how I can elaborate sports activities to become a society more inclusive. All the topics covered, such as, social inclusion and its 5 factors, the creating of new sports games, the discussion about the topics covered by world café and the visit to Refugee's camp, changed my vision about our society, and in fact, sports have a big impact in such subject.



[Solvita, Latvia]

This training course exceeded my expectations as it was very intensive both physically and mentally but equally enriching both for personal and professional development, ...,I felt that the group had great and functional dynamics to make the activities possible. I also refreshed the fact that social inclusion does not only refer to people with physical or mental disabilities but also people with different backgrounds in culture and ethnicity.



[Paul, Malta]

We improved our knowledge on thinking in an inclusive way on sports activities for a diverse population and we had to create some activities about certain group of people. We had the opportunity to apply our own ideas and activities on different environments such as refugee's center, outdoor and indoor courts. I enjoyed the intercultural nights as I had the chance to meet different cultures and taste new flavors. The hospitality was very nice in any occasion which made us feel comfortable. For me, topics related to social inclusion through sports or other means are very attractive and I would like to continue learning more at this domain.



[Christos, Greece]

There is a lot of people that I never forget it! Thanks to this project I learnt so many things about the sport and the role like inclusion for the society, now I see the sport in a different way, the sport is also education and the competition is not necessary for us, sport unit us and it becomes us more unified with the sport you can share your fears your responsibility and also your cultures! In a world cafe we discuss about the stories and the problems that there are in our society for example the story of the African league in Vienna and the role of the law and the international relationship bit me a lot for who I will be in my future, because studying law I want became a international lawyer.



[Giovanni, Italy]

First of all I would like to say a big thank you to NECI for the opportunity to participate in this training course. The quality of the training was high and it was a great experience full of emotions, knowledge, new friends, and explosion of ideas, creativity, team working and sports. Generally, I liked the methods and the techniques that have been used during the sessions. The most challenging task of this training was to create new games and sports through team work aiming for socially excluded people to be taken under consideration and be introduced in all of these.



Even if I consider myself very socially oriented person, there is always the potential for learning new things and I believe that this training course expanded more my knowledge about social inclusion and current issues of the world.

[Eva, Cyprus]

Big like for what NECI is doing, big like for the structure of the activities and for the involvement of the organizers. I tried my best to make the things better, to help the team and i hope the final result will be appreciated also by more objectively entities. The most special moment for me was the half day spent in the refugee center. There i met some people, i listen their stories, i observed their life, their opportunities and i realized one more time in my life that the world is so so different from what we have daily.



[Eco Bogdan, Romania]

After the project I can say, that my personal gain is unequivocal. I have acquired new knowledge, skills, I have become more aware of myself through competences. In reality, it's difficult to evaluate yourself, but it is worthwhile to put together all the thoughts and filter out the necessary information. In non-formal talks following the official activities of the project, I gained various experiences from participants in other countries, how they work on a particular topic and how to diversify and facilitate participation as a form.



[Lana, Latvia]

I consider that my experience in this training course was great. All the activities were well structured, and it provided me a new information that will really be useful at their personal and professional level.

All the energizers, the morning and evening sports, creating of new games and activities to become our society more inclusive through sports, the factor x of the social inclusion, the different types of education (for, by and through sports), world cafe and the visit to Asylum camp, became this training course very important for my self.

In the last, but very important, was the opportunity of meeting new people from different countries. Through them, and with the big help of the trainers, was possible to develop my awareness about such subject.



[Flavio, Latvia]

I liked very much this training because the topic was not just about sports, but, in particular, about the education and social inclusion through sport. Another thing that I learned, most of all, is the difference between “Education BY sport, FOR sport and THROUGH sport”: sometimes we forget the real meaning of the sport, without competition, without winners or losers, just having fun and enjoying the sports with the rest of the group.

The experience at the refugees camp was very revealing for me, because there were so many people that actually escaped from different hard situations in their countries, but it was so touching to see the kids still smiling and playing with us; and also the adults, that at the beginning were a bit worry of us, after some time we were there, we started to have a short conversation, that for me is already a lot. It was a very nice and useful experience that made me more aware about refugees’ conditions.



