

**INCLUSION**  
**RELOADED**

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# **INCLUSION RELOADED**

**MANUAL – METHODOLOGIES FOR INCLUSIVE SPORT**



Co-funded by  
the European Union





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**MANUAL – METHODOLOGIES FOR INCLUSIVE SPORT**

WRITTEN AND EDITED BY

**KOM 018 - CLUB FOR YOUTH EMPOWERMENT 018**

IN PARTNERSHIP WITH

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*"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them."*

# TABLE OF CONTENTS

<b>INTRODUCTION.....</b>	<b>6</b>
<b>SESSIONS.....</b>	<b>10</b>
<b>The sun shines on.....</b>	<b>10</b>
<b>The minefield of trust.....</b>	<b>15</b>
<b>Sound Ball.....</b>	<b>20</b>
<b>Ball relay.....</b>	<b>23</b>
<b>Inclusive Athletics.....</b>	<b>26</b>
<b>I move quickly and collect balls without looking.....</b>	<b>29</b>
<b>Adaptive Swimming.....</b>	<b>33</b>
<b>Adaptive Swimming 2.....</b>	<b>35</b>
<b>Polygon skilled child.....</b>	<b>37</b>
<b>Sitting Volleyball Maths.....</b>	<b>41</b>
<b>Space Invaders.....</b>	<b>42</b>
<b>Join in and let's play wheelchair basketball.....</b>	<b>45</b>
<b>Basketb'ALL.....</b>	<b>53</b>
<b>Quingbal.....</b>	<b>58</b>
<b>Discover the neighborhood through peers' eyes - (Part 1).....</b>	<b>62</b>
<b>Discover the neighborhood through peers' eyes - (Part 2) Orienteering race.....</b>	<b>65</b>
<b>Martial arts a tool for integration of youth at risk.....</b>	<b>69</b>
<b>Judo Safari - Unleash Your Inner Animal!.....</b>	<b>70</b>
<b>Judo-hugs for High-Fives.....</b>	<b>73</b>
<b>Champion Chops: Youth Empowerment through Karate.....</b>	<b>76</b>
<b>Warrior Way: Unleash Your Inner Strength!.....</b>	<b>79</b>
<b>Bulldog.....</b>	<b>82</b>
<b>Tree of Inclusiveness.....</b>	<b>85</b>
<b>Simulation of interviews.....</b>	<b>87</b>
<b>ABOUT ERASMUS + SPORT.....</b>	<b>92</b>

# INTRODUCTION

# INTRODUCTION

Sport can provide an arena for social interactions between persons with and without disabilities, which makes sport a valuable tool for promoting inclusion and mutual understanding. What is important is to support the further education and training of physical education facilitators, coaches, other sports staff and volunteers in general, with or without disabilities, by equipping them with the necessary knowledge, specific skills and appropriate competence recognition to enable them to include persons with disabilities in different physical education or sports settings. Such training programmes should consider the differences between the needs of participation-oriented and performance-oriented persons. Where appropriate in the national school systems, inclusive sport and physical education programmes should be promoted, to meet the needs of children with disabilities, with a view to offering equal opportunities for all children by stimulating their participation in sports-related physical activities and encourage their interest in sport. Another input is to promote, in close cooperation with persons with disabilities and their representative organisations, the participation of persons with disabilities in mainstream sporting activities at all levels with a view to contributing to the successful fulfilment of sport's social and educational function.

At the same time the problem of youth at risk remains. According to Eurostat, the indicator concerning the share of the population at risk of poverty or social exclusion is based on three indicators: the at-risk-of-poverty rate, the severe material deprivation rate and the share of households with very low work intensity. People at risk of poverty or social exclusion are defined as people who are in at least one (but possibly two or all three) of these situations. The majority of Youth Strategies that exist in the partner countries state that peer violence is on the rise, and that young people do not accept diversities in society under the influence of prejudices, which is the result of the lack of information and networking among young people of different interests, lifestyles, but also due to the lack of interest to meet people of different religion or nationality. Although the violence among peers as well as anti-social behaviour of youngsters is on the rise, there are not many initiatives aimed at working with these young people at risk or with those who already committed a certain crime. Labelled as dangerous for society, these youngsters remain the outcasts of the society and without any prevention programs, they are destined to serious crimes once they become adults. Support to both groups is envisioned by The EU Youth Strategy focuses on three core areas of action, around pillars: Engage, Connect and Empower and its Youth Goals, especially: Goal 3. Inclusive Societies and Goal 5. Mental Health & Wellbeing

The project “Inclusion Reloaded” is built on 4 main pillars:

- Exchange of good practices and experience of 8 project partners and network for the increased capacities of each partner involved.
- Joint action of 8 project partners to develop new methodologies for inclusive approach in sport mainly for facilitators of physical education and sport clubs’ staff.
- Practical implementation of the inclusive sport methodologies by facilitators of physical education and sport clubs’ staff in the local schools and sport clubs
- Empowerment of local communities, especially children and youth to combat intolerance, discrimination and social exclusion of youth with disabilities and youth at risk.

Project “Inclusion Reloaded” is implemented by consortium that consists of organizations, sport clubs and institutions of different experience and expertise and it includes: Club for Youth Empowerment 018 (KOM 018) – Serbia, Paralympic Committee – Serbia, Faculty of Sport and Physical Education – Serbia, Beyond Borders – Italy, CESIE – Italy, Swimming club for people with disabilities “SPID” – Bosnia and Herzegovina, Sport Club for Blind and Visually Impaired Children and Youth "Centar" Sarajevo - Bosnia and Herzegovina and Sport Evolution Alliance (SEA) - Portugal.

## **WHAT IS COVERED**

In this manual you can find different segments related to inclusive sport, including sport for people for disabilities, sport for youth at risk and different non-formal education methodologies. This educational tool provides variety of methodologies that physical education facilitators, coaches in sport clubs and organizations and other relevant sport staff can use to provide inclusive approach in sport for all.

### **DISCLAIMER: Use of the Term "Facilitator" and "Participants"**

In this manual, the term "Facilitator" is employed to cover a diverse group of individuals, including but not limited to coaches, professors, teachers of physical education, youth workers, and other professionals involved in implementing and leading the described sessions. The use of this term is intended for ease of communication and does not imply any specific professional title or role. All individuals falling under this category are encouraged to adapt the content according to their respective roles and expertise.

In this manual, the term "Participant" is employed to cover a diverse group of individuals engaged in the sessions. This includes, but is not limited to, young people in non-formal education, students, high school students, members of sports clubs, and other individuals actively involved in the described activities. The term is employed for clarity and convenience and is not indicative of any specific demographic or classification. All individuals falling under this designation are encouraged to apply the content in a manner relevant to their unique context and characteristics.



# SESSIONS

# SESSIONS

**Session name:** The sun shines on

**Theme:** Icebreaker

**Time:** 20 minutes

**Overview:** The session is designed to promote inclusivity and diversity, emphasizing the unique characteristics and qualities of each participant. Through the activity, the message conveyed is that everyone's individual traits contribute to the richness of the collective experience. Participants are encouraged to interact with each other in a positive and supportive manner, while being mindful of each other's feelings and experiences during the activity.

The session highlights the importance of communication, empathy, and adaptability. It encourages participants to socialize in pairs, interact with peers, and develop nonverbal expressiveness. Additionally, it aims to foster resilience and frustration tolerance, as participants may experience moments of challenge or change during the game. Overall, the session's message promotes a sense of community, understanding, and inclusivity, while also fostering the development of social skills and emotional resilience among the participants.

**Objectives:**

- To socialize in pairs
- To interact with peers
- To develop nonverbal communication

**Materials:**

- Name Tags: Providing name tags can help participants feel more comfortable and facilitate interactions during the icebreaking activity.
- Flipchart or Whiteboard: A visual aid for displaying key points, instructions, and debriefing questions during the session.
- Markers and Post-it Notes: These can be used for interactive activities and group discussions, allowing participants to write down their thoughts and ideas.
- Seating Arrangement: Depending on the specific icebreaking activity, the facilitators may need to arrange the seating in a circle or in a way that facilitates movement and interaction.

- **Audiovisual Equipment:** If the facilitators plan to incorporate multimedia elements into the icebreaking activity, such as videos or presentations, audiovisual equipment may be necessary.
- **Sensory Aids:** For participants with sensory sensitivities, consider providing sensory aids such as stress balls, fidget toys, or noise-canceling headphones to support their comfort and engagement.
- **Accessibility Aids:** If there are participants with specific accessibility needs, ensure that the venue and materials are accessible, and provide any necessary aids or accommodations.

**Group size:** 20 – 30 people

**Preparation:** As a facilitator, it's important to familiarize yourself with the objectives and message of the session, as well as the rules and dynamics of the activity. Ensure that the space where the session will take place is suitable for the activity, with enough room for participants to move around comfortably. Consider any potential challenges or sensitivities that may arise during the session and be prepared to address them in a supportive and inclusive manner. Create a safe and respectful environment where all participants feel comfortable and valued. Prepare some prompts or discussion points related to the objectives of the session, in order to facilitate a debrief or reflection at the end of the activity. This can help reinforce the key messages and ensure that participants take away meaningful insights from the session. Overall, your role as a facilitator involves understanding the activity, creating a supportive environment, and guiding participants through a reflective and inclusive experience. Place the 30 chairs in a circle so that they face inward from the circle. Make sure there is enough space between the chairs to allow participants to move easily. Ensure that all participants are aware of the basic rules of the activity and the importance of active and respectful participation.

**Instructions:** Participants form a tight circle, either sitting or standing, with one person in the middle. The facilitator explains the rules of the game and sets the tone for a fun and inclusive activity. The person in the middle starts by enthusiastically shouting "the sun shines on everyone wearing blue!" or "the sun shines on everyone wearing socks!" or "the sun shines on everyone with brown eyes!" All participants with the mentioned characteristic must quickly switch places with each other, creating a lively and dynamic movement within the circle.

As the participants move, the person in the center strategically tries to take one of their seats, aiming to leave another person without a seat in the middle. This adds an element of strategy and quick thinking to the game. Once a new person is left in the center without a seat, they enthusiastically shout "the sun is shining on everyone with a hat!" or "the sun is shining on everyone with a watch!" or "the sun is shining on everyone with a backpack!"

This prompts another round of movement and interaction as participants switch places based on the new characteristic. The game continues with different characteristics being called out, creating a lively and engaging atmosphere. The facilitator observes the interactions, offering encouragement and ensuring that the activity remains inclusive and respectful. After several rounds, the facilitator signals the end of the game and guides the participants to gather for a debriefing session.

**Debriefing and evaluation:** During the debrief, the facilitator encourages participants to share their experiences, highlighting moments of interaction, adaptability, and resilience. They may prompt discussions on the importance of communication, empathy, and understanding, tying these themes back to the objectives of the session. This reflective discussion reinforces the key messages and learnings from the activity, fostering a deeper understanding of social dynamics and inclusivity. Overall, the extended session provides an opportunity for participants to engage in multiple rounds of the activity, fostering increased interaction, adaptability, and resilience, while also allowing for a more comprehensive debriefing and reflection at the end. Debriefing and evaluation of the icebreaking session can be crucial for reinforcing the learning and insights gained during the activity. Here are some questions and approaches that can be used for the debriefing and evaluation:

- What did you find most enjoyable or interesting about the icebreaking activity?
- How did the activity make you feel about participating in the upcoming sports activities for people with disabilities?
- What did you learn about your fellow participants during the icebreaking activity?
- How did the activity contribute to creating a sense of inclusivity and camaraderie within the group?
- What did you personally learn from the icebreaking activity?
- How do you think the icebreaking activity relates to the broader theme of sports activities for people with disabilities?
- In what ways do you believe the insights gained from this activity can be applied to future interactions and collaborations within the group?
- Why do you think it's important to address inclusivity and teamwork in the context of sports activities for people with disabilities?

**Tips for facilitator:** When preparing for the session, facilitators should consider various scenarios that may arise during the activity to ensure a successful session and a meaningful learning process for the participants. Here are some additional pieces of advice for facilitators to secure a successful session:

**Anticipate Sensitivities:** Be mindful of potential sensitivities related to the characteristics called out during the activity. Some participants may have personal or cultural sensitivities to certain attributes. Encourage the facilitators to be aware of these potential sensitivities and to handle them with sensitivity and respect.

**Adaptability and Flexibility:** Emphasize the importance of adaptability and flexibility in guiding the session. Facilitators should be prepared to adapt the activity based on the dynamics and energy of the group. Encourage them to be flexible in their approach, allowing the session to flow naturally while ensuring that the objectives are met.

**Creating a Safe Environment:** Stress the importance of creating a safe and inclusive environment for all participants. Facilitators should be attentive to the dynamics within the group and ensure that everyone feels comfortable and valued. Encourage them to foster an atmosphere of respect and openness, where participants feel encouraged to engage and express themselves.

**Addressing Challenges:** Prepare facilitators to address any challenges that may arise during the session. This could include managing conflicts, ensuring fair participation, and promoting a positive atmosphere. Encourage them to be proactive in addressing challenges while maintaining a supportive and inclusive environment.

**Debriefing Skills:** Provide guidance on effective debriefing techniques. Facilitators should be skilled in guiding reflective discussions and drawing out meaningful insights from the participants. Encourage them to ask open-ended questions and actively listen to the participants' responses, fostering a constructive and insightful debriefing process.

**Cultural Sensitivity:** In scenarios where the participants come from diverse cultural backgrounds, facilitators should be sensitive to cultural differences and norms. Encourage them to approach the session with cultural awareness and respect, ensuring that the activity is inclusive and respectful of diverse perspectives.

By considering these additional factors and providing guidance on how to navigate different scenarios, facilitators can better prepare for the session and ensure a successful learning process for the participants. This approach will help create a supportive and inclusive environment where participants can engage meaningfully with the session's objectives.

**Material for facilitators:**

- Socializing in pairs

<https://www.sciencedirect.com/science/article/abs/pii/S0360131520300415>

- Interacting with peers

<https://www.taylorfrancis.com/chapters/edit/10.4324/9780429264184-6/relationship-session-attitudes-towards-peers-disability-peer-acceptance-friendships-peer-interactions-participants-disability-regular-secondary-schools-katja-petry>

- Develop nonverbal expressiveness

[https://www.researchgate.net/profile/Matt-Sprong/publication/361948103\\_Nonverbal\\_Behavior\\_Disability\\_Presentation\\_and\\_Impression\\_Formation\\_Implications\\_for\\_the\\_Rehabilitation\\_Professional/links/62ce26bb6151ad090b978fdc/Nonverbal-Behavior-Disability-Presentation-and-Impression-Formation-Implications-for-the-Rehabilitation-Professional.pdf](https://www.researchgate.net/profile/Matt-Sprong/publication/361948103_Nonverbal_Behavior_Disability_Presentation_and_Impression_Formation_Implications_for_the_Rehabilitation_Professional/links/62ce26bb6151ad090b978fdc/Nonverbal-Behavior-Disability-Presentation-and-Impression-Formation-Implications-for-the-Rehabilitation-Professional.pdf)

**Session name:** The minefield of trust

**Theme:** Teambuilding

**Time:** 25 minutes / 30 minutes

**Overview:** By simulating the experience of navigating a minefield while blindfolded and relying solely on verbal instructions from a partner, the workshop aims to build a sense of teamwork, mutual reliance, and confidence among the participants. Through this experiential activity, participants will gain a deeper understanding of the challenges faced by individuals with visual impairments. They will also develop a heightened awareness of the importance of clear communication, trust, and effective teamwork in overcoming obstacles and achieving common goals. The workshop's message emphasizes the value of empathy, effective communication, and trust within a team. It encourages participants to recognize the strengths and capabilities of each team member, fostering a supportive and inclusive environment. Additionally, it underscores the significance of understanding and accommodating diverse abilities, promoting a culture of respect and inclusivity within the group. Overall, the workshop's message aligns with its objectives by promoting teamwork, building confidence, and increasing awareness of visual impairment and disability, ultimately fostering a more empathetic and supportive community among the participants.

**Objectives:**

- To build confidence among team members
- To increase visual impairment awareness
- To develop effective communication skills, particularly verbal guidance and active listening
- To encourage problem-solving and adaptability in the face of challenges
- To promote a supportive and inclusive environment within the teams

**Materials:**

- Bandages to blindfold participants
- Objects that act as obstacles (e.g., cones, ropes, chairs, or any other object that can be safely placed to create a path)
- Specific elements for delimiting the start and end of the minefield (for example, colored tapes or visual signals)

**Group size:** 20 -30 people

**Preparation:** First, facilitators will need some mindful preparation:

- Understanding the objectives: Facilitators should thoroughly understand the workshop's objectives, including the focus on teamwork, confidence-building, and disability awareness. This understanding will guide the facilitators in framing the activity and debriefing discussions effectively.
- Safety considerations: It's crucial for facilitators to ensure the safety of all participants during the minefield activity. This includes carefully selecting and arranging the obstacles in the minefield to minimize any potential risks.
- Training and briefing: Facilitators should be trained in guiding participants through the minefield activity and briefed on the specific instructions to provide to the blindfolded participants. They should also be prepared to intervene if safety concerns arise.
- Sensitivity and inclusivity: Facilitators need to be sensitive to the emotional and physical experiences of the participants, particularly those who may have personal connections to visual impairment or disability. They should create an inclusive and supportive environment throughout the workshop.
- Debriefing and reflection: Facilitators should plan for a structured debriefing session after the activity, where participants can share their experiences and insights. This debriefing should be guided in a way that encourages open dialogue and reflection on the workshop's objectives.

By preparing in these ways, facilitators can ensure that the workshop is conducted safely, sensitively, and effectively, allowing participants to engage meaningfully with the objectives and gain valuable insights from the experience.

Here it is some practical preparation for the workshop:

- Prepare the minefield: Place the objects that act as obstacles so that they create a path through the designated space. Clearly mark the beginning and end of the path with specific elements.
- Divide participants into teams: Make sure there are at least two people in each team. Each team will consist of a "guide" and a "blindfolded".
- Explain the rules: Before starting the activity, make sure that all participants understand the rules and limits of the activity. Stresses the importance of verbal communication and mutual trust.
- Lead the activity: Once the teams are ready, have the partners blindfold their teammates and start crossing the minefield. Make sure the activity is safe and controlled.
- Post-activity Discussion: After all teams have completed the activity, ask participants questions to stimulate reflection and discussion. Use the questions you provided as examples to start the conversation and encourage participants to share their impressions and feelings.



Make sure you run the business safely and respectfully, encouraging active participation and reflection by all participants.

**Instructions:** In this workshop, participants will engage in a powerful experiential activity designed to foster teamwork, communication, and empathy. The activity involves navigating a simulated minefield while blindfolded, with one partner providing verbal guidance to the blindfolded participant. The minefield will be prepared with carefully arranged objects serving as obstacles, and specific elements will mark its beginning and end. Participants will be divided into teams of at least two people each, with one partner assuming the role of the guide and the other partner being blindfolded. The blindfolded participant must rely solely on the verbal instructions provided by their partner as they navigate the minefield. If a mistake is made, the partners must restart the path, emphasizing the importance of clear communication and careful navigation.

