



## AUTh IO4

# The role of sport in refugees' social integration

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### Consortium:

- ▶ Aristotle University of Thessaloniki, Greece
- ▶ Vrije Universiteit Amsterdam, The Netherlands
- ▶ University of Cologne, Germany
- ▶ Greek Council for Refugees, Greece



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# **The role of Sport in refugees' social integration**

**A psychosocial-support sports program for the promotion of social integration of refugees**

**Barkoukis Vassilis  
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Nelson Mandela in his inaugural speech during “Laureus World Sports Award” in Monaco, in 2000, pointed out that:



- "Sport has the power to change the world.
- It has the power to inspire.
- It has the power to unite people in a way that nothing else does.
- It speaks to youth in a language they understand.
- Sport can create hope where once there was only despair.
- It's more powerful than government in breaking down racial barriers.
- It laughs in the face of all types of discrimination" (Mulcahy, 2017).

(Laureus World Sports Award, 2000)

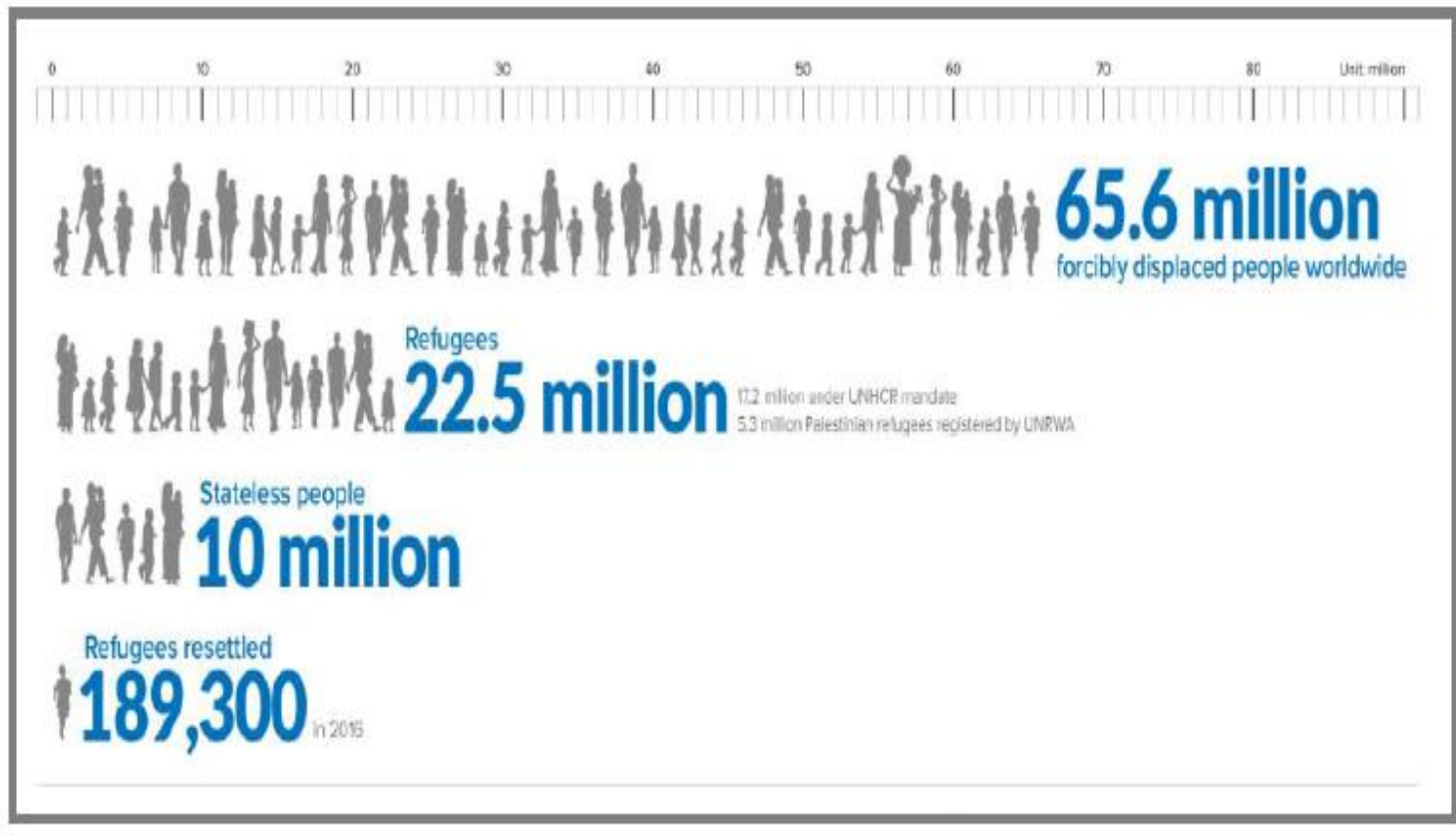
During the “Seventh (7th) Global Forum of the United Nations Alliance of Civilizations – UNAOC” in Baku Azerbaijan in 2016, the football superstar and UEFA Global Ambassador Christian Karembeu, speaking on the panel said the following:



- “Sport has a special power to change the lives of people around the world - to promote peace and to unite people beyond regions, beyond colors.
- Sport has no borders and it is universal.
- Through sport, we can speak the same language.
- Sport is a powerful tool for integration and inclusion and more organizations should embrace sport as a positive platform that can benefit society” (UNAOC - 7th Global Forum, 2016).