[Lisa, Italy]

The whole training course was a huge experience, all the participants were really into doing new things and learning from them, and all the participants wanted to share and learn, so first of all we can say that this project was a success as a cultural exchange and as a intercultural learning. The theme was unknown for me, i got some information about social inclusion but nothing compared with this.

I really liked the way the activities, theory and reflection were balanced but what I loved was the opportunity to develop our ideas and games and turning them in to our activities. I will highlight all the information and opportunities that we had, but I would like to do a special mention of the refugees’ camp visit. That was a really powerful experience into what it is social exclusion.



[Ivan, Spain]

Inclusive and Non-Formal Sessions from the Activity

At what follows, we present the amended and New ideas for Games and Sports as they were prepared and practiced by the group, during the Training Course.

Team #1 (Documentation prepared by Rosen)

1. Tennis practice

Materials – rackets, 1 tennis Ball

Who? – everyone with at least one hand and wich are not blind

Aim – control, improve reflexes, teamwork

How? – Staying In a circle, passing the ball on the rackets (rolling, not throwing), without letting ball to fall on the floor.

The Game ends when the Ball go through the whole circle.

2. Couple tennis

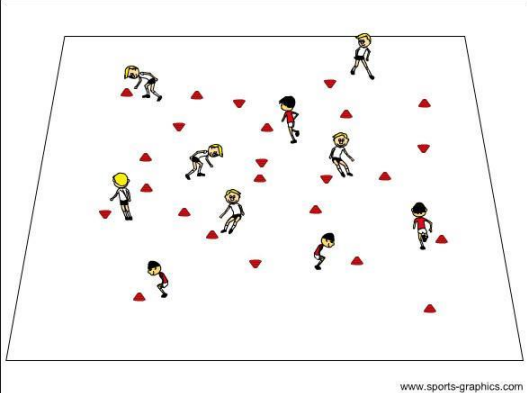
Materials – rackets, bigger Balls (football, volley)

Who? – everybody with at least one hand

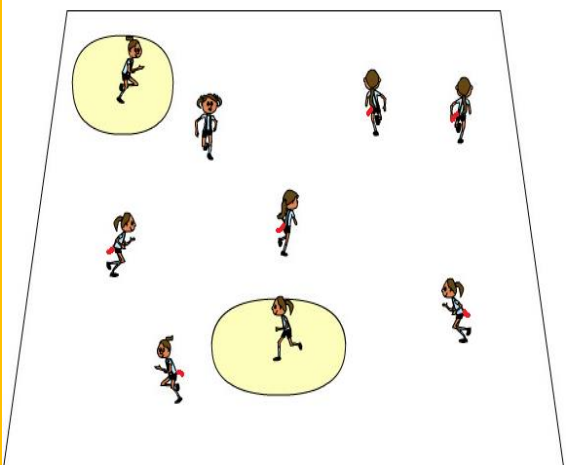
Aim – control, work in couples

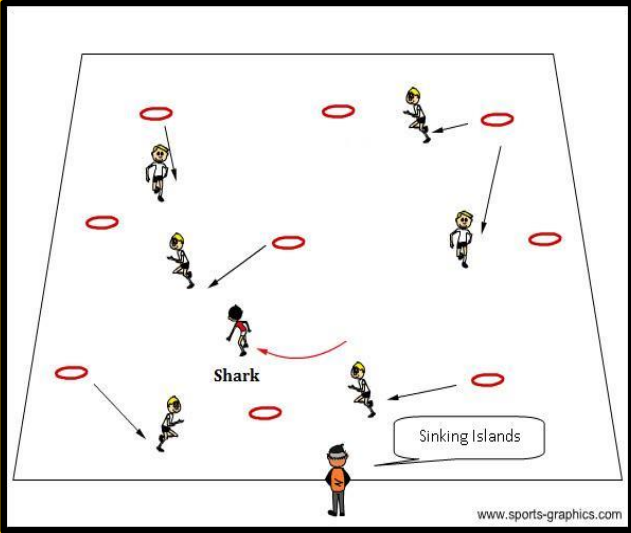
How? – Go through a distance, holding the ball between the rackets and don't letting the ball to fall to the ground. If the Ball fell down, the couple should start from the beginning.