Throughout the activity, the blindfolded participant is not permitted to speak or be touched, highlighting the reliance on effective verbal guidance and active listening. This restriction encourages the participants to communicate clearly and precisely, fostering trust and understanding between partners. The workshop aims to create a safe and supportive environment where participants can experience the challenges of visual impairment, develop a deeper understanding of effective communication, and build trust and reliance within their teams. The debriefing session following the activity will provide an opportunity for participants to reflect on their experiences, share insights, and discuss the workshop's objectives of teamwork, confidence-building, and disability awareness.

**Debriefing and evaluation:** Debriefing and evaluation of the session are crucial for helping participants reflect on their experiences and draw meaningful conclusions. Here's how you can conduct the debriefing and evaluation for the workshop: Gather all the participants together in a comfortable and open space. Start by asking open-ended questions to encourage participants to share their thoughts and feelings about the activity.

For example:

"What was it like to be blindfolded and guided through the minefield?"

"How did you feel when you were guiding someone who couldn't see anything?"

"What challenges did you encounter during the activity?"

"How did you communicate with your partner during the task?"

"How did the activity make you feel about the importance of trust in a team?"

"What did you learn about effective communication while blindfolded and guided through the minefield?"

"In what ways do you think the skills practiced in this activity can be useful in real-life situations?"

"Why do you believe teamwork and clear communication are essential for successfully navigating challenges?"

- Encourage participants to share their experiences, both positive and challenging, and to listen to each other's perspectives.
- Facilitate a discussion about the importance of trust, communication, and teamwork, drawing connections between the activity and real-life situations.
- Engage participants in a verbal evaluation by asking them to express what they learned from the activity and why they think the topic is important.
- Encourage participants to discuss the significance of trust, effective communication, and teamwork in achieving common goals.
- Ask participants to share specific examples of how the skills and sessions learned from the activity can be applied in their academic, personal, or professional lives.
- Summarize the key takeaways from the activity and emphasize the practical relevance of the experience.

By engaging participants in a thoughtful debriefing and evaluation, you can help them recognize the significance of the workshop's topic and apply their insights to their daily lives.

**Tips for facilitator:** The preparation process for facilitators of the minefield workshop involves careful planning, consideration of potential scenarios, and additional advice to ensure a successful session and learning process for participants. Here's a comprehensive guide for facilitators:

- **Familiarize Yourself with the Activity:** Before the session, thoroughly understand the objectives, rules, and potential challenges of the minefield activity. Practice guiding a blindfolded partner through the course to gain firsthand experience.
- **Safety Precautions:** Ensure that the minefield is set up in a safe and controlled environment. Inspect the obstacles to prevent any potential hazards. Have a first aid kit on hand in case of any minor injuries.
- **Adaptability:** Anticipate different scenarios that may arise during the activity, such as participants feeling uncomfortable or anxious. Be prepared to adapt the activity or provide additional support as needed.
- **Clear Instructions:** Provide clear and concise instructions to participants before the activity begins. Emphasize the importance of communication, trust, and mutual respect throughout the session.
- **Sensitivity and Support:** Be mindful of participants' emotional and physical well-being. Offer support and reassurance to anyone who may feel overwhelmed during the activity.
- **Debriefing Plan:** Prepare a set of open-ended questions to guide the debriefing session. Encourage active participation and ensure that all voices are heard.

Material for facilitators: Here some works about team building importance, awareness on disability impairment and promotion of supportive and inclusive environment

<https://www.tandfonline.com/doi/abs/10.1080/10413209708415388>

<https://www.ssoar.info/ssoar/handle/document/60644>

[https://books.google.com/books?hl=it&lr=&id=oJj4CgAAQBAJ&oi=fnd&pg=PA378&dq=involvement+disabled+in+outdoor+activities&ots=zwSdlg1I\\_R&sig=DIpsaJGk1codTZBc3MoE-qj1JtY](https://books.google.com/books?hl=it&lr=&id=oJj4CgAAQBAJ&oi=fnd&pg=PA378&dq=involvement+disabled+in+outdoor+activities&ots=zwSdlg1I_R&sig=DIpsaJGk1codTZBc3MoE-qj1JtY)

#### Additional Advice for Facilitators:

In this workshop, facilitators should strive to create an environment where participants feel comfortable sharing their thoughts and experiences. This can be achieved by actively listening to participants, acknowledging their contributions, and fostering an atmosphere of respect and openness.

It's important to emphasize the value of active listening and empathy among participants. Encourage them to truly listen to each other, consider different perspectives, and respond with understanding and compassion.

Facilitators should encourage participants to reflect on the sessions learned during the activity and consider how they can apply these insights in real-life situations. This can help reinforce the practical relevance of the workshop's objectives. It's important to remind participants of the significance of the activity's objectives and how they relate to teamwork and communication. This can help maintain focus and reinforce the purpose of the workshop.

In different scenarios, such as if a participant becomes distressed or if the activity is not progressing as planned, facilitators should be ready to adapt and modify the activity to ensure the well-being and engagement of all participants. Additionally, if participants are not effectively communicating, facilitators should intervene to guide them back on track and emphasize the importance of clear and respectful communication.

Emphasize the importance of clear and concise communication between partners. Encourage the guide to provide specific and easy-to-follow instructions, and remind the blindfolded partner to actively listen and follow the guidance. Allocate sufficient time for a thorough debriefing session after the activity. Encourage open and honest discussions, and guide participants to reflect on their experiences, challenges, and key takeaways from the activity. Be prepared to adapt the activity based on the dynamics and comfort levels of the participants. Some individuals may find the activity more challenging than others, so be ready to provide additional support or modifications as needed.

**Session name:** Sound Ball

**Theme:** Precision and orientation exercises indoors for visually impaired and non-visually impaired participants

**Time:** 45 minutes

Overview: This game has the task of developing the remaining perceptions (auditory, tactile perception) in blind participants, as well as the development of the vestibular and proprioceptive systems in all participants. Also, this exercise helps participants who do not have visual impairment to feel the importance of orientation in space and movement in that same space.

**Objectives:**

- To develop perceptions, vestibular and proprioceptive systems
- To develop the ability to orient and move in space without the use of sight, but for all participants
- To develop concentration and precision

**Materials:** basic equipment: sound balls (for goalball) or adapted ordinary balls for easier perception of visually impaired participants (eg a ball in a plastic bag), blindfolds (for children without visual impairment), cones or go for goalball, tactile perceptive lines and numbers on the goal from 1-9 (on A4 format in black).

Specialized sound balls can be replaced with ordinary balls that are placed in a plastic bag (the bags that rustle more are better) and tied so that the bag produces a sound AND that the children can perceive it. Blindfolds can be made of paper tissues and plasters (for each child individually) to take care of hygiene. Cones can simulate goal posts. Ropes are stretched along the lines in the hall and paper self-adhesive tapes are pasted over them. In this way, each line that we want to mark becomes "visible" (using tactile perception) even to blind participants, because in this way we achieved its three-dimensionality.

**Group size:** 20-30

**Preparation:** The facilitator divides the participants into smaller groups (4-6 participants) and distributes blindfolds to all sighted participants except the team leader who has the task of directing the participants who kicks the ball to hit the target by voice, i.e. a certain number on a scale of 1-9 as go divided. It is necessary to check whether one of the participants is, for example, claustrophobic, and whether he can function blindfolded, and for other participants, check his physical abilities. It is necessary to provide all the necessary equipment to fully implement the teaching unit.

**Instructions:** At the very beginning of the session (the first 5-10 minutes), it is necessary to warm up the participants to reduce the possibility of injuries to a minimum. Running for visually impaired children is done with the help of a sighted guide, which can be the facilitator himself or another participant without visual impairment. The sighted guide technique is based on the fact that a blind person has physical contact (by hand) with a person without visual impairment (the guide). This contact can be achieved by placing the hand of the blind person on the shoulder of the guide, or by tying with a rope by each person holding one end of the rope, and the distance between the two hands holding the rope is 10-15 cm. In addition to this, children can also do shaping exercises, which can certainly be done by blind participants as it does not require the participants to be able to read. In this case, until the blind participants learn to do the exercises properly, it is necessary for the facilitator to stand in front of the participants so that he can check the position of the facilitator's body with tactile and auditory perception (touch and hearing) at any moment and follow the exercise that the facilitator is showing. It is also necessary to correct the blind participant's movement using the "guided hand" principle, so that the facilitator will place the blind participant's hand on his hand and show him the movement that the blind participant should make.

In the main part of the session, which lasts 25-30 minutes, the facilitator will do this task with all the participants by placing all of them in groups on one side of the room and all of them are blindfolded except for the team leader (the participants who is not blindfolded). On the opposite side, the numbers 1-9 are arranged along the length of the 9-meter goal (the back line of the volleyball court). For better orientation of the team leader, the numbers printed on A4 paper should face them. Each number occupies a certain part of the goal (from the left post to the first meter is number 1, from 1-2 m is number 2, from 2-3 m is number 3... And so on up to 8 meters of the right post where number 9 is placed). The facilitator tells the first player from each group to prepare. After that, the first players from each team take the sound ball one by one and shoot it according to the number that the facilitator says at that moment. The time to perform the shot is 10 seconds. During this period, the leader of the seeing team can give instructions to his player in which direction to throw the ball as it hit the field marked with the number given by the facilitator. After all the first players from each group have finished, it's the turn of the second players, then the third... And so on until the end. The winner is the team that had the most precise and accurate ones.

For the last 5 minutes, the facilitator talks to the participants about the session itself.

### **Debriefing and evaluation:**

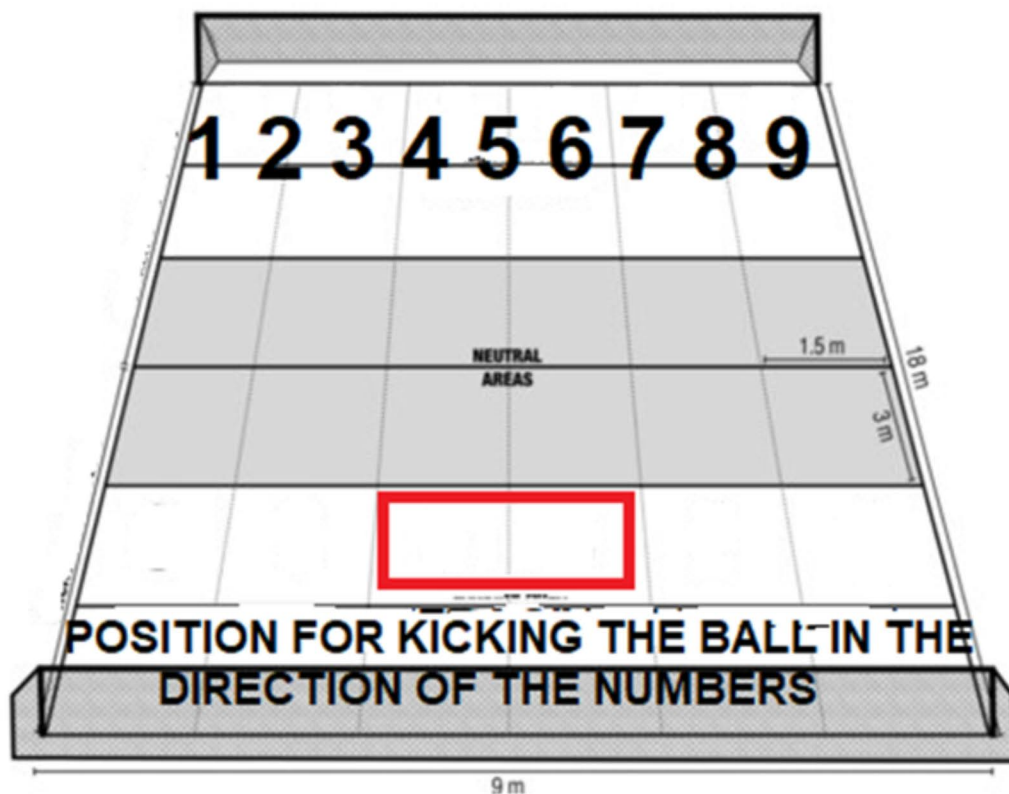
During the last 5 minutes of the session, the facilitator talks to the participants about the session itself, that is, about the activities in the session. Possible questions for discussion are:

- What did you like most about this game?
- What would you modify something in the game?
- How did the game feel when you couldn't see?
- How can this game help you understand how blind participants move and think?
- How can you use helping a blind peer in the game in everyday life and socializing with him?
- Would you play this game outside of school with friends who are visually impaired?

**Tips for facilitator:**

Based on previous knowledge, experience and the situation in the session, the facilitator can make certain changes in the session itself. Changes can be made in relation to the number of children, then whether reverse inclusion is performed and in relation to the degree of visual impairment. In this task, reverse inclusion is performed, and in this way, all blindfolded participants become equal in performing this task. In this sense, he/she can use their hoodies as blindfolds. In relation to the degree of visual impairment, i.e. motor development, a blind participant can be included in other sessions in a similar way.

**Handout:**



**Session name:** Ball relay

**Theme:** Exercises of coordination, perception and orientation in a closed space for visually impaired participants and participants without visual impairment

**Time:** 45 minutes

**Overview:** This game has the task of developing remaining perceptions (auditory, tactile perception) in blind participants, as well as the development of the vestibular and proprioceptive systems in all participants, as well as movement coordination. Also, this exercise helps participants who do not have visual impairments to feel, on their own example, the importance of orientation in space and movement in that same space, as well as the use of other senses (without the use of vision) to perform a certain task.

**Objectives:**

- To develop movement coordination
- To develop the ability to navigate in space without the use of sight, but for all participants
- To develop concentration and precision

**Materials:** basic equipment: medicine ball, sound balls (for goalball) or adapted ordinary balls for easier perception of visually impaired participants (eg a ball in a plastic bag), blindfolds (for children without visual impairment), cones, sound source (different sound for each group, eg siren, bell, voice...). Specialized sound balls can be replaced with ordinary balls that are placed in a plastic bag (the bags that rustle more are better) and tied so that the bag produces a sound, and the children can perceive it. Blindfolds can be made of paper tissues and plasters (for each child individually) to take care of hygiene.

**Group size:** 20-30

**Preparation:** The facilitator divides all the participants into several groups (2-3) and brings them to the starting line from where the rolling of two balls starts simultaneously and gives them blindfolds. Explain to the participants that they are listening to the sound coming from the participant at the end of the given path and that they are going towards their guide (the source of the sound). It is necessary to provide all the necessary equipment to fully implement the session.

**Instructions:** At the very beginning of the session (the first 5-10 minutes), it is necessary to warm up the participants to reduce the possibility of injuries to a minimum. Running for visually impaired children is done with the help of a sighted guide, which can be the facilitator himself or another participant without visual impairment. . The sighted guide technique is based on the fact that a blind person has physical contact (by hand) with a person without visual impairment (the guide). This contact can be achieved by placing

the hand of the blind person on the shoulder of the guide, or by tying with a rope by each person holding one end of the rope, and the distance between the two hands holding the rope is 10-15 cm. In addition to this, children can also do shaping exercises, which can certainly be done by blind participants as it does not require the participants to be able to read. In this case, until the blind participants learn to do the exercises properly, the facilitator needs to stand in front of the participant so that he can check the position of the facilitator's body with tactile and auditory perception (touch and hearing) at any moment and follow the exercise that the facilitator shows. It is also necessary to correct the blind participant's movement using the "guided hand" principle, so that the facilitator will place the blind participant's hand on his hand and show him the movement that the blind participant should make.

In the main part of the session, which lasts 25-30 minutes, the facilitator will do this task with all the participants, so that all the participants will be lined up at the starting line in columns with a distance between the columns of 5-10 meters. The facilitator assigns the task for each team to determine its navigator, who will have the most important role of helping his team in the best possible way to locate him and complete the task to the end. The other participants line up and have blindfolds that they put over their eyes before they grab the balls from the participant who finishes his section. The task is for a blindfolded participant (for participants without visual impairment) to simultaneously roll both the medicine ball and the sound ball and go in the direction of his navigator who produces the agreed sound for a certain group, reach him, walk around him listening to the sound and return to the starting position listening to the participant's voice that directs him back to the starting target position. When the second participant takes over both balls, he has the right to start the same section as the first participant. Changes are made until all participants have had their turn. The winning team is the one that completes the task first with all members of the group. For the last 5 minutes, the facilitator talks to the participants about the session itself.

### **Debriefing and evaluation:**

During the last 5 minutes of the session, the facilitator talks to the participants about the session itself, that is, about the activities in the session. Possible questions for discussion are:

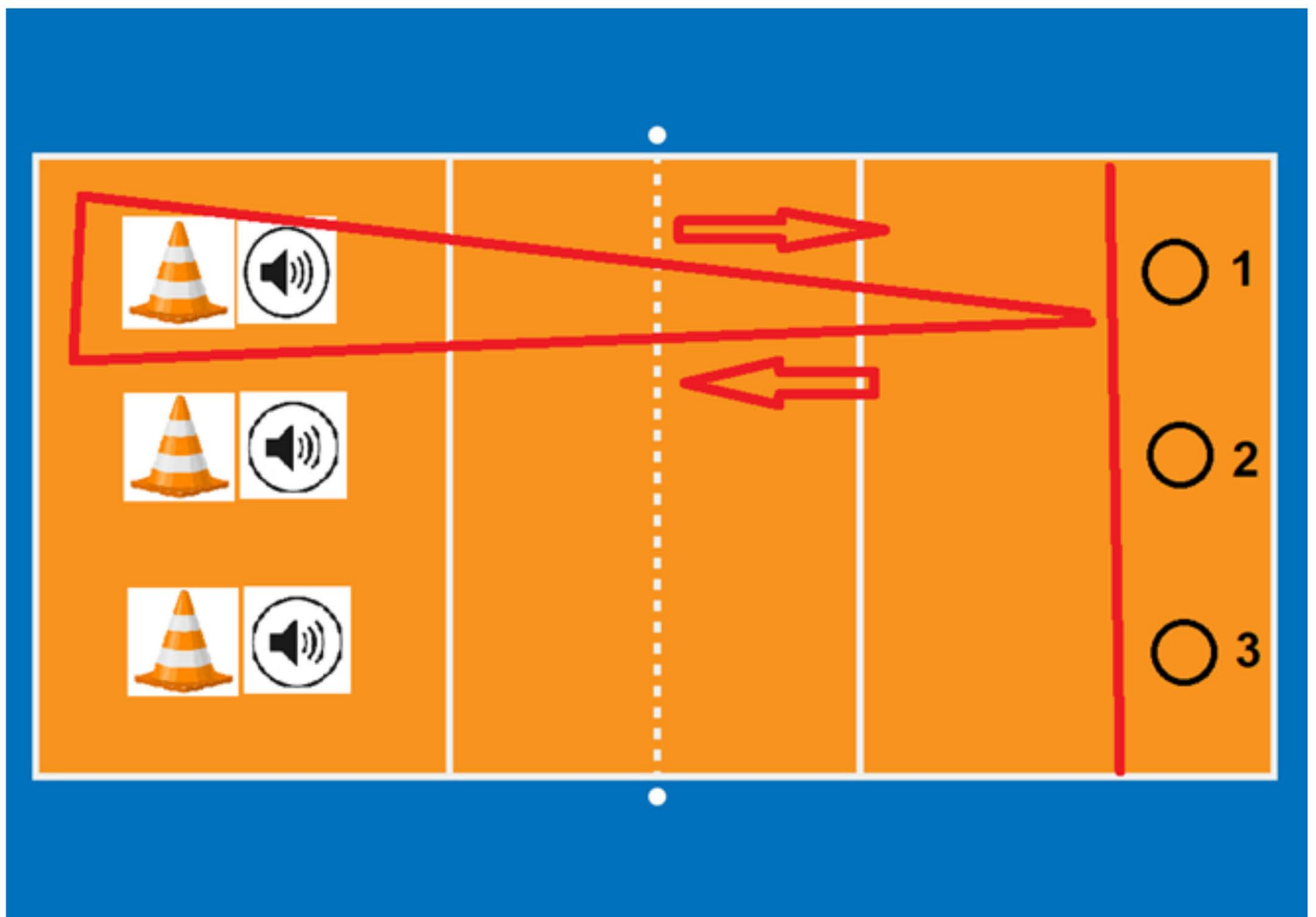
- What did you like most about this game?
- What would you modify in the game?
- How did the game feel when you couldn't see?
- How can this game help you understand how blind participants move and think?
- In what way can you use helping a blind peer in the game in everyday life and socializing with him?
- Would you play this game outside of school with friends who are blind and visually impaired?