## The Refugee crisis

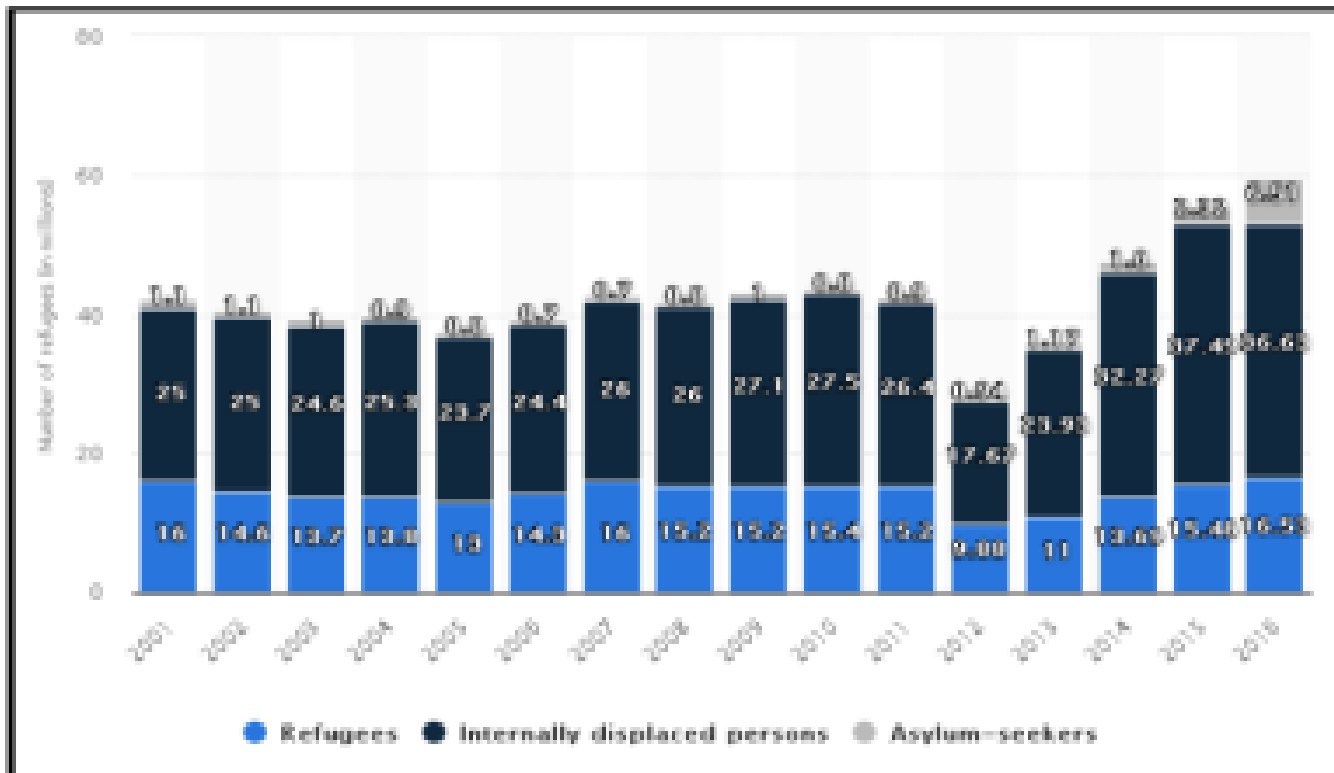
- According to the UN High Commissioner for Refugees (2017):





## The Refugee crisis

- Statistics show an increase in the number of refugees worldwide from 2014 to 2016 (UNHCR, 2017q; Statista - The Statistics Portal, 2018):



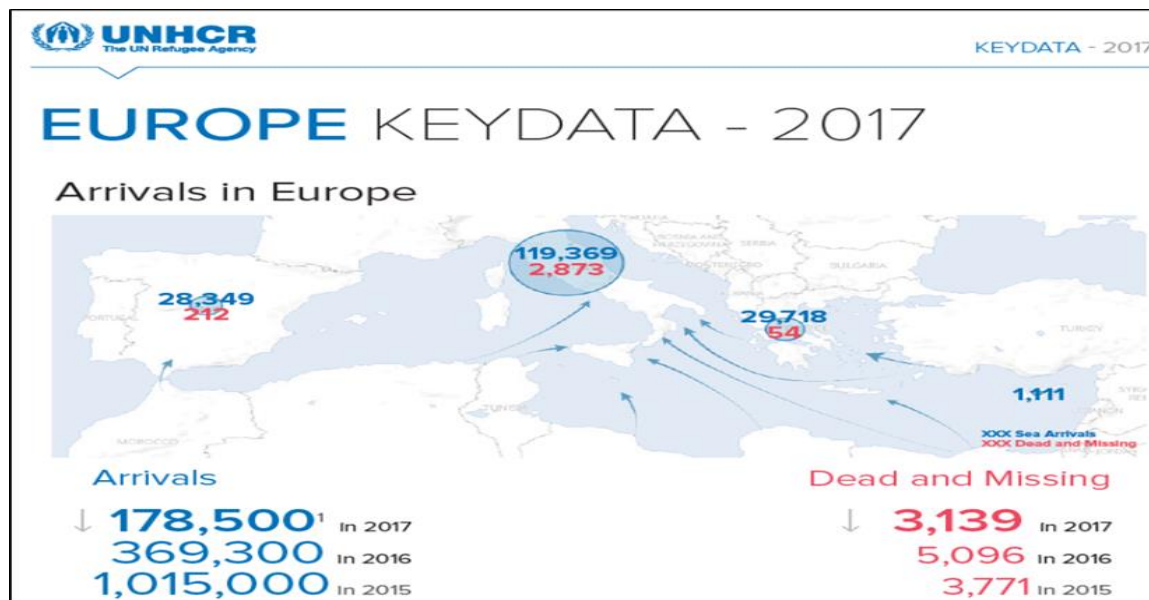
## The refugee crisis in the European Union