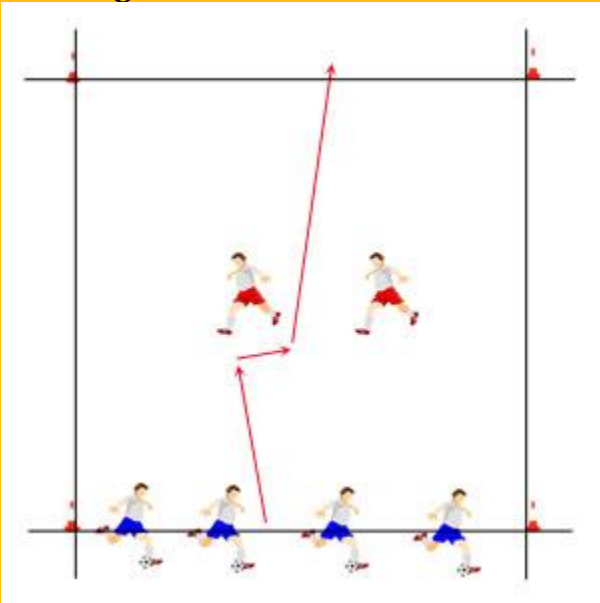
The Game ends when the couple reach the end point of the distance.

	<p>Name of Game:</p> <h2 style="text-align: center;">Builders and Bulldozers</h2>	<p>Area: Fundamentals – Coordination</p>
<p>Learning Intention:</p> <p>Using a variety of relationships (near – far, over – under) to develop agility skills and to also travel in different directions and pathways without bumping into each other</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Move quickly from one point to another to adjust markers • Spatial awareness thus avoid bumping into each other • Recognise quickly any markers that need to be readjusted according to the needs of the group 	<p>Recommended Time on Activity:</p> <p>Between 5 and 7 minutes</p>
<p>Drawing:</p>  <p style="text-align: right; font-size: small;">www.sports-graphics.com</p>		<p>Description of Game:</p> <p>Two groups of learners – red and white have different objectives. The reds try to put as many markers as possible in an upright position while the whites try to put them in an upside down position. Play a series of mini games of 1 minute each</p>
<p>Equipment:</p>	<p>Markers</p>	
<p>Easier:</p>	<p>Use less markers (according to the number of learners in class)</p>	
<p>More Difficult:</p>	<ol style="list-style-type: none"> 1. A time limit is imposed 2. A time limit is imposed plus a number of other obstacles such as large cones and poles are in the way 	

	Name of Game: Minefield	Area: Fundamentals – Agility and Spatial Awareness
Learning Intention: Travelling in various locomotor patterns while travelling in different directions and pathways without bumping into each other and hitting the “mines”	Learning Outcomes: <ul style="list-style-type: none"> • Run and change direction quickly • Combine movements to include more locomotor movements • Keep head up and look forward • Get away from other learners to avoid collision • Trust each other through verbal communication 	Recommended Time on Activity : Approximately 10 minutes without variations
Drawing: 	Description of Game: Learners are paired into two. One will guide his partner through the “minefield” through verbal communication ONLY and will need to stay behind the designated line. His partner will be blindfolded so he/she cannot see. A number of cones are scattered in the middle of the grid. At the teacher’s signal the blindfolded person will walk/run towards the opposite end without bumping into other learners and avoid touching the “mines”.	
Equipment:	Cones to be used as “mines”. Markers to mark area and starting positions for groups.	
Easier:	<ol style="list-style-type: none"> 1. Make the area larger 2. Reduce the number of cones (mines) and the number of learners starting at the same time 	
More Difficult:	<ol style="list-style-type: none"> 1. Groups race to arrive fast at the opposite side 2. Learners shuffle sideways 3. Learners walk/jog backwards 4. Learners start from different starting positions such as sitting or lying down 5. Learners walk to the opposite side whilst balancing a bean bag on their head. <i>(This develops equilibrium and is suggested that it is only introduced after a number of equilibrium exercises have been performed with the learners.)</i> 	