**Tips for facilitator:**

Based on previous knowledge, experience and the situation in the session, the facilitator can make certain changes in the session itself. Changes can be made in relation to the number of children, then whether reverse inclusion is performed and in relation to the degree of visual impairment. In this task, reverse inclusion is performed and in this way all blindfolded participants become equal in performing this task. In this sense, he can use their hoodies as blindfolds. In relation to the degree of visual impairment, i.e. motor development, a blind participant can be included in other teaching units in a similar way.

**Handout:**



**Session name:** Inclusive Athletics

**Theme:** Exercises of coordination, perception, orientation and movement in a closed space for visually impaired participants and participants without visual impairment

**Time:** 45 minutes

**Overview:** This game has the task of developing remaining perceptions (auditory, tactile perception) in blind participants, as well as the development of the vestibular and proprioceptive systems in all participants, as well as movement coordination. Also, this exercise helps participants who do not have visual impairments to feel, on their own example, the importance of orientation in space and movement in that same space, as well as the use of other senses (without the use of vision) to perform a certain task.

**Objectives:**

- To develop movement coordination
- To develop the ability to navigate in space without the use of sight
- To develop concentration and precision

**Materials:** basic equipment: rope 50 cm long, seeing guide

**Group size:** 20-30

**Preparation:** The facilitator gives the participants the task to run in the hall and for each participant to be a sighted guide for their partner (with or without visual impairment). It is necessary to provide all the necessary equipment in order to fully implement the session.

**Instructions:** At the very beginning of the session (the first 5-10 minutes), it is necessary to warm up the participants in order to reduce the possibility of injuries to a minimum. Running for visually impaired children is done with the help of a sighted guide, which can be the facilitator himself or another participant without visual impairment. The sighted guide technique is based on the fact that a blind person has physical contact (by hand) with a person without visual impairment (the guide). This contact can be achieved by placing the hand of the blind person on the shoulder of the guide, or by tying with a rope by each person holding one end of the rope, and the distance between the two hands holding the rope is 10-15 cm. In addition to this, children can also do shaping exercises, which can certainly be done by blind participants as it does not require the participants to be able to read. In this case, until the blind participants learn to do the exercises properly, the facilitator needs to stand in front of the participant so that he can check the position of the participant's body with tactile and auditory perception (touch and hearing) at any moment and follow

the exercise that the facilitator shows. It is also necessary to correct the blind participant's movement using the "guided hand" principle, so that the facilitator will place the blind participant's hand on his hand and show him the movement that the blind participant should make.

In the main part of the session, which lasts 25-30 minutes, the facilitator will do this task with all the participants, so that all the participants will be in a column of two. The facilitator assigns the task to each pair to determine who will be the sighted guide and who will run blindfolded. Blind participants or participants who will run with a blindfold are always on the side of the guide facing the inside of the hall so that they do not get hurt or hit a device or a wall while running. The rope that represents the connection between the two athletes is 50 cm long, so when it is wrapped around the hands of both participants, the distance between them is 40 cm. When everything is ready, the facilitator gives the signal to start running and it lasts until the set section is finished. After that there is a break and then the guides can be replaced to put on blindfolds, and participants who had blindfolds before the break now become sighted guides. For the last 5 minutes, the facilitator talks to the participants about the session itself.

### **Debriefing and evaluation:**

During the last 5 minutes of the session, the facilitator talks to the participants about the session itself, that is, about the activities in the session. Possible questions for discussion are:

- What did you like most about this game?
- How would you modify the game?
- How did the game feel when you couldn't see?
- How can this game help you understand how blind participants move and think?
- In what way can you use helping a blind peer in the game in everyday life and socializing with him?
- Would you play this game outside of school with friends who are blind and visually impaired?

### **Tips for facilitator:**

Based on previous knowledge, experience and the situation in the session, the facilitator can make certain changes in the session itself. Changes can be made in relation to the number of children, then whether reverse inclusion is performed and in relation to the degree of visual impairment. In this task, reverse inclusion is performed and, in this way, all blindfolded participants become equal in performing this task. In this sense, he can use their hoodies as blindfolds. In relation to the degree of visual impairment, i.e. motor development, a blind participant can be included in other teaching units in a similar way.

**Handout:**



**Session name:** I move quickly and collect balls without looking

**Theme:** Relay game of moving in different ways and collecting balls for blind children and their peers without visual impairment

**Time:** 45 minutes

**Overview:** This game has the task of developing children's empathy, and togetherness in the game and enabling the development of elementary forms of movement and navigating in space.

**Objectives:**

- To develop movement coordination
- To develop the ability to navigate in space without the use of sight, but for all participants
- To develop concentration and precision

**Materials:** basic equipment: balls, baskets/boxes/hula hoops, mats, cones, mobile phone or similar sound device

Instead of mats and cones, chalk can be used to mark the starting point, and the place where participants should sit after completing the task. Instead of balls, a plastic bottle or any other object that can be easily carried and passed to the next child can be used. Instead of a mobile phone, a children's toy that makes sound can be used, or it can be done without sound devices if the facilitator or one of the peer -assistant, guides the children with their voice.

**Group size:** 20-30

**Preparation:** The facilitator should know the number of his participants before the start of the session so that he can divide them into the appropriate number of groups (columns). Then he must know the abilities of a child who is blind so that he can determine the ways of movement, the distance between the start and the finish line, etc. Also, he must prepare the equipment he has available for the realization of the activity.

**Instructions:**

The first 10-15 minutes is the warm-up phase. In this part, children run around the lines of the volleyball court or the basketball court (depending on the size of the sports hall). A blind child/children run with the help of their peers. One way is to hold hands in pairs. Others, to hold on to the ends of a rope that is 10-20 cm long, also in pairs. The third way is for the blind child to put his palm on the shoulder of the peer with whom he is running in pairs. During the run, the facilitator can give tasks. For example, when he says "squat", everyone squats and then continues running. Other tasks can be turning, changing direction, etc.

After that, shaping exercises are done, 8-10 exercises for the upper and lower body. The facilitator himself chooses the exercises based on his experience. A blind child is helped by a peer or a facilitator in performing exercises. After the facilitator shows the exercise, the peer moves a part of the blind child's body and then the blind child continues to do the exercise. For example, if one-handed circling exercise is being done, the peer first performs a circular movement with the blind child's hand, and then he continues with the exercise. After the warm up phase, the main part of the session continues for 25-30 minutes. Children are divided into 4 columns. At a distance of 10 to 15 meters from the first child, a basket/box/hula hoop containing the balls is placed. The facilitator is next to the box. At the facilitator's signal, the first child moves to the basket, takes the ball, then returns back to the column and passes the ball to the next child. The next child carries the ball and leaves it in the basket. After returning back to the column, he touches the next child in the column with his hand. That child now continues the game in the same way. Each child who completes the task sits on the mat until all children have completed the relay. The game ends when all the children have completed the task. When moving to and from the basket, children can move in different ways. For example, walking on toes, walking on heels, walking with high knee lifts, etc. Children can also be asked to hold the ball in different ways. For example, walking with your arms up, with your arms stretched out in front of you, etc. When the blind child/children perform the exercise, the facilitator directs them toward the basket with balls. By standing behind the basket and calling him with his voice, clapping his hands, or placing a sound signal on the chair behind the basket, such as an alarm on a mobile phone. When the child reaches the basket and starts to return to the starting position, the role of the leader of the movement is taken over by the peer who is next in line to start or by the peer – assistant.

If the facilitator wants to make a reverse inclusion, he can organize the game so that all children cannot see. For this, he can use sleep masks, or each participating child can tie their sweatshirt over their eyes. Each team is assigned two helpers who can still see. One is behind the basket and the other at the starting position. They help other players in their column when moving. For the last 5 minutes, the facilitator talks to the participants about the session itself.

**Debriefing and evaluation:**

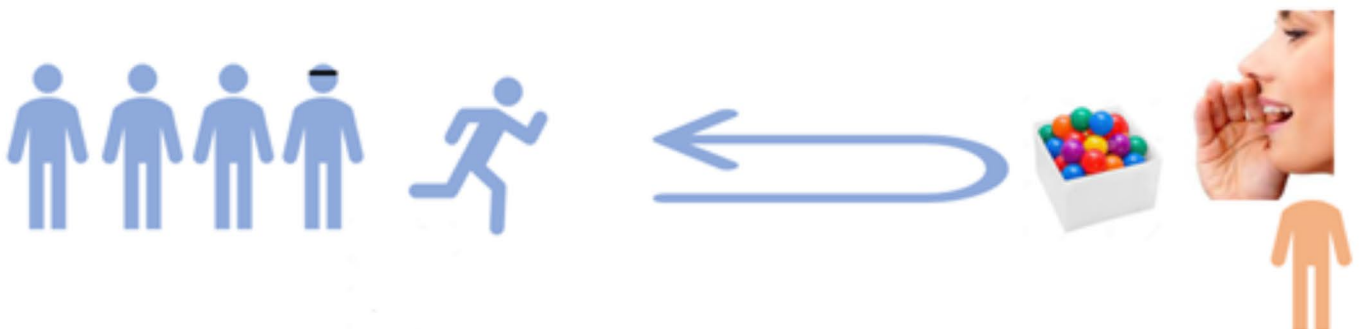
During the last 5 minutes of the session, the facilitator talks to the participants about the session itself, that is, about the activities in the session. Possible discussion questions are:

- What did you like most about this game?
- How would you modify the game?
- How did the game feel when you couldn't see?
- How can this game help you understand how blind participants move and think?
- In what way can you use helping a blind peer in the game in everyday life and socializing with him?
- Would you play this game outside of school with friends who are blind and visually impaired?

**Tips for the facilitator:**

Based on previous knowledge and experience and the situation in the session itself, the facilitator can make certain changes in the session. Changes can be made in relation to the number of children, then whether reverse inclusion is performed, and in relation to the degree of visual impairment. If there are a large number of children, it is necessary to distance the column where there is a blind child from the other columns, so that he can hear the facilitator's voice or the ringing of the mobile phone. Then, if reverse inclusion is done, the facilitator must prepare blindfolds for all children participating in the game. In that sense, he can use their sweatshirt as blindfolds. Also, art education and physical education can be combined. So, in art session, children can make masks of their favorite heroes, but without the eye holes, which they could use in said physical education session. In relation to the degree of visual impairment and motor skills, a child who is blind can be guided with the help of peers all the time during the performance of the task.

**Handout:**



**Material for facilitators:**

Van Lent, M. (2006). Count me in: A guide to inclusive physical activity, sport and leisure for children with a disability. Leuven: Faculty of kinesiology and rehabilitation science, Catholic University of Leuven.

Lieberman, L. J., & Cowart, J. F. (1996). Games for people with sensory impairments: Strategies for including individuals of all ages. Champaign: Human Kinetics.

Block, M. (2010). A Facilitator's Guide to Including Participants with Disabilities in General Physical Education, third edition. Baltimore (MD): Paul H Brooks Publishing.

Klavina, A., & Block, M. E. (2008). The effect of peer tutoring on interaction behaviors in inclusive physical education. *Adapted Physical Activity Quarterly*, 25, 132–158.

Jorgić, B., Aleksandrović, M., Mirić, F., Čolović, H., & Dimitrijević, L. (2020). A holistic approach adapted physical activity - theory and practice (Холистички приступ адаптираној физичкој активности – теорија и пракса). Niš: Faculty of sport and Physical Education.



**Session name:** Adaptive Swimming

**Theme:** Adapting children with mental and physical difficulties to water and teaching them independent movement through water.

**Time:** 45 – 60 minutes

**Overview:** The primary goal of this training is to help children with various forms of mental and physical difficulties adapt and get accustomed to water. This allows the trainer to work on specific movements. Children learn to develop proper responses to new environments, surroundings, situations, and tasks. They also confront any fear they may have, build self-confidence, and trust in the trainer, all using the Halliwick swimming concept. This concept represents an approach to teaching all people, especially those with intellectual and physical disabilities, so they can participate in water activities, move independently, and swim.

**Objectives:**

- To mentally adjust to a new, unfamiliar environment
- To get accustomed to water
- To overcoming the fear of water

**Materials:** Swim boards, swimming noodles, or worms, although it is recommended, according to the Halliwick concept, to initially avoid using swimming aids. Swimming aids are not as adaptable as a helper/trainer who can adjust their assistance according to the individual's needs.

**Group size:** 1-7

**Preparation:** Before the training begins, the trainer should get to know each child individually, as well as their parents. They should collect all the children's documentation, such as medical reports and expert opinions, to have a complete understanding of the diagnosis and the child's current condition. The organization of the training is crucial, and the work is done in a group, but each child is approached individually based on their abilities. To ensure safety during the session, parents of the children are present to react if any unwanted situations arise.

**Instructions:**

- The introductory part of the training, which lasts 7-10 minutes, consists of shaping exercises necessary to prepare the body for the upcoming activities.

- The initial training for each child includes initial testing to assess their current abilities. This initial testing provides insights into the individual's current abilities. It's used to monitor progress during the final testing, which reveals the final results and the degree of improvement.
  - As trainers, it's your duty to demonstrate each exercise correctly while participants do their best in their unique ways.
    - Conduct basic shaping exercises, such as head circles, arm circles, hip circles, knee movements, squats, etc. If necessary, parents assist their children in performing these exercises.
      - Move to the pool and start the main part of the training, which lasts 30-40 minutes.
      - Children sit at the edge of the pool while the trainer gradually approaches the work.
      - To adapt to the water, it's crucial to gain attention, especially from children on the autism spectrum. The approach plays a significant role, with gentle communication and activities to make them feel comfortable.
        - To start, it's good to wet parts of the body before entering the water. Encourage blowing bubbles as a way to teach children how to breathe underwater.
        - Begin with leg work, extending the toes toward the trainer.
        - After that, gently bring the child close to you, hugging them under the shoulder blades to let their head rest on your shoulder.
        - One useful game is to blow an object, like a ball or a small hat, toward the edge of the pool.
          - Further exercises include sliding in the water with the instructor, floating on the surface, and learning how to exit the water.
            - A game used to practice water exit is the "tying the boat in the harbor." This is done as swimmers float on their backs, and when they approach the pool's edge, they initiate a longitudinal rotation by turning their heads to one side. They then reach for the pool's edge with both hands.

At the end of the training, take the children to the shallowest part of the pool for the final session.

### **Debriefing and evaluation:**

- Leave the end of the training for a conversation with parents, asking questions such as whether they are satisfied and what they liked the most.
  - Ask parents if they believe this will be beneficial for their child.
  - For children who can communicate verbally, you can ask similar questions to get their feedback.

### **Tips for facilitator:**

- Tailor the training to the child's individual abilities and current capabilities.
  - Focus on helping the child mentally adapt, develop a love for the water, and overcome any fear if present.

**Session name:** Adaptive Swimming 2

**Theme:** Entry and Floating in Water

**Time:** 45 - 60 minutes

**Overview:** The aim of this training is to help participants overcome their fear of water so that the trainer or instructor can work with them on specific movements. This training is designed to build trust between instructors/trainers and children.

**Objectives:**

- To develop self-confidence
- To develop motor skills
- To be ready for collaboration

**Materials:** Kickboards, swimming noodles, or worms. It's best to start without any equipment initially.

**Group size:** 1-7

**Preparation:** Before the training process begins, the instructor/trainer should schedule a meeting with the parents and the participant to assess the situation, understand what's involved, and determine whether there are physical deficiencies or mental challenges. The information gathered from the parents is then passed on to the club's doctor to ensure that the child's health is not compromised during the process. Based on personal assessment, children are placed in appropriate groups, such as elementary swimming school, competitive swimming, or groups for children with more specific needs. Parents are informed that they must be present at the pool throughout the training session, as their familiarity with the child's needs is crucial in unexpected situations. It's important to inform the lifeguard about the presence of such children to ensure timely response in case of any emergencies.

**Instructions:**

- In the first 7-10 minutes, the session begins with shaping exercises to prepare the body for the activities. Initial tests are conducted to evaluate what each child can or cannot do. After a period, a final assessment is made to monitor each child's progress.
- The trainer/instructor demonstrates and explains how the exercises should be done, while the participants do what they can or in their own unique way. Parents are present to assist their children with exercises.

- Then, the session moves to the pool. The focus is on acclimatizing to the water, especially important for children with autism. The approach to the child is vital; using a gentle tone and communicating as if they understand everything is effective. Activities include counting games, rhymes, storytelling, and rubbing water onto the child's body.
- **Entry into the water and floating:** The participant sits on the edge of the pool, with one leg placed in the water and the arm to be held by the assistant is laid on the opposite thigh. The opposite arm is kept close to the body to avoid interference with rotation. On the leader's signal, the participant lowers their chin to the chest, turning their head in the direction of rotation. They start to lean forward with rotation towards the assistant. The final position after entering the water is floating on their back, either with or without the assistance of the trainer/instructor.
- The "chair position" in the water imitates sitting in a chair, and it's an important part of adaptation. At first, the participant attempts to maintain this position with support from the assistant. When stability is achieved, the legs are raised off the pool floor, knees bent, and the feet remain submerged. Balance is maintained, and the participant breathes at a normal pace.
- The "marine plants" activity involves participants floating on their backs, with the assistant providing support under their lower back. The assistant slowly moves backward on the water's surface, performing arm movements that guide the participant's rotation in a sagittal axis. The participant is kept relaxed, breathing at a regular pace.
- In the last 5-10 minutes, children can play in a small pool or have a discussion with their parents about the session.