- In recent years, developments in the phenomenon of immigration and refugee crisis have advocated the preservation of the interest of scientists, politicians and general public, and have a particularly prominent place in the social and political agenda of EU countries.
- In the context of the mass influx of mixed migratory flows confronted by the countries of Europe today, the need to ensure the long-term integration of refugees into the European society is one of the greatest challenges EU faced in its long history (European Commission, 2016).



## The refugee crisis in the European Union

- In 2015 alone, the total number of people fleeing war and poverty looking for a new "home" in Europe was over 1.2 million people (European Commission, 2016).
- In Greece, for instance, In 2016, approximately 173,000 refugees arrived at the Greek islands, a significant decrease compared to 2015, when approximately 873,000 people arrived (Reflection Crisis, 2017).



Source: UNHCR /  
2/3/2018. Retrieved:  
<https://data2.unhcr.org/en/documents/download/61936>

## The concept of social inclusion – Social integration of refugees

- The concept of integration usually refers to a long-term two-way adaptation process which is related to the:
  - ✓ terms and conditions prevailing in the host country,
  - ✓ actual participation of refugees in all aspects of life in the host country,
  - ✓ development of the feeling to refugees that they belong to and are members of the local societies (Amara et al., 2005).



## The concept of social inclusion – Social integration of refugees

■ Social inclusion is considered the process leading to a sustainable and lasting solution for both refugees and the host population, combining three interrelated dimensions:

- ✓ (a) a legal processes,
- ✓ (b) a financial processes; and
- ✓ (c) a social and cultural processes of adaptation and acceptance,

in which both refugees and the host population are involved and present many potential, short and long-term benefits to both sides (Crisp - UNHCR, 2004).



## The concept of social inclusion – Social integration of refugees

- Social inclusion involves adjusting the values, norms and behavior of both sides, including:
  - ✓ the recognition of ethnic community's role and
  - ✓ the acceptance of the idea that wider social standards and cultural values can be changed as a response to immigration (Amara et al., 2005).



## European Psychosocial-support sport programs for the facilitation of refugees' social integration.

- The role of sport, physical and recreational activities, and games as important tools in facilitating the integration of refugees into new communities has been well documented (EC-Up2Europe, 2017).
- Along with the steadily increasing rates of migratory flows:
  - ✓ interest in the use of sport programs is increasing as a mechanism to support a wide range of psychosocial outcomes such as education, employment, health and social cohesion with a view to integration and social inclusion of refugees (European Commission, 2016).
  - ✓ the value of sport programs has been increasingly exploited in many EU member states (EC-Up2Europe, 2017).



## Sport - Physical activity - Game: Benefits of participation

- The term “sport”, according to the Council of Europe (2007), includes:

*"all forms of physical activity which, through occasional or organized participation, aim at expressing or improving physical and mental health, creating social relationships or achieving performance at competitions at all levels" (COM - White Paper on Sport, 2007).*

- By the wider term “physical activity”, the World Health Organization (2017) defines:

*"any physical movement of the human body produced by skeletal muscles and requiring energy expenditure, including activities undertaken at work, play, daily exercise activities, travel and leisure activities with its goal being the health and well-being of the individual" (WHO, 2017).*



## Sport - Physical activity - Game: Benefits of participation

- The beneficial effects of participation in sport, which may be personal, economic and socio-cultural, are widespread, numerous and well documented in various studies (Olliff, 2007; RCA, 2010).
- Evidence suggests that movement, physical activities and sports, in particular cooperative games, are popular around the world and can make a significant contribution to health and to the physical, cognitive and psychosocial development of humans (Engel, 1977; Wiedemann et al., 2014).
- "Game", today, and in particular the cooperative movement game, occupies a fundamental position in the process of learning, education, socialization and the whole development of the individual serving as a pedagogical activity, an educational means, a form-teaching method and a means of socialization (Pantazis, 2002).

## The socio-moral background of sport

- Studies have increasingly highlighted the moral and social benefits of sport, noting that:
  - ✓ sport provides the appropriate framework for young people to communicate and cultivate social skills, improve relationships among groups and organizations, and lead to moral development (Hatzigeorgiadis et al., 2013),
  - ✓ it can contribute in building social cohesion and in reducing crime and antisocial behavior (Morgan, 2008),
  - ✓ it has significant potential in promoting health, education (formal or non-formal), training, intercultural dialogue, peace and development, including the development of social skills and competences related to citizenship” (COM - White Paper on Sport, 2007),
  - ✓ it facilitates interaction and establishes desirable psycho-social effects (Shields & Bredemeier, 2007; Hatzigeorgiadis et al., 2013),
  - ✓ and can offer a sense of purpose and direction for young people (Olliff, 2007).