	Name of Game: Get the Tail!		Area: Fundamentals – Agility
Learning Intentions: Travelling in various locomotor movements in different directions and at different speeds	Learning Outcomes: <ul style="list-style-type: none"> • Run into space • Run and change direction quickly • Accelerate when being chased • Decelerate when in space and not being chased so to assess the situation 		Recommended Time on Activity: 5 – 7 minutes
Drawing: 		Description of Game: Each learner except two or three has a bib tucked in the back of their waist. Learners are scattered throughout general space before the game begins. Those without a tail try to grab one from another. Upon succeeding they switch roles with that learner. The now new learner without a bib tries to get one from another learner.	
Equipment:	Markers to mark boundaries and a number of bibs		
Easier:	<ol style="list-style-type: none"> 1. Make the area bigger 2. Make smaller groups in relatively large areas such as groups of 5 with 1 student not wearing a bib 		
More Difficult:	<ol style="list-style-type: none"> 1. Decrease area 2. Increase the number of learners not wearing a bib 3. Each tagger needs to tag 4 or 5 learners. Who can tag 5 first? 		

Years: 1 and 2	Name of Game: Sinking Islands	Area: Fundamentals – Agility and Reaction Speed
Learning Intention: Travelling in different locomotor patterns and pathways	Learning Outcomes: <ul style="list-style-type: none"> • Change direction quickly • Start running quickly upon signal • Run into space and with the head up • Use of arms when running • Run on balls of feet when accelerating • Heel-toe action when decelerating 	Recommended Time on Activity: Maximum time of 10 minutes including variations
Drawing: 	Description of Game: Learners (sailors) stand inside a hoop and upon the signal from the teacher of “Sinking islands” they must run and try not to be tagged by the “Shark”. If a student is tagged, he/she joins in and becomes a “Shark”. Upon the signal from the teacher of “Islands surfacing” the sailors try to find a “free” island where they can be safe. Normal area for twenty students should be of 25 by 25 meters. Each repetition should take longer than 30 seconds after which the “Shark” role is changed.	
Equipment:	Markers to mark area and Hoops to mark islands	
Easier:	<ol style="list-style-type: none"> 1. Learners just move from one island to another which is free; therefore they do not wait for the teacher’s signal of “Islands surfacing” 2. Make area larger – 30 by 30 meters 	
More Difficult:	<ol style="list-style-type: none"> 1. Play the game with two sharks 2. Make area smaller – 20 by 20 meters 3. Reduce a hoop (island) gradually when the sailors are running. The ones ending without a hoop become the new sharks for the next game 	

	Name of Game: British Bulldog	Area: Fundamentals – Agility
Learning Intentions: Travelling in various locomotor movements in different directions and at different speeds	Learning Outcomes: <ul style="list-style-type: none"> • Run into space • Run and change direction quickly • Accelerate when being chased • Decelerate when in space and not being chased so to assess the situation • Decision-making 	Recommended Time on Activity: 5 – 7 minutes
Drawing: 		Description of Game: All learners lined up on a line, shoulder to shoulder at one end of the playing area. Put 1-3 learners in the middle of the playing area and can only walk sideways on the middle line of the court. These are the catchers On the whistle, all other learners must run, whilst staying in the playing area and must cross to the other side without being tagged. If tagged, they join the catchers in the middle Play until there are only a couple of runners left, and allow them to be the starting catchers for the next round
Equipment:	Markers to mark boundaries and a number of bibs	
Easier:	3. Make the area bigger	
More Difficult:	4. Decrease area 5. Increase the number of learners not wearing a bib 6. Each tagger needs to tag 4 or 5 learners. Who can tag 5 first?	