### **Debriefing and evaluation:**

At the end of the session, discussions with parents can take place. They can express their feelings about the session, what they liked, and whether they believe it will help their child.

### **Tips for facilitator:**

- Pay close attention to the children's reactions, especially when working with autistic individuals, as their responses can vary widely. Keep an appropriate distance - not too close, not too far away. Treat them as if they have no disabilities and encourage them to do their best. This approach allows them to practice motor skills.

**Session name:** Polygon skilled child

**Theme:** Skills training ground for the development of motor skills of children with different types of physical disabilities and their peers without disabilities

**Time:** 45 minutes

**Overview:** This game has the task of developing empathy in children, togetherness in the game, and enabling the development of motor skills (agility, speed, explosive power, and precision).

**Objectives:**

- To develop a common spirit in the game
- To develop a sense of the needs and abilities of others
- To increase willingness to cooperate
- To develop motor skills

**Materials:** basic equipment: cones, hurdles, balls. Additional equipment can be a stick, rope, bottles, and a table/school desk.

**Group size:** 20-30

**Preparation:** Before starting the session, the facilitator must know the total number of children as well as the number of children with disabilities. This information is needed in order to be able to successfully organize the training ground and the playing area. Children with cerebral palsy, amputations of one leg, children who use wheelchairs but have preserved hand movements (paraplegia) and slow motor development can participate in this game. Also, children with intellectual disabilities who can understand simple commands can participate in the game.

**Instructions:** In the first 10-15 minutes, a warm-up is performed. The facilitator shows exercises for warming up the upper and lower body. Children who cannot perform certain exercises repeat more times the exercises they can perform. For example, if a child has paraplegia, he or she will not perform exercises to warm up the lower part of the body but will continue with exercises for the upper part of the body. The warm-up is followed by the main part of the session lasting 25-30 minutes. Children are divided into two or more columns. In each column, there are children with and without disabilities. At the facilitator's signal, the first child in the column passes the elements of the polygon. At the end of the polygon, the common element for everyone is shooting cones with a ball. Each child gets three balls and shoots three cones.

The cones can be placed on the ground, then on the table/school desk. Each hit in the cone earns one point. In the end, the column of children/teams with the most points wins. The following elements of the polygon are provided for children without disabilities. 1. Running zig-zag between cones. 2. Jump with both legs over the hurdles. 3. Alternately touching the cones with one hand and then the other. The cones are placed alternately on the left and right sides at a mutual diagonal distance of 2-3 meters. For children who use wheelchairs, the polygon consists of the following 3 elements. 1. Driving a wheelchair zig-zag between cones. 2. Three cones are placed at a distance of 2-3 meters from each other. The child has the task of driving (turning) the wheelchair around the cone, then quickly driving to the second one, then also doing a turn around the cone, and finally doing it around the third cone. 3. Alternately touching the cones with one hand and then the other. For children with cerebral palsy, the following elements are derived. 1. Running or walking zig-zag between the cones. 2. If possible, jump over the line drawn on the floor. If the jump is not possible, cross the hurdle with one leg and then the other. 3. Alternately touching the cones with one hand and then the other. For children with amputation of one leg and intellectual disability, the polygon elements are the same as in the case of cerebral palsy. For the last 5 minutes, the facilitator talks to the participants about the session itself.

**Debriefing and evaluation:**

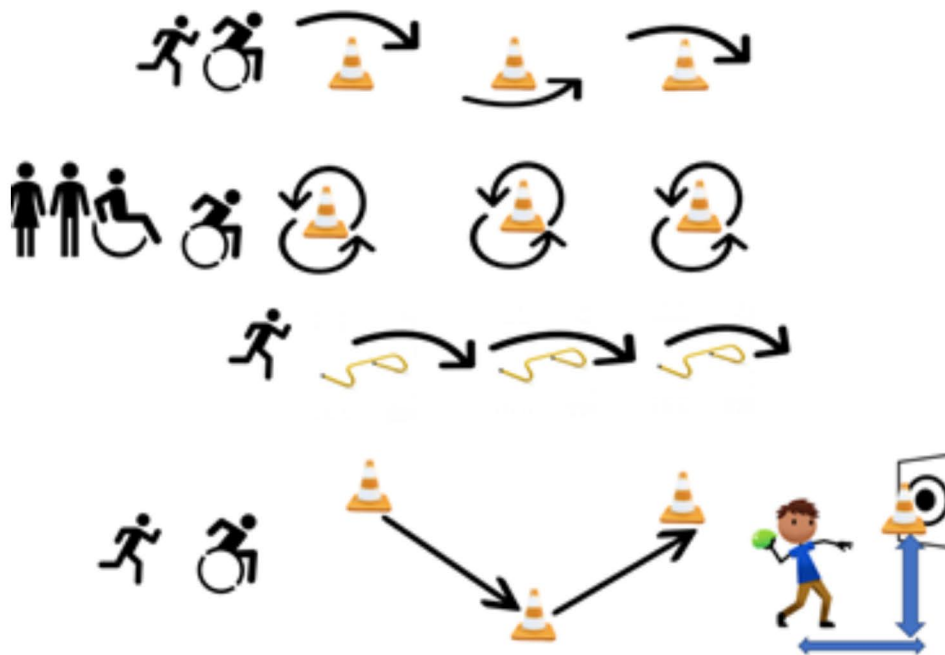
During the last 5 minutes of the session, the facilitator talks to the participants about the session itself, that is, about the activities in the session. Possible discussion questions are:

- What did you like most about this game?
- How would you modify the game?
- In what way can you use helping a peer with a disability in the game in everyday life and socializing with him?
- Would you play this game outside of school with friends who has some form of disability?

**Tips for facilitator:**

Based on previous knowledge and experience, as well as the situation in the session itself, the facilitator can make certain changes. They can be in relation to the number of children and in relation to the type of disability. If the facilitator wants to change the height at which the cones/plastic bottles are shot, the following can be done. He or she takes a plastic or wooden stick and ties a rope to it. At the other end of the rope is a tied plastic bottle or a small plastic cone. One end is held by the facilitator and the other end of the stick is placed on the side of the Swedish ladder in relation to the height where he wants to place the target (plastic bottle/cone). Also, depending on the children's abilities, the target distance can also be changed.

**Handout:**



**Material for facilitators:**

Van Lent, M. (2006). Count me in: A guide to inclusive physical activity, sport and leisure for children with a disability. Leuven: Faculty of kinesiology and rehabilitation science, Catholic University of Leuven.

Block, M. (2010). A Facilitator's Guide to Including Participants with Disabilities in General Physical Education, third edition. Baltimore (MD): Paul H Brooks Publishing.

Winnick, J. P., & Porretta, D. L. (2016). Adapted physical education and sport. Champaign, IL: Human Kinetics.

Jorgić, B., Aleksandrović, M., Mirić, F., Čolović, H., & Dimitrijević, L. (2020). A holistic approach adapted physical activity - theory and practice (Холистички приступ адаптираној физичкој активности – теорија и пракса). Niš: Faculty of sport and Physical Education.

Rouse, P. (2009). Inclusion in physical education: Fitness, motor, and social skills for participants of all abilities. Champaign, IL: Human Kinetics.

**Session name:** SITTING VOLLEYBALL MATHS

**Theme:** inclusion for people with disabilities and physical/motor impairment (PI), sport is for everyone

**Time:** 45 min

**Overview:** Inverse inclusion – inclusion of participants with typical development (TD) into activity of pupils/participants with PI, show that sitting volleyball is activity for everyone, we can include healthy children with children with disability

**Objectives:**

- To enable the practice of volleyball to all participants regardless of physical/motor impairment impeding the use of the legs.
- To get pupils/participants to realize that everyone can be equal on the court regardless disability.
- To develop solidarity, socialization, cooperation and sensitivity for others.
- To develop self-confidence and creativity.

**Materials:** net for volleyball, 10 balls for 4 groups, duct tape for court, scoreboard, whistle

**Group size:** 20-30

**Preparation:** Prepare sitting volleyball court, separate court on four sections and mark each with number from 1 to 4, explained main rules of the sitting volleyball and the game “Sitting volleyball math”, facilitator should know the number of his / her participants before the start of the session so that he can divide them into the appropriate number of groups.

**Instructions:**

Preparation of the court and materials is finished before the session!

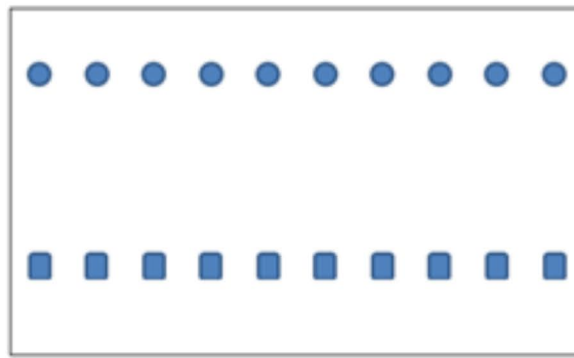
Explanation (5 min):

Explain to the pupils what is sitting volleyball; explain the rules and the outcomes of the activity (5 min):

Warm-up (10 min):

Facilitator or skilled participant demonstrates overhand service. Participants work in pairs perform overhand serve – participant who receives service catch the ball by both hands; the “receiver” performs serve (Picture 1.)





Picture 1. Position of the participants during warming-up.

### Main part (20 min)

Once warm-up is over, facilitator determines groups of 3 - 4 players to make 4 or 5 teams. Additionally, two participants volunteer as referees (who will calculate points for each team and entire session).

The court is divided into four sections and each section has a number (on facilitator's free will). The teams should be on the serving lines on their side of the court. The goal of the game is to reach predetermined number (for example 25) by serving the ball into the correct numerical sections (of the opponent side of the court). Each number should attempt to reach the designated value by serving. Facilitator presents the problem as an addition/subtraction/multiplication/division and says (for example): "Divide 100 with 5 and serve into the correct sections until your team gets the correct answer." The pupils/participants would then try to serve into opponents' side until they reach the number 20.

### Stretching (5min)

#### Stretching for upper body

Debriefing and evaluation: During the last 5 minutes of the session, the facilitator talks to the participants about the session itself, that is, about the activities in the session. Possible discussion questions are:

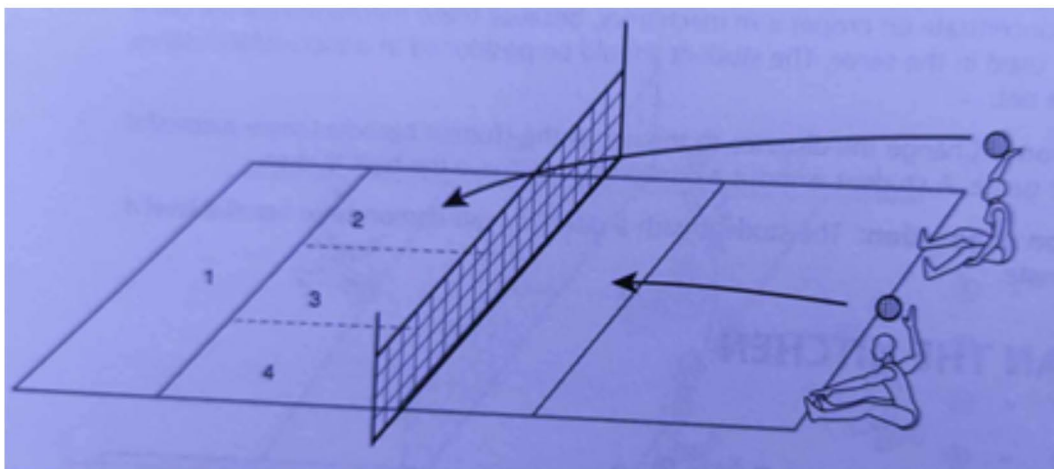
- What did you like most about this game?
- How would you modify the game?
- What was more interesting, sitting volleyball or math?
- How different did it feel to play sitting volleyball in comparison with regular volleyball?
- In what way can you use helping a peer with a disability in the game in everyday life and socializing with him?

- Would you play this game outside of school with friends who have some form of disability?

**Tips for facilitator:**

Make sure that participant with PI is comfortable with balls, court floor moves and distance from the net. Give positive feedback after every good performance, especially serve. Make sure the equipment is proper. The pupil/participant with disability can suggest a topic for the court sections (for example: favorite sports teams, favorite sportsmen...).

**Handout:**



Picture 2: Position of the participants during main part of the session.

**Session name:** SPACE INVADERS

**Theme:** inclusion for people with disabilities and physical/motor impairment (PI), sport is for everyone

**Time:** 45 min

**Overview:** Inverse inclusion – inclusion of participants with typical development (TD) into activity of pupils/participants with PI, show that sitting volleyball is activity for everyone, we can include healthy children with children with disability

**Objectives:**

- To enable the practice of volleyball to all participants regardless of physical/motor impairment impeding the use of the legs.
- To get participants to realize that everyone can be equal on the court regardless of disability.
- To develop collectivity, solidarity, socialization, cooperation, and sensitivity for others.
- To develop self-confidence and creativity.

**Materials:** net for volleyball, 10 balls for 4 groups, duct tape for court, scoreboard, whistle

**Group size:** 20-30

**Preparation:** Prepare sitting volleyball court, explained main rules of the sitting volleyball and the game “Space invaders”, facilitator should know the number of his/her participants before the start of the session so that he / she can divide them into the appropriate number of groups.

**Instructions:** Preparation of the court and materials is finished before the session!

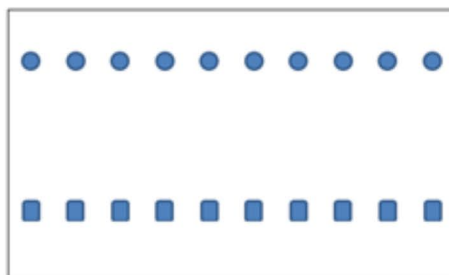
Explanation (5 min):

Explain to the pupils what is sitting volleyball; explain the rules and the outcomes of the activity (5 min):

Warm-up (10 min):

Facilitator or skilled pupil/participant demonstrates overhand service and lateral moves. Participants are working in pairs perform overhand serve – participant who receives service catch the ball by both hands; the “receiver” performs serve (Picture 1.). Lateral movements

are performed alternately, first participants from one side of the field perform movements simultaneously, then participants from the opposite side. At the signal "Now!", participants from one side perform lateral movements to the participants from the opposite side and return to the starting position.



Picture 1. Position of the participants during warming-up.

### Main part (20 min)

Two participants (P) start just inside the service line at zone 5 and 1. They are the "space invaders". When the facilitator says "Now", the participants move laterally, timing their movement so they arrive together in the middle of the court and thereafter move in the direction of the arrows until they reach the net. 3. As the space invaders start moving, each participant in the role of server (S) takes turns to serve at them, scoring a point for every direct hit. Once the space invaders have reached the net the serving practice stops, and each server adds up their score. The server with the most points wins. Reset, with the space invaders becoming servers, and two different servers become space invaders. Participants should have synchronized movement, so they meet in the middle at the same time. The servers must not serve at the same time, however tempting that is! If the space invader stops to avoid a ball, then the server scores a point. Similarly, if the space invader attempts to stop the ball from hitting them directly then the server scores a point.

### Stretching (5min)

#### Stretching for upper body

#### **Debriefing and evaluation:**

During the last 5 minutes of the session, the facilitator talks to the participants about the session itself, that is, about the activities in the session. Possible discussion questions are:

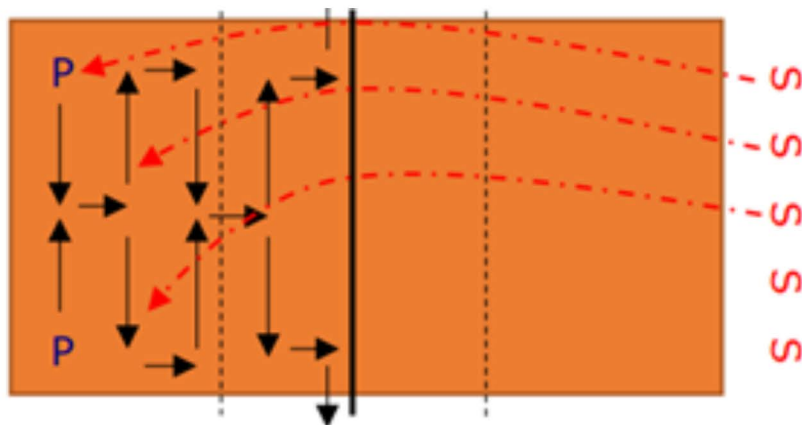
- What did you like most about this game?
- How would you modify the game?
- What was more interesting, sitting volleyball or math?
- How different did it feel to play sitting volleyball in comparison with regular volleyball?
- In what way can you use helping a peer with a disability in the game in everyday life and socializing with him?

- Would you play this game outside of school with friends who have some form of disability?

**Tips for facilitator:**

Make sure that participant with PI is comfortable with balls, court floor moves and distance from the net. Give positive feedback after every good performance, especially serve. Make sure the equipment is proper. The participant with disability can suggest a topic for the court sections (for example: favorite sports teams, favorite sportsmen...).

**Handout:**



Picture 2. Position of the game „Space invaders“

**Session name:** Join in and let's play wheelchair basketball

**Theme:** Inclusion session for primary and secondary school participants with/without physical disabilities through learning the basic elements of the game such as wheelchair basketball.

**Time:** 45 minutes

**Overview:** Demonstrating inclusive exercises and the inclusive capacity of wheelchair basketball through the equal participation of participants with/without disabilities.

**Objectives:**

- To show the inclusive capacity of wheelchair basketball (equal participation in adapted physical activities of participants with/without disabilities);
- To develop basic motor skills of participants with/without physical disabilities (speed, agility, strength, precision and coordination of the upper limbs);
- To develop specific motor skills of participants with/without physical disabilities (driving a sports wheelchair for wheelchair basketball);
- To improve social communication and interaction skills of persons with physical disabilities)

**Materials:** for the practical realization of the lesson, a sports hall with a basketball court, 2 to 12 sports wheelchairs for wheelchair basketball, 12 basketball balls, 12 cones, 12 markers are necessary.

**Group size:** the minimum number of participants in the practical session is 20 and the maximum is 24 participants (2-12 persons with physical disabilities from the total number of participants in the lesson). Depending on the number of participants with physical disabilities, practical lessons can be modified, and exercises can be performed individually or in smaller (in pairs) or larger groups (4-5 participants).

**Preparation:** Before the beginning of the session, the person who will lead the learning process must be familiar with the basic rules of wheelchair basketball, the number of participants in the session (the number of people with physical disabilities and the number of people without disabilities involved in the lesson). Also, the facilitators must familiarize themselves in detail with the exercises that will be applied during the session (through presentations, pictures or videos with a detailed description and methodology of performing the exercises), as well as the necessary equipment for the successful realization of the session. It is recommended that the person leading the session has experience working with people with physical disabilities, as well as having appropriate knowledge or experience in basketball and experience in manoeuvring sports wheelchairs for wheelchair basketball.