## The socio-moral background of sport

- However, it is true not all have the same opportunities to access and participate in sports, physical activities and games.
- Exclusion and discrimination against individuals and groups such as people with disabilities, ethnic and religious minorities, etc. in the sports world are widespread and well documented (Hatzigeorgiadis et al., 2013).
- The potential of sport to promote social and moral development has been also contradicted in the literature (Shields & Bredemeier, 2007; Hatzigeorgiadis et al., 2013). This is due to the association of sport with acts which are against the principles and values of the Olympic Spirit (i.e., violence, match fixing, commercialization, doping etc.).



## The socio-moral background of sport

- Although there are still many challenges and obstacles to the current state of sport, the past evidence concludes that the social, moral and unifying role of sport is enhanced, when environments promote:
  - ✓ equality, interconnection, mutual acceptance and
  - ✓ pursuance of common goals among members of a group or community (Hatzigeorgiadis et al., 2013).



Source: Cyprus Olympic Committee.  
Retrieved:  
<http://paralympicus.gr/2016/11/07/o-athlitis-mos-ine-mazi-me-tous-prosfiges-apo-tin-kipriaki-olimpiaki-epitropi/>

## The socio-moral background of sport

- Sport can play a key role in promoting cultural interaction and facilitate the integration of vulnerable and minority groups such as refugees. Sports and playful activities can:
  - ✓ cultivate the Olympic Spirit principles and values
  - ✓ promote multiculturalism and social inclusion (Shields & Bredemeier, 2007; Hatzigeorgiadis et al., 2013).



## The role of sport in the social integration of refugees

- Sport is seen as an effective socializing factor and is one of the few social activities that are globally recognized as a vehicle for approaching people (Hatzigeorgiadis et al., 2013).
- Sport programs using sport and physical activities and movement games are being implemented throughout the world as means of promoting conflict resolution, acceptance of diversity, and social adaptation and integration (Booth et al., 2014).
- Studies indicate that sporting and physical activities and movement games can create a strong sense of coherence and cohesion in the community. Therefore, it is considered a powerful tool for improving the quality of life and the facilitation of minorities' social inclusion (Engel, 1977; Wiedemann et al., 2014).

## The role of sport in the social integration of refugees

- ❑ It has also been widely shown that:
  - ✓ good physical and mental health is vital for people to effectively address the challenges of settling down in a new country (Caperchione, 2009; VDHS, 2005)
  - ✓ sport can offer: "a sense of purpose and direction for young people recovering from the trauma of refugee experience or the impact of racism" (Morgan, 2008; Dykes & Olliff 2007).





## The role of sport in the social integration of refugees

- Sport can:
  - Provide opportunities to eliminate ethnic and cultural barriers,
  - Encourage participation (Oliver, 2007) and
  - Help building ties and trust among refugees, their communities and the wider community (McNamara, 2001; Morgan, 2008; Larkin 2008).





## The role of sport in the social integration of refugees

- ❑ Sport can:
  - ✓ offer a sense of purpose and direction for young people recovering from the trauma of refugee experience or the impact of racism" (Morgan, 2008; Dykes & Olliff 2007).
  - ✓ promote national and cultural harmony and enhance community cohesion (Morgan, 2008; Oliver, 2007; Olliff, 2007; Dykes & Olliff, 2007),
  - ✓ can be an exemplary way of combating racism and racial hate
  - ✓ act as an entry point for wider participation and inclusion of refugees in social life (McNamara, 2001; Morgan, 2008; Larkin 2008).

## The role of sport in the social integration of refugees

- ❑ According to the "White Paper on Sport" (2007):
  - ✓ “Sport performs social, cultural and recreational work. “
  - ✓ *“Sport, against all forms of violence, racism and xenophobia, is aimed at all people regardless of gender, race, age, disability, religion and beliefs, sexual orientation and social or economic background”.*
  - ✓ Sport, physical activities and games can be *“an important means of facilitating the social integration and inclusion of refugees and foreigners and support intercultural dialogue”* (COM - White Paper on Sport, 2007).

## The role of sport in the social integration of refugees

- ❑ The Office of the United Nations High Commissioner for Refugees (2008):
  - ✓ recognizes the "strength and importance of sport",
  - ✓ confirms the important benefits of participation in sports and physical activities,
  - ✓ points out that participation in sports and physical activities can play a "particularly important and therapeutic role" for all refugees and migrants, and especially for children and young people, helping them meet their social and developmental needs (UNHCR, 2008; Morgan, 2008).



Source: Swedish Basketball Federation  
Retrieved:  
<https://www.sportanddev.org/en/article/news/swedish-basketball-federation-welcomes-refugees-through-sport>

## The role of sport in the social integration of refugees

- ❑ The Australian Refugee Council (2010), also states that sport:
  - ✓ is a major bridge for refugees towards their new culture
  - ✓ allows refugees to meet and build new friendships with people of the host society, and share with them the aspects of their own cultural and historic background (RCA, 2010).