Baskin: inclusive basket ball

Baskin was created in Cremona, in Italy back in 2003. It currently represents one of the most innovative sports offer as far as global accessibility and inclusion of all types of people are concerned. It offers the possibility for handicapped and non-handicapped people to play together at the same time, in a same team.

Baskin is played on the same ground/court as regular basket-ball. It aims at the same principal target i ;e. the confrontation of 2 teams whose goal is to score as many baskets/points as possible in a set time. A great deal of the basic rules of basket-ball are used for Baskin: precise ball throwing, static and dynamic dribbling, passing the ball to a team player.

However, Baskin remains quite different from basket-ball in the way that it offers the possibility to make people whose mental and/or physical capacities can be radically different. In this regard, some adaptations had to be invented.

Adaptations concern the equipment and the rules:

- The equipment :

1) On top of the 2 regular backstops, 2 lateral ones are used. Each backstop includes 2 backboards with a basket ; the first basket is placed 1m from the ground ; the second is higher. These 2 lateral backstops are placed in a round restricted area.

2) a smaller ball canbe used if necessary for role 1 players, otherwise a size 5 ball is used for the game.

- The rules : there are 6 players on the ground/court - including at least 1 girl playing role 4 or 5. Each player has a well defined role that depends on their physical capacities, their understanding and their playing skills.

A game is played in 4 quarters of 6 minutes.

Players 1 & 2

They are positioned in the restricted area related to the lateral backstops where they remain for all the duration of the game.

They can only throw the ball in the baskets of the lateral backstops.

They have to throw the ball within 10 seconds – before shooting Players 1 indicate if they want to make 1 throw (scoring 3 points) or 2 throws (scoring 2 points even if the first throw is correct) – Players 2 are only allowed 1 throw and they have to bounce the ball twice before throwing. But they

can choose to throw the ball from the side of the restricted area (scoring 3 points) or from the front of the restricted area (scoring 2 points)

Players 3

They play on the court and traveling and double dribbling are accepted. They can only defend over adverse players 3 and vice-versa they can only be blocked by adverse players 3.

They can shoot both into the lateral baskets (scoring 2 points) or into the regular baskets (scoring 3 points) wherever they shoot from on the playing ground.

Players 4

They play on the court but are not submitted to performing the layup. They can only be blocked by adverse players 3 and/or 4

They are not allowed to score into lateral baskets. They can shoot 3-point field goals and/or 2-point goals.

Players 5

They play on the court and they are submitted to the same rules as regular basket-ball. They have the additional role of monitoring the play of their team. They can be blocked by all the players moving on the game court i.e. players 3, 4 and 5.

They are not allowed to score into lateral baskets. They can shoot 3-pointers and/or 2-point goals.

They are only allowed 3 shoots per quarter.



More information in :

<https://www.youtube.com/watch?v=kHe-Pkrp1Ng&feature=youtu.be>

Energizers:

Team #1 (Documentation prepared by Rosen)

1. The Quest

Materials – papers(A4)

Aim – teamworking, make strategy

Who? – people with no moving disabilities, or missing limbs

**How? - All the players should go through a road, without stepping on the ground. (like Lava floor game). The only way to make a step is to put a paper and to step on it! The papers shouldn't be enough to go through the whole road. So, the players should make a strategy to pass the papers and help each other to balance, so they can reach the safety point. If someone step on the ground, he should go back to the beginning
The Game ends when and the last player reach the safety point.**

2. The Jungle

Materials – no materials

Who? – without deaf people

Aim – get active, warmup different muscels, break the ice

How? – Everyone joins a circle. One of the players is the king of the Jungle and his task is to say:

**Let's see how the "..."
dances!**

and choose an animal. Then everyone who wants can join the circle and start imitating the animal.

3. Collect the items

Materials: huge towel, many different items

Who? - everybody with at least one hand

Aim – get active, warmup

How? - First all choose who will be in the towel. Then the chosen one gets into the towel and let his hands outside it, so he can grab items from the floor. Everyone catches the towel from all the sides and bring him around.

The person into the towel cannot see, but when he touches an item, he took it into the towel.

CREDITS

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