**Instructions:** The 45-minute inclusive lesson, during which wheelchair basketball will be presented as one of the most popular sports for people with physical disabilities, should contain 3 parts, namely:

- the introductory part of the session (with 2-3 exercises for warming up and preparing the body for physical activity of higher intensity) lasting 10-12 minutes;
- the main part of the session (with 2-3 exercises that will include the basic elements of wheelchair basketball) lasting 25-30 minutes;
- the final part of the session (with a competition between equally divided groups of participants or exercises of lower intensity to calm the physiological parameters of the body) lasting 8-10 minutes.

### **The introductory part of the session**

This part of the inclusive session should contain moderate intensity exercises that prepare the body for the main part of the session. In this introductory session example, we will use 20 participants (10 physically disabled people in wheelchair basketball and 10 without disability people and without wheelchairs). Depending on the available equipment (number of wheelchairs) and the number of people with/without disabilities, these exercises can be modified by increasing or decreasing the number of people in the wheelchair.

**First warm-up exercise** – This exercise includes and is aimed at basic movements both in wheelchair basketball (movements when moving forward with the wheelchair, hand and body movements when turning the wheelchair to one side or the other, hand and body movements when stopping the wheelchair), and in standing basketball (movement in a basketball defensive stance, lateral movements in a basketball defensive stance, stopping with one or two feet in contact with the floor). Participants are placed (groups of 5 participants each with/without wheelchairs) in positions located directly behind the baseline on one side of the basketball court and perform movement along the length of the entire basketball court. In this exercise, all participants, divided into 4 groups of 5 participants each (with/without disabilities, in wheelchairs or without wheelchairs), should perform the aforementioned movements 2 times each (6 lengths of the basketball court in total) with breaks after the performed movement, i.e. the completed length of the court (by the completed movement and the distance travelled from one basket to the other, i.e. moving from one side to the other side of the basketball court). When one group of 5 participants crosses the middle line of the basketball court performing a given move, the next group of 5 participants starts their performance. The expected duration of the exercise is 3-4 minutes.

**Second warm-up exercise** - Participants in wheelchairs will perform 6 full laps around the outer lines of the basketball court by moving in a straight line in a wheelchair with moderate intensity (simultaneously pushing the wheels of the wheelchair with both hands), while persons (assistants) without wheelchairs will run the same number of laps.

The first two laps around the basketball court should be performed at a low to moderate intensity with a gradual increase in intensity (40-60% of maximum intensity). The other two circles around the outer lines of the basketball court should be performed by wheelchair participants using a zigzag movement (two pushes to one side, then changing direction with two pushes with the hands to the other side), so that when changing direction they use the upper body more than the arms (by tilting the upper part of the body to the side to which the change of direction is made). Participants without disabilities (without wheelchairs) must move around the outside lines of the basketball court in the second two circles in a basketball stance, also moving in zigzags and changing directions like participants in wheelchairs. The last two laps around the lines of the basketball court must be performed by all participants (with and without disabilities) moving in a straight line in advance with moderate intensity (70-75% of maximum intensity). The expected duration of the exercise is 4-5 minutes.

**Stretching exercises** - Performing stretching exercises for the muscles of the upper part of the body (neck and shoulder muscles, chest muscles, arm muscles, abdominal muscles and back muscles) for 4-5 minutes.

### **The main part of the session**

**Practice passing accuracy** - The exercise is performed in pairs (a person with a disability and a person without a disability) or in groups (1-2 people with a disability and 2-3 people without a disability) and can be performed on any part of the field. People without disabilities can be in a standing position, in a sitting position on a chair or in a sports wheelchair. The exercise involves performing different types of passes (both or one-handed, chest, behind the head, field, baseball pass, lob pass) and is performed by placing participants in a sports wheelchair against participants standing in a line (persons with or without disabilities) who can be in a standing, sitting position on a chair or in a sports wheelchair. A participant in a wheelchair standing at a position at a suitable distance (3-5 meters depending on the age of the subject) catches the ball after the pass from the first participant standing in the line and returns it to the other participant in the line who does not have the ball in his hands, taking care not to return the pass to the player in the line from whom he received the ball. After correctly performing 10 passes (perform 10 passes of different types) according to the instructions of the department head, persons with/without disabilities rotate and change places and the direction of movement of the clock hand, so that each participant performs the types of passes provided for in the exercises. The expected duration of the exercise is 10-12 minutes.

**Exercise for the speed of driving a sports cart, the accuracy of passing and the accuracy of the shot when laying on the basket** - Depending on the number of participants, 2 to 12 people with disabilities and 6 to 12 people without disabilities can participate in the exercise. People without disabilities can be in a standing position, in a sitting position on a chair or in a sports wheelchair. Exercise driving a wheelchair with



passes and laying on the basket from the opposite side of the court (the exercise is performed along the length of the entire court, which is divided lengthwise into two halves, so the exercise is performed on both sides). Participants in wheelchairs are in a column (1-6 participants in wheelchairs) behind the baseline on both sides of the basketball court. The player from the baseline closer to the sideline of the court starts the movement by passing to the player in position no. 1 (on the sideline on the same side at the height of the 3-point line). After returning the player from position no. 1, the player makes a second pass to the player in position no. 2 (located in the middle of the field facing the sideline of the side of the field where the exercise is performed). After returning the player from position no. 2, the player performing the drill makes a third pass to the player in position no. 3 (on the sideline at the height of the 3-point line on the opposite side of the court from the starting position). After receiving the final pass and shooting at the basket, the player performing the drill collects the ball and goes to the starting position for the drill on the opposite side of the longitudinally divided court. The exercise is performed until each player in the cart has made 10 shots from the right and 10 shots from the left. When changing sides, depending on the number of assistants (persons without disabilities) and available equipment (number of sports wheelchairs), a change of assistants can be made (assistants who are involved in the execution of the exercise and pass the ball with assistants who are outside the field as observers or ball collectors during mistakes in the performance of the exercise). Also, if there are a large number of sports wheelchairs available, the assistants exchange positions with people with disabilities and participate in the exercise as players who perform the exercise in the sports wheelchair, which includes shooting at the basket. The expected duration of the exercise is 12-15 minutes.

### **The final part of the session**

It is recommended that in the final part of the session, an appropriate type of competition between equally distributed participants in the session is used, such as a game: basketball 5 on 5, basketball 2 on 2, basketball 3 on 3 on both halves of the court with team changes after half the duration of the exercise, free throw competitions or polygons with appropriate tasks which include elements of basketball technique. Teams should be mixed, that is, each team should have persons with and without disabilities in its composition (persons without disabilities are in wheelchairs or in a standing position depending on the type of activity). In the attachment, we will list 2 different types of competitions that can be used depending on the number and structure of the participants and the technical possibilities for the implementation of the inclusion session.

**2 on 2 basketball, 3 on 3 basketball or 5 on 5 basketball** - If there are technical possibilities (adequate number of sports wheelchairs for people without disabilities), it is necessary to divide the participants in the session into several teams with an identical number of players in the game and substitute players (teams made up of people with and without disabilities). If there is an insufficient number of sports wheelchairs, the practice can be modified so that on one side of the field, people with disabilities play basketball and on

the other side of the field, people without disabilities play basketball. Both sides of the field are used for the exercise (the game is played on both baskets on the field) it is necessary to determine the time frame for the duration of the competition or to determine the number of points scored needed for the team's victory, but at the same time keep in mind that all participants in the competition spend the same period of time on the field. The expected duration of the exercise is 8-10 minutes.

**Free throw competitions between teams** - Both halves and both baskets of the basketball court are used for practice so that all participants can participate in the competition. Depending on the number of participants with/without disabilities, 2 or more mixed (participants with/without disabilities in the same team) competition teams can be formed. If there are technical possibilities (adequate number of sports wheelchairs for people without disabilities), all participants can use wheelchairs, otherwise, people without disabilities can participate sitting on a chair or in a standing position. The exercise is performed by placing the teams in two columns and the first competitors from both teams are on the free throw line with the ball in their hands. Each team has one ball available. At the signal of the person leading the inclusion lesson, the competition begins with the execution of a free throw by the players who are in the appropriate position. After taking the free throw, the player who took the shot collects the ball himself and passes it to the next person in his team, who goes to the back of the column formed by his team. Successful free throw attempts count, and the winner is the team that scores 10 points (or more points scored within the time frame set for the competition). The expected duration of the exercise is 8-10 minutes.

### **Debriefing and evaluation:**

Which applied inclusive exercises do you like the most and why?

Would you like to have this type of activity during regular physical education sessions or outside of school and why?

What benefits do inclusive activities have for people with/without disabilities?

What types of physical disabilities do you know and can people with them participate in this team's activities and in sports such as wheelchair basketball?

### **Tips for facilitator:**

The best option for conducting this session is for the facilitator to be a person who has previous experience working with people with disabilities in wheelchairs, i.e. has the skill to maneuver a sports cart for wheelchair basketball or has available a person with a physical disability who uses a wheelchair in her everyday life, which can be familiarized with the prepared exercises beforehand, and can be used as a model during the practical presentation of the exercises during the session. All the listed exercises in the inclusion session can be modified depending on the number and structure of participants (persons with or without disabilities), technical possibilities (available equipment in the form of props and the number of available sports wheelchairs), but also the age and level of development of motor skills of the participants. For a more successful implementation of

inclusive teaching, it is recommended that before the practical implementation of the lesson, the person leading the session conducts a theoretical lecture on the history of basketball, the importance and methods of inclusion, as well as introducing the participants to the planned exercises through previously prepared images and video materials.

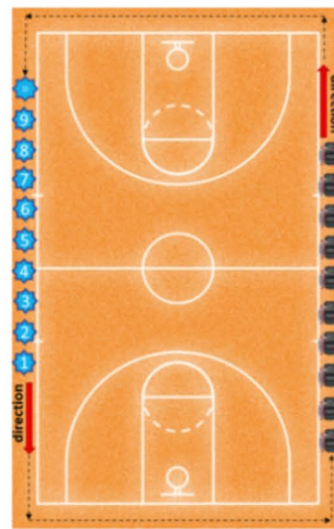
Based on all of the above, the person leading the session can make a decision on the exercise implementation model (individually or in smaller or larger groups).

**Handout:** in this part, illustrations of the previously described exercises will be shown, according to the order of execution, with the aim of better preparing the person leading the session with the recommended inclusive exercises.

**The introductory part of the session**



Picture 1. First warm-up exercise



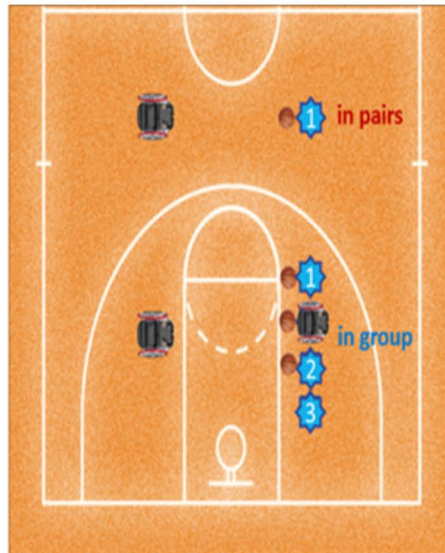
Picture 2. Second warm-up exercise



Picture 3. Stretching exercises



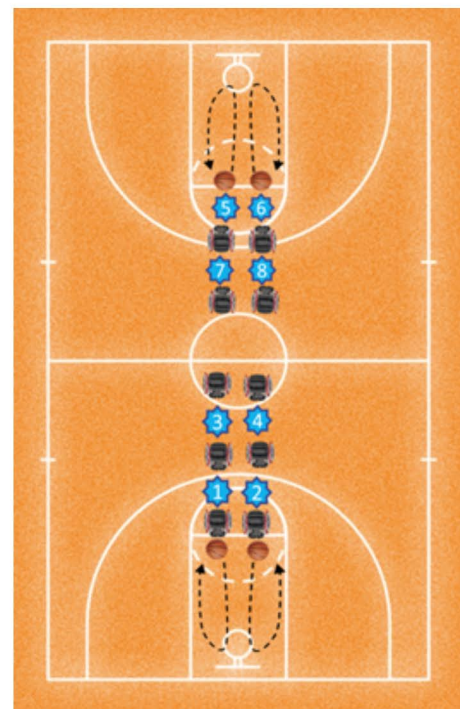
Picture 4. Practice passing accuracy



Picture 5. Exercise for the speed, accuracy of passing and the accuracy of the laying-up






Picture 6. Basketball 3 on 3



Picture 7. Free throw competitions between teams

Used symbols:

-  person with a disability in a sports wheelchair;
-  person without disability (assistant);
-  professor (person leading an inclusive session).

**Session name:** Basketb'ALL

**Theme:** Involving all participants regardless of gender, race, origin and athletic abilities to participate in the collective achievement of the team.

**Time:** 45 minutes / 60 minutes

**Overview:** This session is based on classic basketball, but rules are changed to favour the contribution of each individual in the success of the team and promote a collective victory.

**Objectives:**

- To involve a maximum of players in the contribution to the common objective of winning the game.
- To enable all players to contribute, in a homogenous way, to the total score.
- To enable diverse members of the group to take a leadership role as captain.
- To involve all players in the act of refereeing.
- To make players aware of their responsibilities in excluding/including all team members in the game.

**Materials:**

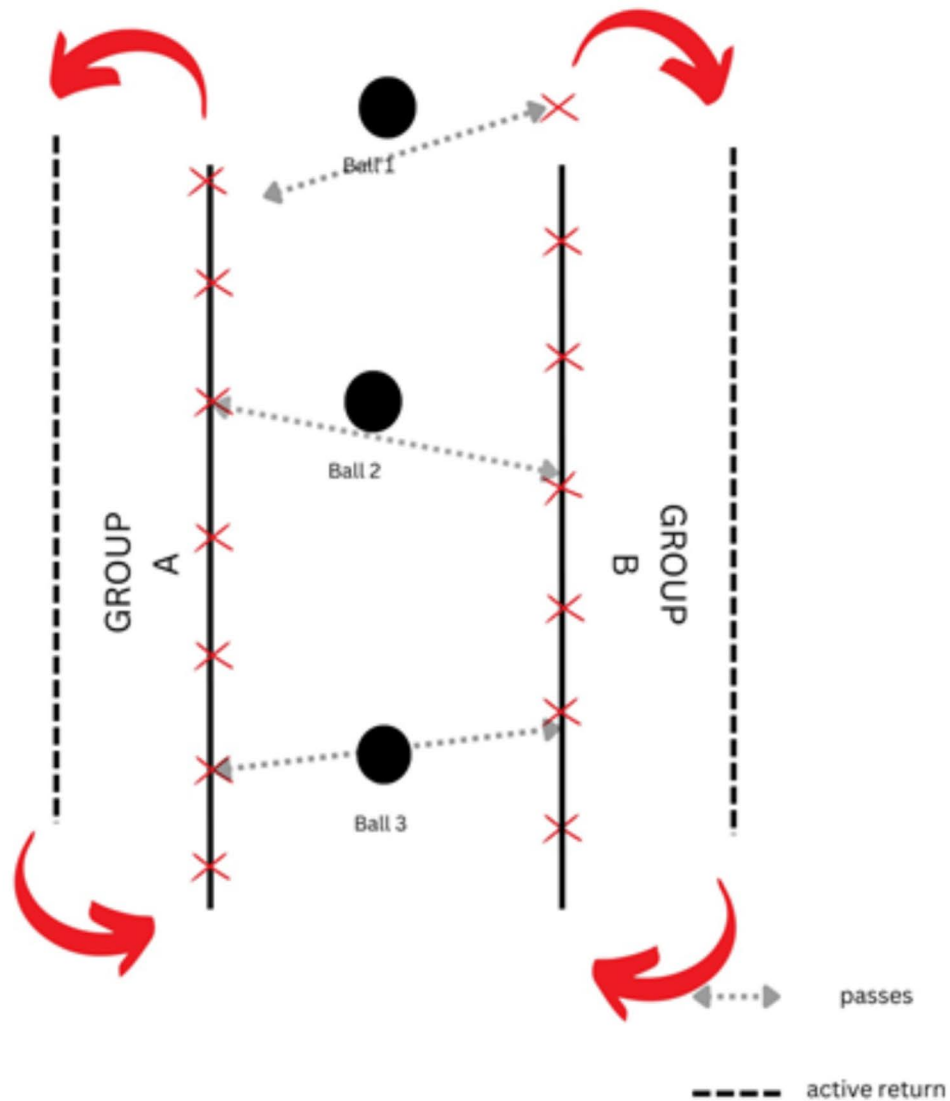
- Basketball field with two baskets
- 4 basketball balls
- 3 set of sport bibs (3 different colors)
- 3 whistles for the referees
- 1 stopwatch

**Group size:** 3 teams of minimum 6 players (5 players on the field and one substitute player).

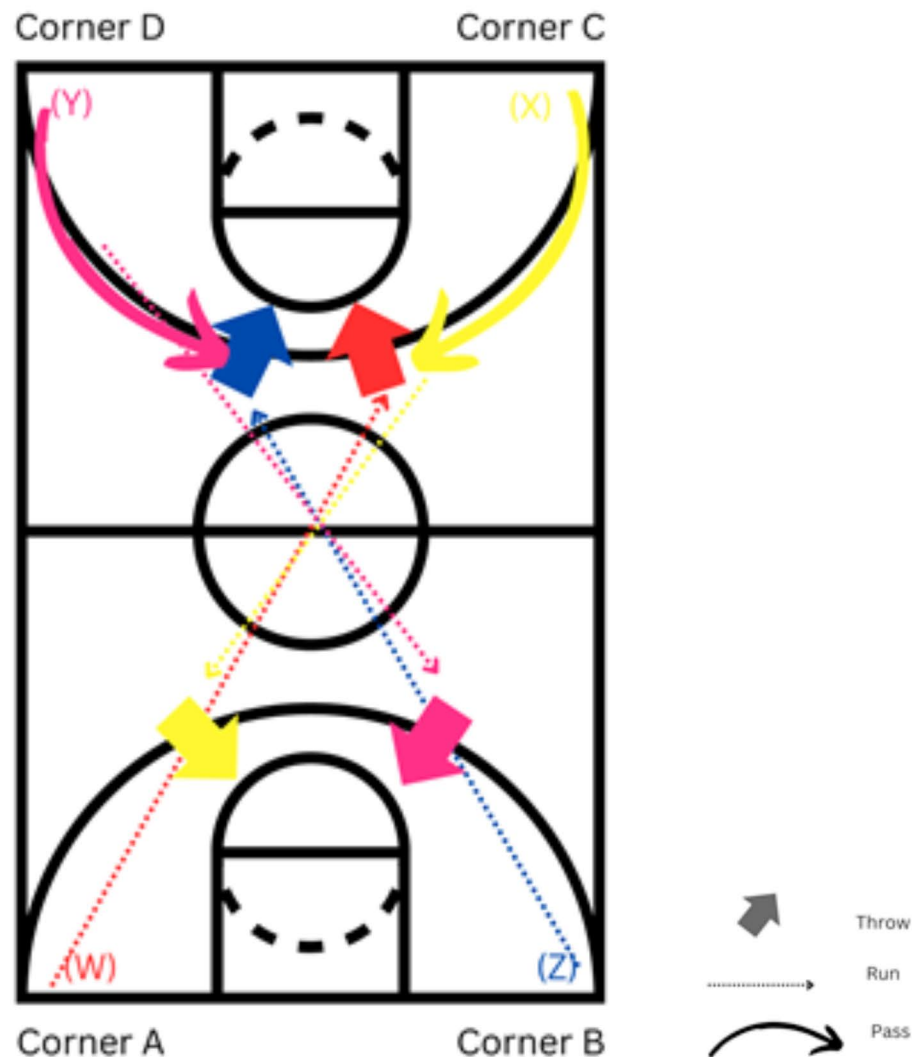
**Instructions:**

Warm up (10min):

a) Passes (5 min): ask the group to divide into two lines facing each other. A minimum of 1 metre should be left between each player that stays on the same line. Players pass each other the ball while slowly running forward. Each player passes the ball to the next player coming in line after the one who passed them the ball. Once a player has reached the front of the line they get back to the back doing active return: forward running, backward running, high knees, side steps, arm circles forward while trotting around, arm circles backwards while trotting around, sprint.



b) Scoring (5minutes) : all participants are divided into 4 groups. Each group stays at one corner of the field. The Player (W) at corner A starts running to reach the three-point line on the opposite side of the court. When the player (W) is to arrive at this point, the player (X) at corner C passes him the ball and then player (W) tries to score and meanwhile player (X) goes running to the opposite 3-point line where player (X) will get the ball from the following player staying at corner A and try to score . As soon as player (W) receives the ball from player (X) the same action starts with player (Y) running from corner D towards corner B and player (Z) passing the ball etc.