## The role of sport in the social integration of refugees

□ Based on this evidence, it seems important:

- to take initiatives,
- make time and space available,
- provide refugees with access to sports structures and
- opportunities for participation in sports, physical activities and games (COM - White Paper on Sport, 2007; Morgan, 2008).



## Barriers preventing refugees' participation in sport

- ❑ Sport participation can be hampered by:
  - ✓ racial discrimination,
  - ✓ religious or cultural constraints,
  - ✓ language and communication difficulties,
  - ✓ lack of social interactions and social isolation.
  
- ❑ More frequent and more intense barriers to participation in sport appear in women and girls of minorities, such as:
  - ✓ lack of parental approval,
  - ✓ strict codes of clothing,
  - ✓ and avoiding exercising with people of the opposite gender

(Hatzigeorgiadis et al., 2013)

## «Psychosocial support» - Psychosocial-support sports programs for the social integration of refugees

- “Psychosocial support” is an approach aiming at:
  - ✓ facilitating the ability to “cope”
  - ✓ strengthening “resilience”,
  - ✓ developing “psychosocial well-being”,
  - ✓ promoting social cohesion between individuals, groups or communities experiencing crisis conditions (Engel, 1977; Wiedemann et al., 2014).



## «Psychosocial support» - Psychosocial-support sports programs for the social integration of refugees

- ❑ “Psychosocial well-being”:
  - describes the positive state of existence when an individual thrives and
  - it is determined by the interaction of both psychological (individual well-being) and social factors (collective well-being), and basic human needs.
  
- ❑ It has been documented that sport, and physical activities can:
  - ✓ contribute to several aspects of the physical, cognitive and psychosocial well-being,
  - ✓ create a strong sense of coherence and cohesion in a community,
  - ✓ improve quality of life and promote social inclusion (Wiedemann et al., 2014).



## Categories of sport and physical activities for psychosocial intervention

- Sport and physical activities could generally be divided into six different categories:
  - Warming-up and cooling-down physical activities and exercises
  - Adjusted - variant sports games based on international sports
  - Local sport activities and traditional games
  - Cooperation movement games
  - Simple physical activities
  - Activities and exercises based on relaxation techniques



Source: “Hassan Shan camp, northern Iraq” – UN Refugee Agency (2016 ) Photo/Sarmad Al-Safy. Retrieved: <https://refugeesmigrants.un.org/refugees-compact>

## Basic approaches to the implementation of psychosocial sport programs

- ❖ Psychosocial programs through sports and physical activities should involve three general types of approaches:
  - Inclusive approach ,
  - Holistic approach ,
  - Playful approach
  
- ❖ Psychosocial programs implemented through sports and physical activities should promote:
  - Security
  - Calmness
  - Sense of self and collective efficacy
  - Interaction

(Hobfoll et al., 2007; Wiedemann et al., 2014).

## Basic approaches to the implementation of psychosocial sport programs

□ The key elements of a set of good practice principles which are identified and support the successful implementation of social inclusion programs through sport could be summarized as follows:

- Funding
- Programming
- Communication and awareness
- Human resources
- Collaboration
- Evaluation



(European Commission, 2016)

## Basic approaches to the implementation of psychosocial sport programs

- ❑ Promotion of social integration of refugees or other under-represented groups requires measures that focus mainly on:
  - ✓ fostering the facilitation of their ability to act in sport and physical activities,
  - ✓ providing opportunities that enable refugees to associate with and to understand the rules and values of the people in the host country (SPIN, 2012; ENGSO, 2012; NISB, 2016).





## Objectives and the Purpose of the program

- The main PURPOSE of the envisaged sport program is to enhance the psycho-social well-being and to promote the social inclusion of refugees.
- Therefore, the sport program AIMS to:
  - ✓ encourage participation in pleasant and entertaining physical activities, and increase satisfaction from participation
  - ✓ develop habits related to a healthier lifestyle,
  - ✓ focus on the cultivation of social skills, the development of teamwork, and socialization of participants,
  - ✓ facilitate the process of coping with difficulties and problem solving, strengthen resilience and positive emotions.

## Target population and approach of the sport program

- The sport program should mainly address children and young people, boys and girls, but also to those who, regardless of age, declare willingness and are interested in participating:
- It is based on the use of playful activities.
- The program includes Cooperation Movement Games and related playful activities.



## Aspects of Cooperation Movement Games

- ❖ They can be implemented at all stages of a crisis and they are planned for the participation of individuals, groups or entire communities.
- ❖ Their design, organization and implementation focuses on:
  - ✓ facilitating and strengthening the collective support mechanisms and the particular conditions under which they are conducted,
  - ✓ facilitating and strengthening the individual characteristics, and social and cultural aspects, values and principles of the individuals, groups or communities involved, including the local community.

## Aspects of Cooperation Movement Games

- ❖ They are selected, planned and structured in a way that:
  - ✓ offers participants joy and pleasure,
  - ✓ creates an autonomous supportive climate and
  - ✓ shapes a secure and cooperative environment among participants.



Source:  
Projektkurzbeschreibung.  
Retrieved:  
<https://www.giz.de/en/worldwide/43770.html>



## Aspects of Cooperation Movement Games

- The sport program should:
  - ✓ encourage participation,
  - ✓ tranquility,
  - ✓ positive emotions and feeling of hope,
  - ✓ develop self-esteem and self-efficacy,
  - ✓ promote recognition of diversity,
  - ✓ appreciation of collective effectiveness,
  - ✓ promote the feeling of coexistence and interconnection with other members of the group or community.



## Why Cooperation Movement Games and playful activities?

- The cooperation movement games and playful activities:
  - have a fundamental position in the process of learning, education, socialization and the development of the child as pedagogical activity, pedagogical means, teaching method and means of socialization (Pantazis, 2002; Solomon, 2005)
  - activate the personality of the individual, and assists the psycho-social development of the child (Germanos, 2004)
  - are one of the best ways to help people understand complicated and unrelated phenomena
  - allow participants to experience emotions in a very personal and intense way, but on a smaller scale than in real life (Barthélémy-Ruiz et al., 2013)

## Why Cooperation Movement Games and playful activities?

- Cooperation Movement Games incorporates all attributes necessary for learning and development: It is considered a natural educational means that:
  - ✓ shapes the learning and social environment,
  - ✓ renders participation in the activities enjoyable and pleasant,
  - ✓ develops a lively and genuine interest and motivation to participate in the activity.
  
- They can be used to effectively assist educations reach their goals (Unesco, 1979; Cole & Cole, 2001).

## Why Cooperation Movement Games and playful activities?

- Through cooperation - team environment and climate, these cooperation movement games:
  - ✓ bring together the participants,
  - ✓ build and strengthen the links among them,
  - ✓ reinforce support mechanisms,
  - ✓ promote coexistence and interconnection, understanding and consistency of group or community members
  - ✓ help participants to discover new skills and competencies and, thereby, improve self-confidence, self-esteem and self-efficacy.

## Why Cooperation Movement Games and playful activities?

- Participation in cooperation movement games promotes:
  - ✓ participation, cooperation, and collectivity,
  - ✓ empathy,
  - ✓ recognition and understanding of diversity,
  - ✓ inclusion and resilience, and
  - ✓ coping with and solving the difficulties and problems can be promoted.
  
- They establish an atmosphere of companionship and trust in the team, increase self-efficacy and develop a sense of belonging and inclusion.

## Implementation of the program - Main points

- To effectively design, organize and implement a Cooperation Movement Games program, the following aspects should be taken into consideration:
  - ❑ Safety and health – Safeguarding functional and safe venues should be ensured
  - ❑ Clear definition of terms of participation - Rules of conduct - Number of participants in teams
  - ❑ Appropriate and adequate equipment / Manufactured or improvised equipment
  - ❑ Programming - Effective time management



## Implementation of the program - Main points

- Appropriate and acceptable physical contact and child protection.
- Promote integration and calmness.
- Recognize and demonstrate sensitivity to diversity.
- Strengthen individual and collective effectiveness.
- Ensure the socio-cultural relevance of the games of the program.



## Implementation of the program - Main points

- Modifications / Variations of games and adjustments of key elements and factors.
  - ❖ Usually, the necessary modifications involve:
    - a) space,
    - b) task,
    - c) equipment, and
    - d) human resources



## The role of a good teacher / facilitator

- The role of the teacher/facilitator includes the preparation and implementation of the sport program with respect to:
  - rules
  - number of participants
  - venue
  - equipment



## The role of a good teacher / facilitator

- While preparing and implementing a sport program the teacher / facilitator should take into account the:
  - ✓ duration, frequency and content of sessions
  - ✓ coordination, encouragement and facilitation of active participation
  - ✓ democratic guidance,
  - ✓ development of a pleasant and safe environment,
  - ✓ and an adaptive climate for the participants.



**“The role of Sport in refugees’ social integration:**

**Sport psychosocial support program for the  
promotion of social integration of refugees through  
Cooperative Movement Games”**

**Barkoukis Vassilis  
Anastasiadis Theofylaktos**

## Types of games:

- **A. “Introductory Games” - “Acquaintance – Familiarization - Communication Games”**
- **B. “Collaboration - Trust Games”**
- **C. “Interaction - Recreation Games”**

## Objectives (I)

1. General motor skill development: motor skills, perceived-sensory ability, neuromuscular assembly - coordination of movements etc.
2. Promotion of an enjoyable, pleasant and entertaining participation.
3. Development of social skills and socialization.
4. Development of acquaintance – familiarization - communication and the feeling of acceptance among the participants, as well as between them and their facilitator.

## Objectives (I)

5. Development of the idea of coexistence, promotion of the sense of safety, cooperation and trust among the participants, as well as between them and the teacher.
6. Development of positive emotions, the feeling of self-awareness and self-efficacy, as well as the development of understanding of diversity and teamwork.
7. Development of a climate promoting intrinsic motivation, autonomy and teamwork among the participants, and between them and the coordinator, and ensuring safety.
8. Development of coping abilities and problem solving.

## Age of participants

- The games and gamified activities of the sport program can be played pleasantly and constructively by both young children (6-12 years old) as well as adolescents (13-18 years old).
- There is the potential of different variations and modifications and adjustments to their application (for instance, the equipment used, the way the players move, the rules of the games etc.) to fit to older participants too.