### Let's start playing Basketb'ALL (35 min):

a) Creating the teams: As mentioned in the group size section, this session involves creating three teams of a minimum of 6 players (5 players on the field and one substitute player). Create heterogeneous teams that celebrate the **diversity** of the group.

- Two teams will be playing on the field while the third one will be refereeing.
- Roles will change during the game in a way that each player endorses all different roles on the field.

b) Planning of the tournament: the activity will unfold as a tournament in which each team will play against each other. Games will be played as such:

FIELD 1			Refereeing	
1st game	TEAM A	TEAM C	1st game	TEAM B
2nd game	TEAM B	TEAM A	2nd game	TEAM C
3rd game	TEAM C	TEAM B	3rd game	TEAM A

- Each game will last 8 minutes (2 \* 4 minutes) with a 2 minute break in between each period.
- Between each game, there will be 2 minutes of break enabling youth to prepare for the following game.
- During each half-time, a captain is appointed for each team in each team. The captain changes from one half-time to the next. It is forbidden to appoint a captain of the same gender identity as the previous captain.

#### c) Refereeing

- The team which referees should have half of their members in charge of the score: two members announce the score (one assigned per playing team) while the third one takes note of the score. The other members of the team place themselves on and around the field to referee the game.

#### d) Rules

- Except that dribbling is absolutely forbidden to favour collective playing, rules of regular basketball apply to the game:
  - The offensive player can only do two steps with the ball in hands.
  - The ball needs to remain within the bounds. If the ball goes out of the bounds the offensive team loses the ball.
  - The defensive player should not foul: a foul is described as gaining an unfair advantage through physical contact.
  - An additional list of rules applies to favour collective playing:
    - The first basket put in by each player in a game is doubled.
    - If, on offence, all the players in the team touch the ball before a basket is put in, the points scored are doubled.
    - If all team's players score during a game the team's score, at the moment in which the last player scores, will be doubled.
    - No player can score twice in a row. If a player scores twice in a row, the points of the second basket score are cancelled.



Let's play:

For each half time a team-captain is designed within the team. One player cannot be captain more than once during the whole tournament. Captains should alternate for each half-time in an effort to promote diversity in the role as team leaders. Before each half-time each team gathers to discuss a strategy. Everyone is invited to contribute following a turn-taking organisation, and of course all players should listen to others. The captain is responsible for nurturing this spirit in the team discussion. In an effort to make youth aware of their responsibilities, changes of substitute players will be self-managed by the team. In addition, the team will be asked to give equal amounts of time to each player.

At the end of the game both teams will sit down altogether in a circle to evaluate the amount of time they gave to each of their teammates and define whether all teammates were included in the success of the team. If they realise the situation was such they will be asked to remedy the situation for the next game.

### **Debriefing and evaluation:**

(10 minutes)

The small ball will be used as a way to determine who is speaking.

Kids sit together in a circle and start by sharing, one after the other passing the ball clockwise, an adjective that highlights how they felt doing this activity.

Then the facilitator will pick up one of these questions and roll the ball to one of the players. This player will answer the question and give the floor to someone else who was not part of their team by rolling the ball towards them etc.

- How were you able to feel that you were part of the team?
- How was your experience of playing basketball with these modified rules?
- How was your experience, as a team, of self-managing the change of substitute players?
- What have you realised about the inclusion of all team members in this game?
- Did the self management of change of substitute players create disagreement within the team?
- How did you remedy the situation?
- Did you feel empowered by any actions you took during the game?

**Tips for facilitator:** Diversity includes gender diversity (male/female/non binary), but any other forms of diversity such as racial or ethnic origins, religious or beliefs, different physical/mental abilities, sexual orientation.

**Session name:** Quingball

**Theme:** Promotion of gender equality and empowerment of women and girls in the practice of mixed sports activities

**Time:** 45 minutes / 60 minutes

**Overview:** This activity is based on the sport known as Kin ball the rules of the game were adapted to promote the participation of both genders in the success of the team. As such this new version of the game Quingball, a hybrid name between queen and king.

**Objectives:**

- To promote gender-balanced participation in the success of the team.
- To make youth aware of including all members of the team in the success of the team.

**Materials:**

- tape to delimit the court
- Swiss ball
- bibs
- 2 whistles for the referees
- 6 chronometers (2 for the referees and 4 for teams' self-management of substitute players).
- a small ball (such as tennis or handball ball) for the debriefing part

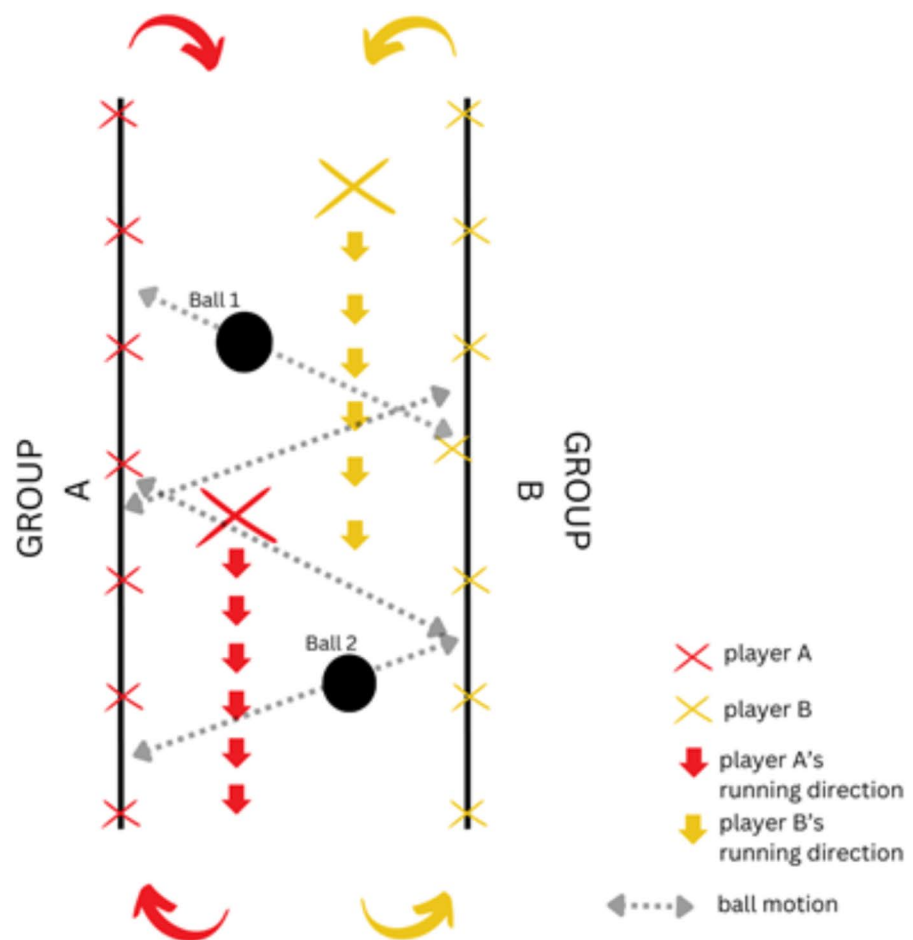
**Group size:** Min. 16 and max. 28. This activity requires four teams and two referees. If you are alone as a facilitator, you can ask volunteer players to referee. Each team should have at the very least four players as each team will have four players simultaneously on the field. A team can have up to 7 players (4 players on the field and 3 substitute players).

**Preparation:** Creating the court: the walls, roof, and permanent obstacles in the gymnasium define the playing surface. As a result, the proportions of the court vary depending on the size of the hall, but normally approximate to a court measuring 20m by 20m. As two courts need to be created, it is required to divide the existing hall in two courts.

**Instructions:**

Warm up: Quingball being an activity that requires running and throwing the ball using the arm, after having warmed up articulations we will focus on running and warming up the arms.

- Joint mobility warmup (8 minutes): kids hold their hands to create a huge circle. One after the others they will propose a joint mobility warm-up exercise starting from the feet up to the neck. Each joint mobility exercise should last 20 seconds.
- The line (running warmup) (3 minutes) : all kids lay on their backs on a line. When the sports teacher claps in their hands, kids must stand up and start running as fast as they can until the line that is located on the opposite side of the sports hall.
- The corridor (running and arms warmup) (5 minutes): separate the group into two gender balanced groups. Each group will place themselves making a straight line facing the other group and letting a distance of more or less 4 meters between the two lines. The idea is that for each group the participant that is at the front line needs to run into the corridor to reach the back of the line meanwhile group A and B are passing themselves the two Swiss balls pushing them to make them **roll on the ground**. Once the player that is running in the corridor reaches the end of the corridor, the one at the front can enter the corridor. In the meanwhile, both teams should pass the ball as fast as possible to make it harder for the two players in the corridor to go forward. Each team must have each participant run in the corridor twice.



Let's start playing quingball:

a) Creating the teams (5 minutes): make up four teams that are gender balanced. The rules of the game are made in a way that each team should always have a minimum of two girls and two boys on the field. Therefore, whatever the size of the team is, suggestion is that the team be as gender-balanced as possible.

b) Planning of the tournament: the activity will unfold as a tournament in which each team will play against each other. Games will be played as such:

FIELD 1			FIELD 2		
1st game	TEAM A	TEAM C	1st game	TEAM B	TEAM D
2nd game	TEAM D	TEAM A	2nd game	TEAM C	TEAM B
3rd game	TEAM B	TEAM A	3rd game	TEAM C	TEAM D

c) Let's play (total 25 minutes):

There will be three games, each lasting 5 minutes. Each game will be followed by a two minutes discussion to evaluate the inclusion of all players in the success of both teams. Another minute will be given to enable youth to prepare for the next game.

When playing Quingball, two teams of four players play against each other. The rest of the players are substitutes. Both teams constantly alternate from throwing the ball and trying to score a point and catching the ball to not giving a point to the opponent team:

- To play the ball the three players from the striking team should keep the ball while the fourth player runs and hits the ball. Meanwhile the defending team's role is to catch the ball with any part of their body before it reaches the ground.

If the defending team does not catch the ball the striking team scores a point and roles are reversed: the ball is given to the team who just failed catching the ball to start striking and the game carries on until one side fails to keep the ball from reaching the ground.

- In Quingball there are other fouls such as:

- The thrower cannot hit the ball twice, meaning that the thrower cannot do a feint throw touching the ball.
- After the three players holding the ball make contact with it, the thrower cannot take more than five seconds to hit the ball.
- The ball must land in a minimum of two-meter distance from where it was hit for the point to be valid.
- The kicker cannot kick the ball if all three teammates are not holding the ball.

- Players are not allowed to purposely block the members of the other team in their action.
- no player is allowed to be a kicker twice in a row so as to favor the participation of everyone in both kicking and holding the ball.

In order to always maintain gender balance, each team will have to find a balance between always having two boys and two girls on the field. Failure to respect this rule will lead to the following sanctions: - 2 points each time that gender balance on the field is not respected.

In an effort to make youth aware of their responsibilities, changes of substitute players will be self-managed by the team. In addition, the team will be asked to give equal amounts of time to each player.

At the end of the game both teams will sit down altogether in a circle to evaluate the amount of time they gave to each of their teammates and define whether all teammates were included in the success of the team. If they realize the situation was such they will be asked to remedy the situation.

**Debriefing and evaluation:**

(10 minutes)

The small ball will be used as a way to determine who is speaking.

Kids sit together in a circle and start by sharing, one after the other passing the ball clockwise, an adjective that highlights how they felt doing this activity. Then the facilitator will pick up one of these questions and roll the ball to one of the players. This player will answer the question and give the floor to someone else who was not part of their team by rolling the ball towards them etc.

- How were you able to feel that you were part of the team?
- How hard was it for you to self-manage the change of substitute players?
- Did the self management of change of substitute players create disagreement within the team? If yes, how did you feel?
- How did you remedy the situation?
- Did you feel empowered by any actions you took during the game? What did empower you?

**Session name:** Discover the neighborhood through peers' eyes - (Part 1) Map my neighborhood

**Theme:** Building inclusive environments by enabling young people to better know their peers, socialize and discover their local realities through the practice of orienteering

**Time:** 45 minutes / 60 minutes

**Overview:** This session is the first of two based on the sport known as orienteering. This first session focuses on participatory mapping. Participatory mapping refers to a variety of methodologies and techniques that integrate current cartographic technologies with participatory methods to record and depict local community's spatial knowledge. While orienteering is an activity that generally invites participants to navigate through an unfamiliar space, this activity invites participants to navigate through a familiar space that is their neighborhood, but see it through the eyes of their mates.

**Objectives:**

- To gain skills associated with orienteering.
- To create opportunities for participants to work together supporting and encouraging each other.
- To enable each individual of the group to represent themselves spatially in the neighborhood.
- To get to discover the personal importance that peers give to different places in the neighborhood.

**Materials:**

- A3 printed version of the Google map of the neighborhood.
- A4 printed version of the map of the neighborhood.
- notepad holders
- control points
- pens/pencils.
- participants' phones ren
- small ball for debriefing activity

**Group size:** The group size is not important as long as the group is divided into groups of 4 to 5 participants max. However, the composition of the group is important: facilitators should mix youth that do not know each other or usually do not tend to hang out together.

**Preparation:** Defining the limits of the neighborhood in which the activity should take place considering that the orienteering race should last around 30 to 40 mins of time. Once limits defined, print one A4 map of the neighborhood for each group of 4 to 5 participants (e.g., if you have a group of 24 participants, print out 6 maps (6\*4)\*).

**Instructions:** This session is the first one of two sessions on orienteering. It is a preparatory session which aims at creating the routes for the second session during which the orienteering race will take place. Youth, in groups of 4 to 5 will have 30 mins to wander around the neighborhood: the objective for them is to choose a place in the neighborhood (can be a café, a mosque, a store, a mural, a church, a museum, a sport center, an informal football field etc.) that is important to them. They will put a checkpoint on the map, and with their phones take a photo of their chosen place. They will then write a small paragraph on what this place represents to them and why it is important for them. During the following session, participants will do the orienteering race based on the map created by other groups.

Creating teams:

- Create teams of 4 to 5 participants. Make sure that you put together individuals that do not know each other or do not tend to hang out together.
- Assign a group number to each team.

Introduction to orienteering and participatory mapping (5 mins):

- Define orienteering and participatory mapping
- Ask participants if they know orienteering and how they could define it.

Orienteering is an outdoor sport where you go as an individual or as a group using some specific tools.

It requires navigational abilities using at least a map and sometimes a compass to navigate from one point to another in diverse and often unknown terrain.

Participatory mapping: methodology to create orienteering maps that is based on co-participation and enables to record and depict local community's spatial knowledge.

Giving the instructions and start the mapping activity (5 mins):

- Explain to the participants that each group has 30 mins to wander around in the neighborhood.
  - Each member of the group must choose one place in the neighborhood that is important to them and represents something particular to them.
  - They have to take a picture of that place and add a checkpoint on their group's map.
  - Make participants aware that they will have to write a paragraph to explain the personal importance of the point they chose and what it represents to them.
- Give each team one A4 printed version of the map of the neighborhood and pencils.
- Start the 30 mins timer and let participants go, reminding them of the exact time at which they should be back.

Mapping activity:

- The mapping activity lasts 30 mins. Facilitators can tour to meet the groups that are working on their maps.

After-mapping (5 minutes):

- Groups come back and restate their maps to the trainer.  
- Each member of the group writes a paragraph with their name about the point they chose on the map and sends the picture of the place corresponding to their chosen checkpoint to the trainer with their name and group number.

**Debriefing and evaluation:**

(10 minutes)

Participants are asked to sit in a circle. The small ball will be used to determine who is speaking.

The following questions can be asked:

- Which place did you discover during this activity?
- How did you experience the activity as a team?
- Was it hard for you to read the map? How did the team support you in the process?
- What have you learnt about your teammates during this activity?
- Which place did you discover during this activity? How has this activity made you reflect about the way you experience/perceive the neighborhood?

**Tips for facilitator:** This session can be adapted to as many participants as wanted. After the session, thanks to the pictures and to prepare for the second session, the facilitator verifies that checkpoints were placed correctly on the map. If there were some mistakes, the facilitator corrects them.

**Material for facilitators:**

ORIENT Curriculum including basics of orienteering:

<https://orientproject.eu/media/orient-io2-en.pdf>



**Session name:** Discover the neighborhood through peers' eyes - (Part 2) Orienteering race

**Theme:** Building inclusive environments by enabling young people to better know their peers, socialize and discover their local realities through the practice of orienteering

**Time:** 45 minutes / 60 minutes

**Overview:** This session is the second of two based on the sport known as orienteering. This second is about the orienteering race. During this session each group will take part in an orienteering race based on the maps other groups produced and discover places in the neighborhood that are important to their peers and why.

**Objectives:**

- To gain skills associated with orienteering.
- To create opportunities for participants to work together supporting and encouraging each other.
- To enable each individual of the group to represent themselves spatially in the neighborhood.
- To enable young people to know their peers better, socialize and discover their local realities.
- To discover the personal importance that peers give to different places in the neighborhood.
- To raise awareness about differences in the way to perceive the neighborhood.

**Materials:**

- A3 printed version of the Google map of the neighborhood with all different checkpoints chosen by participants in (1) Map my neighborhood.
- orienteering control points
- A4 maps developed by each group during Discover the neighborhood through peers' eyes - (1) Map my neighborhood.