## Team/s - Number of participants/players

- The number of participants/players and team distribution into small or big groups depends on the needs and the aims of the game, the available playing area and the individual characteristics of the participants/players:
  - ✓ Small group (2-6 players)
  - ✓ Medium group (6-14 players)
  - ✓ Big group (14-24 players)



## Venue – playing area/space

- Open - outdoor area / space (e.g. schoolyard, outdoor volleyball or basketball court etc.) or confined - indoors area (e.g. gym hall or spacious classroom, indoor volleyball or basketball court etc.).
- Enough room/space for all the participants and safe access.
- The playing area and the surrounding space, should be safe .

## Variations - Modifications

- Some elements or rules of the games could be modified or adjusted accordingly, in order to achieve a variety of games and different levels of difficulty in the targeted motor and social skills.
- In this way, participants' needs can be satisfied effectively despite their different abilities and individual characteristics.

## Equipment

- Equipment that can be used includes:
  - ✓ Pieces of chalk, adhesive paper tapes, sheets of paper (A4) or pages of newspapers, magazines, handkerchiefs, balls/balloons,
  - ✓ cones, hoops, ropes, canes, sponges etc.



## A. “Introductory Games” – “Acquaintance - Familiarization - Communication Games”

- They can be integrated as part of:
  - ✓ team meetings,
  - ✓ organized sports programs,
  - ✓ physical activities,
  - ✓ new teams or when new members are added in an existing team,
  - ✓ many and different kinds of activities and when new games are included in the program.
- They are suitable for people of all ages and can be applied even with preschool children.

## A. “Introductory Games” - “Acquaintance – Familiarization - Communication Games”

- ❖ These games act as a “ritual” for the game to start in a pleasant, relaxing and supportive environment.
  - They:
    - ✓ help the participants feel at ease within the group, and feel wholly integrated
    - ✓ encourage communication among the players making them feel accepted, free to express themselves, and share various emotions
    - ✓ promote altruistic behavior and collaboration
    - ✓ increase team cohesion
    - ✓ create a group identity

# 1) “The rolling ball” (a)

## Description & Main rules



- The participants sit on the floor next to each other and place their legs in abduction position (spread open). The teacher sits in the same position in the center of the circle while holding a ball in his/her hands.
- Every time the coordinator turns left or right, stands across each participant and introduces himself/herself in a calm and friendly voice by saying slowly and clearly his/her name (e.g. “My name is... or I am...”).
- After that, the teacher “rolls down” the ball towards a participant carefully, making sure that it gets to the participant’s hands and asks his/her name (e.g. What is your name? ...).
- As soon as the participant catches the ball, they have to return it to the teacher in the same way (“rolling the ball”) while introducing themselves by saying slowly and clearly their name (e.g. My name is... or I am...).
- The teacher repeats the same procedure, in the same way every time for each participant who sits on the circle.

## 1) “The rolling ball” (b)

### Description & Main rules



- The teacher and the participants remain in the same position and maintain the same order as before.
- Every time the order in which they exchange their position is defined by draw; all participants, one after the other, sit in the center of the circle and take over the role of the teacher that has been described in the previous activity, while the teacher himself/herself exchanges roles with the participant and sits in his/her place in the circumference of the circle.
- In this way, the previous procedure is repeated but this time each participant becomes the center of interest and attracts team’s attention, thus having the opportunity to introduce himself/herself, communicate and to get to know each team member personally.

## Variations - Modifications

- ❖ **Modification:** Procedure of acquaintance – introducing themselves and communication among all:
  - From the beginning of the procedure or gradually, after each repetition, more **personal information** could be introduced or added such as:
    - ✓ their birth country or
    - ✓ their favourite game/sport etc.
  - (e.g. “My name is.... and I am from...” - ... “What is your name and where are you from?” or “I like football... - ..What is your favorite game/sport?” etc.)



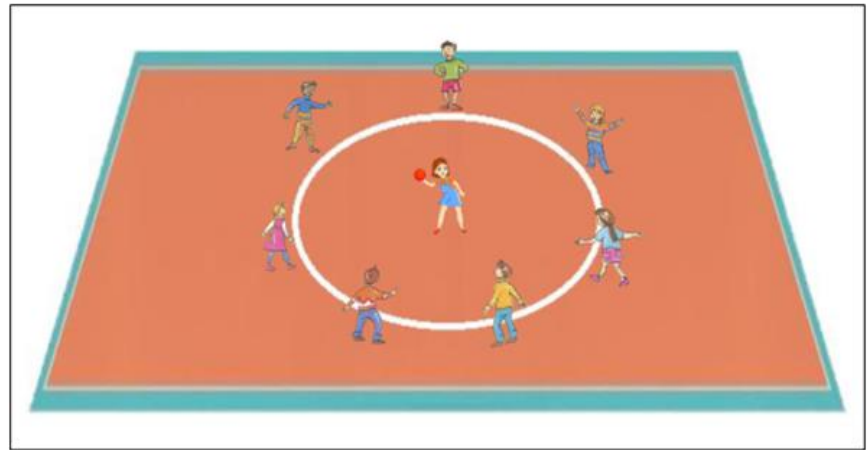
## 2) “The ball in the center” (a)

### Description & Main rules



- Participants stand in an upright position next to each other on the circumference of the circle, while the teacher stands in the center of the circle in the same position as them holding a ball in his/her hands.
- Every time the teacher makes small turns on their sitting spot, stands across each participant, makes one step towards him/her and with a calm and friendly voice introduces himself/herself by saying slowly and clearly his/her name (e.g. “My name is... or I am...”).
- The teacher throws a chest pass to the participant with both hands calmly and carefully in such a way that gives participant the time to react accordingly and receive the ball with both hands easily and safely, while asking his/her name (e.g. “What is your name”).