- 1 stopwatch per group (optional)
- printed version of the small paragraph and corresponding photo of each checkpoint chosen during Map my neighborhood.
- small ball for debriefing activity
- flipchart (optional)

**Group size:** Groups should be the same as the one during (1) Map my neighborhood.

**Preparation:** Facilitator creates an official version of A4 maps developed by each group and corrected after (1) Map my neighborhood. Facilitator prepares “info cards” with the small paragraphs and pictures produced by participants during (1) Map my neighborhood. Facilitator makes sure that the picture and text are on the same side of the card. Info cards are attached to the control points. Before the start of the session, the facilitator places all control points with the info card in the neighborhood. On an A3 map of the neighborhood, the facilitator adds all the checkpoints gathered during (1) Map my neighborhood.

**Instructions:** The session will unfold as such:

Participants gather in teams and instructions are given:

- Participants gather in the same team in which they were for (1) Map my neighborhood.
- Instructions are given to participants: each group has a maximum of 30 minutes to follow the path designed on their map and find all the control points. Each group must bring back all info cards corresponding to the control points. Individuals are invited to reflect on what their peers wrote on each info card and confront it with their own perception of the place.
- Before giving the departure, each group is given one A4 map created by another group. They must keep facing downward until the departure is given.

#### Orienteering race:

- Departure of the orienteering race is given: 30 mins timer is set.
- Each team follows the path drawn on the map and goes from one control point to another to collect info cards.
- Each team gets back to the starting point.

#### Presenting the info cards

- One after the other, each member of each team is invited to present one of the info cards their group found and share their perspectives on the specific place they have just presented. Other participants are invited to share their perceptions.
- At the end, all info cards are put on the flipchart around the A3 map to create a map that presents the neighborhood through peers' eyes.

#### **Debriefing and evaluation:**

(10 minutes)

Participants are asked to sit in a circle. The small ball will be used as a way to determine who is speaking.

The following questions can be asked:

- Which place did you discover during this activity?
- How did you experience the activity as a team?
- Was it hard for you to find yourself in the neighborhood? How did the team support you in the process?
- What have you learnt about your teammates during this activity? about other participants?
- How has this activity made you reflect about the way you experience/perceive the neighborhood? How do your peers experience/perceive the neighborhood?

**Tips for facilitator:** This session can be adapted to as many participants as wanted. Orienteering control points can be replaced by whatever material that can be recognizable from a distance (e.g., a colored ribbon, a colored piece of fabric etc.). The flipchart can be replaced by any rigid surface on which to place the map and the "info cards" around.

**Material for facilitators:**

ORIENT Curriculum including basics of orienteering:

<https://orientproject.eu/media/orient-io2-en.pdf>

## Martial arts a tool for integration of youth at risk

There is no universally agreed definition of “martial arts” (Channon & Jennings, 2014). The authors adopted the aforementioned term “martial arts and combat sports”, which they propose be used as an inclusive, triadic model encompassing competition-oriented combat sports, military/civilian self-defence systems and traditionalist or non-competitive martial arts, as well as activities straddling these boundaries. In this sense, the effects of doing “martial arts and combat sports” may vary depending on the teaching aims. It is important to distinguish between traditional “martial arts and combat sports” instruction, characterized by a substantial emphasis on the psychological, spiritual, and nonaggressive aspects of the art, and modern “martial arts and combat sports”, which tends to underemphasize these aspects and focuses instead on competition and aggression (Twemlow et al., 2008). Several studies have shown that traditional “martial arts and combat sports” and sports with a healthy philosophical foundation may be effective in reducing antisocial behaviour while enhancing socially desirable behaviour among young people (Blomqvist, 2020). “Martial arts and combat sports” can promote self-regulation, pro-social behaviour, and decreased conduct problems in a school-based programme (Lakes & Hoyt, 2004). In turn Twemlow et al. (2008) report that children’s aggressive behaviour decreased as a result of martial arts training. This has also been evidenced by Lafuente et al. (2021) stating that “young subjects with violent or behavioral problems show a positive response to working with martial arts”.

“Martial arts and combat sports” can be a valuable tool for the integration of youth at risk. Martial arts training offers numerous benefits that can positively impact at-risk youth and help them develop physically, mentally, and emotionally. It's important to note that while martial arts can be a valuable tool, it is not a standalone solution for all issues faced by at-risk youth. For a comprehensive approach, it is crucial to combine martial arts training with other support systems, such as counseling, educational assistance, and community involvement, to ensure the best possible outcomes for these young individuals.

**Source: Unsplash**



**Session name:** Judo Safari - Unleash Your Inner Animal!

**Theme:** Judo Animal Techniques. Introduce of basic Judo techniques to youth at risk in a fun and engaging manner, using animal-themed games to create a sense of adventure and excitement.

**Time:** 45 minutes. 15 minutes of warm-up and explanation of the positions authorized to carry out the activity, 20 minutes of play and 10 minutes for debriefing and evaluation.

**Overview:** The Judo for youth at risk program aims to provide a safe and engaging environment for at-risk youth to learn valuable life skills through the practice of judo. By incorporating animal-themed games and exercises into the session, we aim to enhance their physical fitness, mental well-being, and self-confidence while fostering a sense of teamwork and camaraderie.

**Objectives:** Discipline; Teamwork; Self-confidence; Trust; Physical Fitness; Motor Skills Development; Cooperation.

**Materials:** Judo mats or soft padded area. A time controller.

**Group size:** 20-24

**Preparation:** Make sure all participants wear appropriate clothing (e.g., judo gi or comfortable athletic wear) and remove any jewelry or accessories.

**Instructions:** The first step will be to teach the participants the positions of the animals that will be explored in the session: Spider, Bear, and Turtle. Next, in pairs they should experiment with the positions of the animals. Two teams will then be formed. Each team will have the name of an animal. In the first game it will be the spiders against the bears. The spiders to win have to eliminate the bears by putting their legs around their waist, locking the position by crossing their feet. The bears to win have to crush the spiders by placing their bellies on top of the spiders' bellies. They play all against all. In the end, the team that has eliminated all the animals of the opposing team wins. Then the roles are reversed. For the second game it will be the bears against the turtles. The bears have 1 minute to flip the turtles on their paws. The team that flips the most turtles as a bear wins.

**Fig.1. Bear**



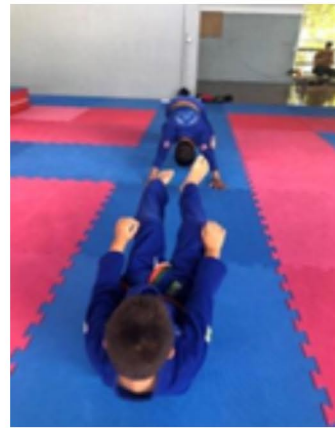
**Fig.2. Spider**



**Fig.3. Turtle**



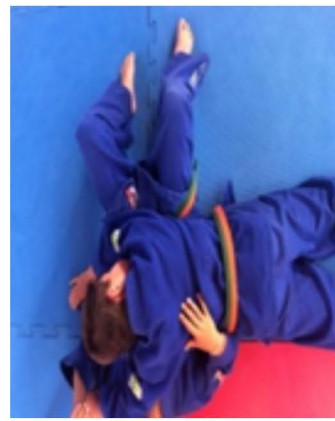
**Fig.4. Spider vs Bear**



**Fig.5. Spider wins against Bear**



**Fig.6 Bear wins against Spider**



**Debriefing and evaluation:** Gather all participants together to sit in a circle. Facilitate a discussion about their experiences during the animal games and encourage them to share their feelings, challenges, and successes. Discuss how the games relate to life situations and how they can apply the lessons learned to overcome obstacles. You can use questions like:

- What were the moments during the activity when you felt a sense of accomplishment or pride? Can you tell us about them?
- Did you feel a sense of camaraderie or support from your peers during the class? How important is that to you?

**Tips for facilitator:** Create a Safe and Inclusive Environment: Ensure that all participants feel welcome and safe during the session. Be mindful of individual abilities and adapt the activities accordingly. Set Clear Expectations: Establish ground rules at the beginning of the session, emphasizing respect for others, good sportsmanship, and cooperation. Demonstrate and Explain: Prior to starting each activity, demonstrate the movements and techniques clearly. Provide simple explanations and encourage questions.

**Handout:** You can find information about the animals flow that are used in a regular judo class here:

<https://www.youtube.com/watch?v=JiNGKnyVCek>

**Material for facilitators:** "Animal Flow: The First Complete Book of Animal Flow" (2017) by Mike Fitch - This book serves as a comprehensive guide to the Animal Flow practice, explaining the movements, progressions, and training protocols. It includes step-by-step instructions, photographs, and tips to help individuals master the various animal-inspired movements.

"The Animal Flow Workout: A Fun and Innovative Form of Bodyweight Exercise" (2018) by Mike Fitch - This book provides a condensed version of the Animal Flow program, making it more accessible to beginners or those looking for a quick introduction to the practice. It offers a variety of exercises and routines to improve mobility, strength, and flexibility using animal-inspired movements.



**Session name:** Judo-hugs for High-Fives

**Theme:** Judo Newaza. Playful initiation to control and immobilization techniques on the ground. Judo is a physically demanding sport that involves grappling, throwing, and ground techniques. Judo can be an excellent activity for youth at risk. It offers numerous physical, mental, and social benefits that can help them navigate challenging situations and develop valuable life skills.

**Time:** 45 minutes. 15 minutes of warm-up and explanation of the positions authorized to carry out the activity, 20 minutes of play and 10 minutes for debriefing and evaluation.

**Overview:** Emotional Regulation: Touch, such as hugging or holding hands, can trigger the release of oxytocin, often referred to as the "love hormone" or "bonding hormone." Touch is an essential aspect of human development and well-being, especially for youth at risk. While physical touch is a sensitive topic that requires appropriate boundaries and consent, when used appropriately and ethically, it can have several positive impacts on at-risk youth.

**Objectives:** Emotional Regulation; Stress Reduction; Non-Verbal Communication; Physical Health; Mental Health; Social Interaction; Coping with Adversity; Teamwork.

**Materials:** The floor where the activity will take place should be covered with gymnastic mats or martial arts mats so that practitioners do not get hurt. Something to control the time (watch or mobile phone).

**Group size:** 20-24

**Preparation:** First of all, you should seat the pupils on the floor. Then explain that the class will be divided into two equal groups. You take the opportunity to create two teams. Make sure all participants wear appropriate clothing (e.g., judo gi or comfortable athletic wear) and remove any jewelry or accessories. Finally, you check if any pupil has any health problems that might prevent them from doing the session. If so, that student or students can help the teacher by counting the time and checking if the participants are following the rules. Therefore, they will be included in the activity.

**Instructions:** There will be two teams with the same number of participants. In both teams all the elements will be on four supports (like lions). The way the game will be played. One team will be in the center of the room (defending team). And another team will be at one end (attacking team). The goal of the team in the center will be to prevent the opposing team from reaching the other end of the room. Obviously, the goal of the team at one end will be to reach the other end. Then the roles are reversed. The team that manages to place more elements at the opposite end wins. Each team will have 1 minute and 30 seconds in the attacker situation. You can play 3, 5 or 7 rounds. **Rules:** Everyone should always walk on

their hands and knees; The defending team cannot hold the opponents by the head alone; There can be more than one person holding an opponent; Defenders can hold on to the opponent's legs, arms, stand belly against belly to prevent them from reaching their goal. **Note:** The facilitator can change the playing position to give a different dynamic. They can start sitting down and move with the help of their arms or move with their hands and feet on the floor without touching their knees on the ground.

**Fig.1. Position for the game**



**Debriefing and evaluation:** First ensure that the debriefing environment is supportive, non-judgmental, and encourages open communication. Participants should feel comfortable sharing their thoughts and experiences. Use a structured approach: Prepare a set of questions or a framework to guide the debriefing. For example:

How did you feel during the session?

Did any particular moment stand out to you?

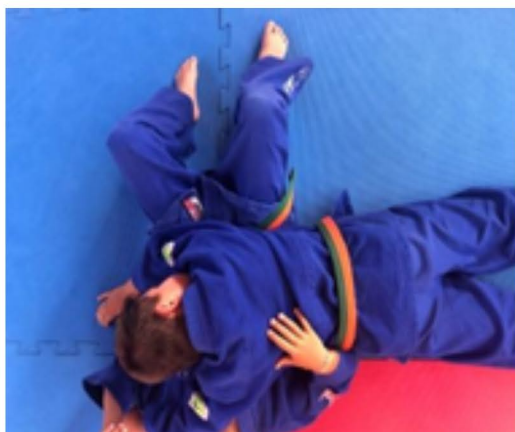
What were some challenges you faced during the session, and how did you overcome them?

Did you discover any new abilities or strengths about yourself while participating in the activity?

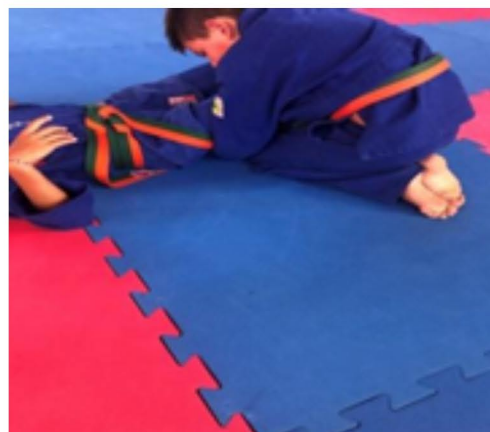
How do you think physical activity can positively impact your life, especially in managing stress or difficult emotions?

**Tips for facilitator:** To ensure that the game is fluid, fun and played safely the facilitator should exemplify the recommended ways to hold a person down. This is something fundamental in this game. Before starting the game pupils should try out the immobilization positions.

**Fig.2. Example 1 – Belly against belly**



**Fig.3. Example 2 – Holding the legs**



**Handout:** If you want to teach the students some specific ways of holding someone on the ground, you can find the information here: <https://judo.ijf.org/classification> - Osaekomi-Waza.

**Material for facilitators:** With proper guidance, judo can be a rewarding and beneficial activity for children of various ages and abilities. Learn more about the benefits of Judo here:

Nolte, P. L., & Roux, C. J. (2023). Judo as a tool to reinforce value-based education in the South African Primary Schools physical education and school sport programmes. *Journal of Physical Education and Sport*, 23(1), 24-31.

do Amaral, P. M. T., & Gabriel, C. A. The Contribution of Judo to the Development of Key Cognitive Skills Needed in Contemporary Society. *The Arts and Sciences of Judo*, 60.

Kowalczyk, M., Zgorzalewicz-Stachowiak, M., Błach, W., & Kostrzewa, M. (2022). Principles of Judo Training as an Organised Form of Physical Activity for Children. *International Journal of Environmental Research and Public Health*, 19(4), 1929.

**Session name:** Champion Chops: Youth Empowerment through Karate

**Theme:** Karate pad workouts. We will focus on the fundamentals of karate combined with a pad-based workout that will not only challenge them physically but also empower their mind and spirit.

**Time:** 45 minutes. Warm-up: Start with a 5-10 minute warm-up to prepare the body for physical activity. Include light cardiovascular exercises like jogging, jumping jacks, or skipping rope, followed by dynamic stretches to loosen up the muscles. 5 minutes explaining Basic Stances and Techniques. Teach them proper body alignment and execution of moves like punches and kicks. Emphasize the importance of control and precision. 20 minutes working with the pads.

**Overview:** The karate pads workout session for youth at risk will provide a structured and engaging physical activity that helps channel their energy, build self-discipline, boost self-confidence, and promote a positive and supportive environment. The session will focus on basic karate techniques using pads for striking, with an emphasis on teamwork and cooperation.

**Objectives:** Building Self-Discipline; Self-Control; Promoting Physical Fitness; Improving Focus; Empowerment and Self-Confidence; Positive Social Interaction.

**Materials:** Karate Uniforms or comfortable sport clothes. 12 Karate Pads (focus mitts). A time controller.

**Group size:** 20-24

**Preparation:** It's essential to have a clear understanding of the participants' backgrounds, ages, fitness levels, and any specific challenges they may face. Youth at risk may have unique needs and considerations, such as emotional or behavioral issues, so being aware of these factors will help tailor the workout accordingly. Ensure that the karate techniques chosen for the workout are suitable for youth at risk. Focus on basic strikes, kicks, and movements that are less complex and can be executed safely. Avoid techniques that could lead to injuries or increase stress. Pair participants carefully, ensuring compatibility and avoiding conflicts. Close supervision is crucial to prevent accidents and ensure proper execution of techniques. Set clear rules and boundaries at the beginning of the session and communicate the expected behavior, respect for others, and safety guidelines. Enforce these rules consistently to maintain a safe and productive environment.

**Instructions:** Main Workout (20 minutes):

Divide the main workout into rounds, alternating between pad work and brief rest intervals. Encourage the participants to perform each technique with proper form and focus on control and power.

Round 1 - Jab and Cross: Participants work in pairs with one holding the pads (pad holder) and the other is in fight stance (striker). The pad holder maintains a steady target position while the striker throws jabs and crosses. Focus on footwork, hip rotation, and breathing during each strike. Perform for 2 minutes, and then switch roles.

Round 2 - Front Kicks and Knees: Pad holder holds the pads at the appropriate height for front kicks and knees. Striker practices executing front kicks and knees both legs. Emphasize proper technique, balance, and chambering of the kicks. Perform for 2 minutes, and then switch roles.

Round 3 - Combos: Combine punches and kicks into simple combinations (e.g., jab-cross, front kick- knee). Pad holder calls out the combinations, and the striker executes them with speed and precision. Perform for 2 minutes, and then switch roles.

Round 4 - Freestyle Pad Work: Allow the participants to express themselves through freestyle pad work. Pad holders move around, and the strikers can improvise their own combinations. Encourage creativity while maintaining control and technique. Perform for 3 minutes, and then switch roles.

**Fig.1.**



**Jab:** A quick, straight punch from the lead hand.

**Fig.2**



**Knee strikes:** Front knee strikes

**Fig.3.**



**Front Kick:** A kick delivered using the ball of the foot with toes pulled back, targeting the opponent's midsection.

**Fig.4**



**Cross:** A straight punch from the rear hand, crossing over the body.

**Debriefing and evaluation:** Gather all participants in a circle and facilitate a group discussion and ask open-ended questions about their experiences during the workout, such as:

- How did you feel during the karate pads workout?
- Did you find it challenging or enjoyable? Why? What was challenging? What was enjoyable?
- How did you support your partner during the session?
- Encourage everyone to share their thoughts and listen actively to their responses.

Highlight positive aspects of their performance and interactions.

**Tips for facilitator:** Youth at risk may have experienced trauma or be dealing with emotional challenges. Ensure the training area is safe and free from distractions. Establish ground rules that promote respect and encourage open communication. Understand that not all participants will progress at the same pace. Tailor the session to accommodate different skill levels and abilities and keep an eye out for signs of discomfort, frustration, or disengagement. Be prepared to modify the session if needed and offer individual support when necessary.

**Handout:** You can find example of karate techniques in the App Karate WKF (World Karate Federation) - Listing and demonstrating Karatedo martial art system: punches, kicks, blocks, forms (kata), sparring (kumite), and competition.

**Material for facilitators:** Remember, the goal of the karate pads workout for youth at risk is not only to teach martial arts but also to foster a sense of community, discipline, and self-improvement. Be patient, understanding, and supportive, and always prioritize the safety and well-being of the participants. You can learn more about the benefits of karate here:

Alesi, M., Bianco, A., Padulo, J., Vella, F. P., Petrucci, M., Paoli, A., ... & Pepi, A. (2014). Motor and cognitive development: the role of karate. *Muscles, ligaments and tendons journal*, 4(2), 114.

Here is also a book you can read: Karate: The Art of Empty Hand Fighting: The Groundbreaking Work on Karate

**Session name:** Warrior Way: Unleash Your Inner Strength!

**Theme:** The Judo and Karate session for youth at risk aims to provide a safe and empowering environment for participants to learn self-discipline, build confidence, and develop essential life skills through martial arts training.

**Time:** 60 minutes. Warm-up (10 minutes). Judo Techniques (20 minutes). Karate Techniques (20 minutes).

**Overview:** By combining physical training with mental resilience exercises, the participants can gain a greater sense of control over their lives, build positive relationships, and make healthier choices for their future. This session sets the foundation for continued engagement in martial arts and serves as a stepping stone towards personal growth and positive transformation.

**Objectives:** Promote physical fitness; Build Self-Confidence; Instill discipline; Foster a Sense of Community and Belonging; Channel their Energy Positively; Cultivate a Resilient Mindset. **Materials:** Judo mats or soft padded area. A time controller. 12 Karate pads (focus mitts).

**Group size:** 20-24

**Preparation:** Ensure that the training area is safe and free of any hazards. Check the participants for any medical conditions or injuries that might require special attention during the session and remove any jewelry or accessories. Be mindful of cultural differences and adapt the session accordingly. Avoid any language or behavior that may offend or alienate participants and use clear and positive language during the session.

**Instructions:** Start with a Warm-up (10 minutes). Light jogging or skipping to elevate heart rate and warm up the body. Dynamic stretching exercises for flexibility and injury prevention. Brief introduction to the session's theme, emphasizing the importance of discipline and focus.

**Judo Techniques** (20 minutes):

**Breakfalls:** Teach participants proper breakfall techniques to ensure safety during training and in real-life situations.

**Throws:** Introduce basic Judo throws like Osoto Gari (Leg Throw) and Seoi Nage (Shoulder/Arm Throw). Emphasize proper body positioning and execution.

**Fig.1. Osoto Gari**



**Fig.2. Ippon-seoi-nage**



**Karate Techniques (20 minutes):**

Basics: Introduce key Karate movements like punches and kicks. Focus on proper form and execution. The focus will be on straight punches and front and roundhouse kicks.

**Fig.1. Straight Punch – Cross**



**Fig.2. Front Kick**



**Fig.3. Roundhouse Kick**



Combinations: Combine basic techniques into simple combinations to develop fluidity and coordination. Use pads. Combine punches and kicks into simple combinations (e.g., jab-cross, front kick- roundhouse kick). Pad holder calls out the combinations, and the striker executes them with speed and precision. Perform for 2 minutes, and then switch roles.

**Extra: Interactive Drills (5 minutes):**

Integrate Judo throws and Karate strikes in pairs or small groups, encouraging creativity in their application. This fosters problem-solving and adaptability, while also making the session enjoyable.

**Debriefing and evaluation:** Gather participants together and encourage them to share their experiences during the session. Discuss how judo and karate can be valuable tools for managing stress, anger, and challenging emotions. Ask participants if they felt the session was engaging, enjoyable, and beneficial to them. Some sample questions could be:

- How did you feel during the session?
- Did you find the activities engaging and enjoyable?
- Did you feel a sense of accomplishment while learning judo and karate techniques?



- Do you believe these activities can help in managing stress and emotions?
- Would you be interested in participating in regular judo or karate classes?
- Do you have any suggestions to improve future sessions?

**Tips for facilitator:** Emphasize the importance of teamwork, communication, and mutual support throughout the session and encourage positive reinforcement and celebrate small victories to boost participants' self-esteem. Show enthusiasm and passion for Judo and Karate to inspire the participants. Provide clear and concise instructions, demonstrating techniques when necessary and pay attention to individual needs and offer personalized feedback and guidance. Emphasize the importance of safety and respect throughout the session.

**Handout:** For Judo Techniques go to: <https://judo.ijf.org/classification>  
For Karate Techniques use the WKF (World Karate Federation) Karate App

### **Material for facilitators:**

Books:

- Kodokan Judo: The Essential Guide To Judo By Its Founder Jigoro Kano
- History of Karate and the Masters Who Made It

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**Session name:** Bulldog

**Theme:** Bulldog is a fun and adaptable game for everyone, including those with disabilities. It turns open spaces into exciting playgrounds where everyone, no matter their abilities, can join in the fun of chasing and evading. This theme highlights the universal joy of play and shows how inclusive sports can make recreation enjoyable for everyone.

**Time:** 45 minutes / 60 minutes

**Overview:** The main goal is to encourage teamwork, enhance motor skills, and cultivate strategic thinking as participants navigate the game together. It's not just about running and tagging – it's about creating an inclusive environment where each person feels valued and engaged in the joy of play.

**Objectives:**

- Encourage participation from all, irrespective of abilities.
- Emphasize collaboration as players work together to navigate the game.
- Promote physical activity and movement in an enjoyable setting.
- Establish a welcoming space where everyone feels valued and engaged in the activity.

**Materials:** This session doesn't require many materials, keeping it simple and accessible. Here's a list of necessary items:

- Open Space: Choose a safe and spacious area like a playground or field.
- Cones or Markers: Use these to mark the boundaries of the playing area.
- Comfortable Clothing: Participants should wear appropriate clothing for physical activity.
- Inclusive Equipment (Optional): Adapt the game by incorporating equipment like soft balls or flags for tagging, making it more inclusive.

**Group size:** The number of participants can vary based on the available space and the desired level of activity. However, here are general guidelines:

- **Minimum Participants:** You can play Bulldog with as few as 5-6 participants. However, the more players involved, the more dynamic and engaging the game tends to be.
- **Maximum Participants:** There isn't a strict maximum, but for optimal enjoyment and safety, it's advisable to consider factors like the size of the playing area and the ability to manage and supervise the participants. In larger spaces, you can easily accommodate 20 or more participants.

**Preparation:** Understanding the game rules and the importance of teamwork. The playing area should be prepared with clear boundaries using cones or markers, and make it inclusive by adapting rules for diverse abilities. Communicate the simple rules to participants, encouraging a positive atmosphere. During the activity, be attentive to everyone's needs, fostering an inclusive and enjoyable experience.

**Instructions:** At the beginning of the game, all participants gather on one side of the playing area. A designated player takes on the role of the Bulldog and stands in the middle. The objective is straightforward: players must navigate from one side to the other without being tagged by the Bulldog. Once tagged, a player joins the ranks of the Bulldogs, actively participating in tagging others in subsequent rounds. The game continues until all participants are tagged or a predetermined time limit is reached. The ultimate triumph goes to the last remaining untagged individual, marking the conclusion of an energetic and enjoyable game of Bulldog.

To make Bulldog more inclusive, consider adaptations such as using softer tagging methods, like tapping shoulders or using fabric strips. Allow participants to choose their running pace, incorporating walking or the use of assistive devices. Slow down the individuals in the middle, making it easier for people who need additional time to cross the playing surface (i.e. start on the ground, do 2 push-ups before chasing, form a train when catching people, etc.) Have people play in wheelchairs and run all in wheelchairs. Modify the playing area/playing surface.

**Debriefing and evaluation:** After the Bulldog session, we'll have a brief discussion to reflect on our experience and understand the importance of the activity. Participants will be asked simple questions to encourage sharing and highlight key takeaways:

1. What did you enjoy most about the Bulldog game?
2. How did working together impact your experience?
3. Did you find the adaptations helpful for everyone to participate?
4. What strategies did you use to avoid being tagged or to tag others?
5. How did the game make you feel?

Through verbal evaluation, we'll discuss what everyone learned about teamwork, inclusivity, and the joy of play. This session helps us appreciate the significance of creating an environment where everyone, regardless of abilities, can actively engage and have fun together.

**Tips for facilitators:** Stay aware of participants' diverse needs and be flexible in your approach. Observe closely, looking for non-verbal cues to ensure everyone feels comfortable. Communicate clearly with simple instructions and have alternative plans ready if needed.

**Session name:** Tree of Inclusiveness

**Theme:** Inclusive sport

**Duration:** 45 minutes

**Overview:** Develop a methodology for non-formal education to recognize and promote inclusive sport for children.

**Objectives:**

- To raise awareness of children about respect and inclusion in sports
- To encourage and promote sport values among children.

**Materials:** A piece of paper with a tree without leaves printed on it (Handout 1) per participant, flat floor space, tree without leaves drawn on a big flipchart paper, sticky notes in different colors.

**Materials:** Markers /Pencils, Flipchart papers

**Group size:** 20- 30 participants, although it can be done with a bigger group too

**Preparation:** In order to implement this methodology effectively, facilitators should follow these preparation steps:

- Establish clear objectives and expectations for the children, including the social and self-management skills they will be developing.
- Create a positive and motivating atmosphere by using energizers and other techniques to engage the children.
- Encourage the children to take ownership of their learning by setting achievable goals.
- Prepare necessary working materials.

**Instructions:**

During the introduction part of the session, facilitators should start a conversation with participants on what they think **“Inclusion”** is and why this is important for people and communities. After short discussion facilitators should conclude and come to an agreement with participants that inclusion can be defined as **equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or intellectual disabilities and members of other minority groups.**

After the conclusions facilitators should give participants papers with a picture of a tree (one for each) without branches (Handout 1). They should ask them to write down what inclusion means for them; they should write down those examples as the branches of tree. The facilitator will give approximately 15’ for this activity.

After this, facilitators check with participants if they finished. Facilitators divide the whole group into smaller groups (4-5 participants per group). The new task for each group is to compare the individual responses of each participant in the small group and through discussion to pick 5, for them, the most important / relevant responses that represent

inclusion and write them down on colorful sticky notes (one note per value). Facilitators provide the notes in advance when they divide participants into small groups and give instructions for activity. The facilitators will give approximately 10'-15' for this activity. When every group is finished, they are invited to attach the "leaves" (colorful sticky notes with written values) to the big tree with branches drawn on a big flip chart. When they are done, facilitators will present Tree of Inclusion. Facilitators read each response and discuss with the group the meaning of the responses (taking turns while doing this). Through brainstorming technique more answers and examples of responses can be added to the main Tree.

**Debriefing and evaluation:** After this short discussion should be done to determine lessons learned and to understand the feelings of participants during this session. Facilitator can ask some of the following questions:

- How do you feel about our tree? Do you agree with everything that is written?
- Why inclusion is important for all of us?
- How much is inclusion universal and important for sport?
- Can you share some of the examples when you noticed yourself or your teammates promoting inclusion?
- Do you think this session helped improve your knowledge and awareness about inclusion and how?

In addition to asking these questions, it is important to encourage participants to freely and openly share their thoughts and ideas. This can be done by creating a safe and non-judgmental space for discussion and by actively listening to their feedback.

Evaluation should be done orally with the participants as it allows for a more interactive and engaging discussion. This will also give participants the opportunity to express their thoughts and ask any questions they may have. The assessment should focus on discussing everything they learned during the session and why the topic was useful and important to them. In general, the analysis and evaluation of the session should be done in a way that encourages open and honest feedback from the participants, while reinforcing the key points and ensuring that the objectives of the session are met.

**Tips for facilitators:**

- Be aware of the age of your participants and adjust the discussion to their level of communication in order to achieve the best results. Encourage them to use as many words as possible in order to describe inclusion they recognize as important and help them determine the right words.
- Facilitators should provide participants with clear guidelines about the session's goals and expected results. This will help participants design and deliver effective sessions that meet their needs.
- Facilitators should be prepared to handle different scenarios that may arise during the session. For example, they must be able to manage difficult participants, handle unexpected questions, and resolve disagreements between participants.

**Session name:** Simulation of interviews

**Theme:** Social inclusion

**Duration:** 45 – 90

**Overview:** Providing opportunity to examine different social barriers young people who are at risk of social exclusion can face and discussing about possible solutions and preventive measures

**Objectives:**

- To raise the awareness about social barriers for vulnerable groups in realizing their rights
- To understand better difference between privileged and disadvantaged groups

**Materials:** Handouts with “new identities”, Handout with questions for interviews, table and chairs to simulate office

**Group size:** 20- 30 participants, although it can be adjusted to the needs

**Preparation:** Facilitator should prepare room for the activity by recreating an office environment and position chairs for observing participants so that everyone can hear and follow what is going on during the session. Facilitator should also prepare in advance the handouts and necessary materials.

**Instructions:** Facilitator should start a session with short discussion on what is a privilege for some people and who can be considered as member of disadvantaged groups. Discussion should be led in direction of everyday and life activities such as going to school, finding job or internship, starting a family, new business, etc. After the discussion, facilitator needs to announce that participants will engage in role-playing activity in order to further explore some specific obstacles or privileges different people face. Simulations of the interviews will start by facilitator dividing participants into groups according to different

situations (see Handout 1.). Each group will include at least 2 persons who will take on the role of interviewers and 1 person as applicant. Every group will have few minutes (not more than 5) to prepare and discuss their imaginary situation. Once all groups are ready, simulation can start. Facilitator should monitor each simulation in order to make sure that participants are following given roles and lead the discussion after each simulation. Depending on the size of the group facilitator should limit the time for each group so everyone has the chance to “perform”. Some of the questions for discussions can be:

- What do you think about this specific situation?
- Did you notice any discriminatory language or behavior?
- What is the position of the applicant, are they privileged or not, what gave them away?
- Have you ever had a chance to experience to witness something similar?
- What is the solution for this type of issues?

**Debriefing and evaluation:** short discussion should be done to determine lessons learned and to understand the feelings of participants during this session. Keep in mind that this session can be emotional for some participants. Facilitator can ask some of the following questions:

- How do you feel after this session?
- How often do you think these situations occurs in our society?
- Who is responsible for these types of exclusion and discrimination?
- What can we do to overcome these obstacles?

**Tips for facilitators:**

- Facilitator should know profile of participants for this session, if the group consist of people who are shy or not willing to act, facilitators can ask only volunteers to act as applicants and they can be the ones leading the interviews.
- Give clear instructions to participants and each group specifically, underlining the specific attributes of each imaginary person and situation in order to transfer to the rest of the group the messages and base for discrimination or privilege.
- Keep in mind that this session can be emotional and even triggering for some people and emphasize that they are in a safe place where their feelings are appreciated and well understood.
- Feel free to add more or adjust current Role cards if necessary.



## Handout 1

### Role Cards

<p>Background: First-generation immigrant from a low-income family. With completed high school against the odds. Applying for: Scholarship to pursue a degree in social work.</p>	<p>Background: Refugee from a war-torn country. Self-taught in English; passionate about international relations. Applying for: Internship at a humanitarian aid organization.</p>
<p>Background: Privileged upbringing in an urban neighborhood. Graduate with a degree in finance. Applying for: High-profile finance internship</p>	<p>Background: 25 years old blind women from a middle-class background. Holds a degree in psychology. Applying for: School psychologist in local high school.</p>
<p>Background: Single parent with child on Autism spectrum, struggled to balance work and education. Earned a degree in psychology against financial odds. Applying for: Internship in mental health counseling.</p>	<p>Background: Young women from rural community and low-income family, with a passion for sustainable agriculture. Completed a degree in agricultural engineering locally. Applying for: Bank loan to start a sustainable farming venture.</p>
<p>Background: Young (27) transgender men. Pursued studies in urban planning and community development. Applying for: Internship with a city planning department.</p>	<p>Background: Young women with physical disability (wheelchair user), former football player in national team. Applying for: Coaching position in local football club for children.</p>

## Handout 2

### Job Interviews:

- Can you tell us about yourself?
- What motivated you to apply for this position?
- Describe a challenging situation at work or school and how you handled it.
- What skills do you possess that make you a good fit for this role?
- How do you handle stress and tight deadlines?
- What do you know about our company/organization?
- Where do you see yourself professionally in the next 5 years?
- Why should we hire you?

### Internships:

- What motivated you to pursue this internship?
- How do your skills align with the requirements of this internship?
- Describe a project or task where you worked in a team.
- What do you hope to gain from this internship experience?
- How do you handle constructive criticism?
- How do you balance multiple tasks and priorities?
- What unique perspectives or skills do you bring to our team?

### Scholarship Interviews:

- Can you share your academic and extracurricular achievements?
- How will receiving this scholarship contribute to your academic and career goals?
- Describe a challenging academic situation you faced and how you overcame it.
- What impact do you hope to make in your community or field of study?
- How do you manage your time to balance academics and other commitments?
- What challenges have you overcome to pursue your education?
- How do you plan to give back to your community in the future?
- What motivates you to excel academically?

### Business Loan Applications:

- Can you provide an overview of your business, including its mission and goals?
- What is the purpose of the loan, and how will it benefit your business?
- What is the current financial status of your business?
- How do you plan to repay the loan, including the proposed timeline?
- What collateral, if any, can your business offer to secure the loan?

# ABOUT ERASMUS + SPORT

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The aim of Erasmus+, as a program, is to support the educational, professional and personal development of people in education, training, youth and sport, to contribute to sustainable growth, quality jobs and social cohesion, to drive innovation and to strengthen European identity and active citizenship. Erasmus+ actions in the field of sport promote participation in sport, physical activity, and voluntary activities. They are designed to tackle **societal** and **sport-related** challenges. Opportunities are available for organizations under 3 Calls which address these challenges.

A specific call on Capacity Building in the field of sport is also available as of 2022. It targets EU Member States and third countries associated to the Program (previously called Program countries) and the Western Balkans.

The actions:

## Cooperation Partnerships

Designed for organizations to develop and implement joint activities to promote (among others) sport and physical activity, as well as deal with threats to the integrity of sport (such as doping or match-fixing), promote dual careers for athletes, improve good governance, and foster tolerance and social inclusion.

## Small-scale Partnerships

For grassroots organizations, less experienced organizations and newcomers to the Program. Small-Scale Partnerships have simpler administration, smaller grants and shorter durations than Cooperation Partnerships.

Not-for-profit European Sport Events

Designed to encourage sporting activity, implement EU strategies for social inclusion through sport, foster volunteering in sport, fight against discrimination and encourage participation in sport and physical activity.

## Capacity Building in the field of sport

Capacity-building projects are international cooperation projects based on multilateral partnerships between organizations active in the field of sport in EU Member States and third countries associated to the Program (previously called Program countries) and the Western Balkans. They aim to support sport activities and policies in as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities.

More information at:

<https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/sport-actions>

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