## 2) “The ball in the center” (a)

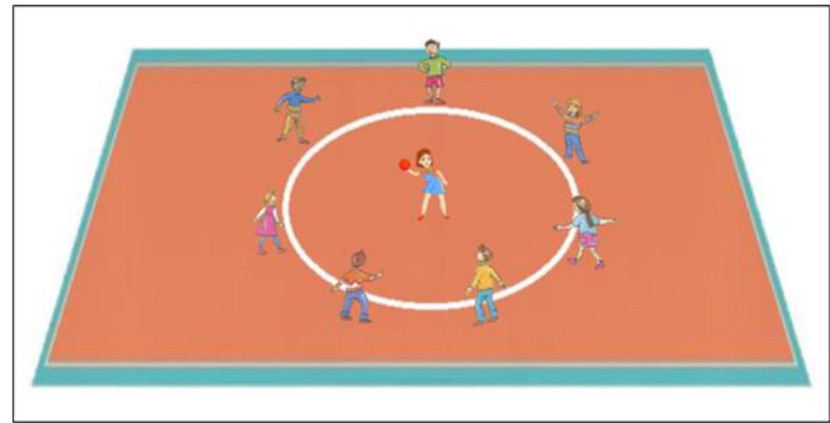


### Description & Main rules

- After the participant receives the ball, he/she also moves one step forward to teacher’s side-position and returns the ball to him/her in the same careful way, while at the same time saying his/her own name (e.g. “My name is...” or “I am...”).
- The teacher repeats, (always in the same way), the procedure for each participant who stands in the circle, thus having the opportunity to introduce himself/herself, to communicate and to get to know each team member more personally.
- If the teacher considers it necessary, they could continue playing the activity by repeating the same procedure all over again, but this time in reverse order.

## 2) “The ball in the center” (b)

### Description & Main rules



- The teacher and the participants remain in the same position and maintain the same order as before.
- Every time the order in which they exchange their positions is defined by draw. All participants stand upright in the center of the circle and take over the role of the teacher that has been described in the previous activity, while the teacher himself/herself changes role with the participant and stands upright in his/her place in the circumference of the circle.
- In this way, the previous procedure is repeated but this time each participant becomes the center of interest and attracts team’s attention, thus having the opportunity to show responsibility and comprehension and to introduce himself/herself, communicate and to get to know each team member personally.

## Variations - Modifications

### ❖ **Modification:** Process of acquaintance - introducing themselves:

- From the beginning of the procedure or after every repetition gradually, more **personal information** could be introduced or added such as:
  - ✓ their birth country or
  - ✓ their favourite game/sport etc.
- (e.g. “My name is.... and I am from...” - ... “What is your name and where are you from?” or “I like football... - .. What is your favorite game/sport?” etc.)

## Variations - Modifications

### ❖ **Modification:** Ways the participants could handle-pass the ball:

- The teacher or the player who stands in the center of the circle, could perform the same activity by throwing the ball towards each participant in **different and more complex ways this time** (e.g. using only one hand, from high or low position/level, with jumps, make bouncing or reverse pass, kicking the ball with their feet or hitting it with their head, etc.).
- As soon as the specific participant receives the ball, he/she will have to return it in the exact same way, imitating teacher's movement, while **answering a relevant question** during this procedure of «acquaintance - introduction» among them.

### 3) “Find where I am - Say who I am”

#### Description & Main rules



- The participants scatter around freely in the delimited playing area and the teacher asks them to try to discover different ways of moving inside of it, while trying to be careful not to touch each other but also to change direction and way of move right away, every time that another participant blocks their way.
- The teacher who holds a handkerchief in their hands (either a sponge or a small ball, etc.), moves among the participants constantly and gives it to one of the participants “secretly”, while he/she has in mind not to get noticed by the others. At the same time he/she signal everyone (voice, clapping, whistling etc.) to stop moving.
- As soon as the signal is heard, the participant who got the handkerchief should perform a jump, stay still in an upright position with legs apart (open) while holding the handkerchief high up in his/her hands up.

### 3) “Find where I am - Say who I am”

#### Description & Main rules



- At the same time, the other participants try to spot the specific participant and when they do, they perform a jump and stand still in a position of readiness; their body is turned straight opposite to him/her and one of their hands points straight to his/her direction while calling his/her name.
- After teacher’s second signal the participants start moving again in the area in the same way as it was initially defined while the participant who got the handkerchief (or sponge or small ball etc.) moving among the rest, should try to give it “secretly” to someone else, and so on...
- The activity goes on until all participants have the opportunity to get the handkerchief in their hands and thus be in the center of attention and receive the token of recognition and acceptance from their team.

## 4) “Ten (10) passes”



### Description & Main rules

- Participants are divided into two equal in number and rank teams (e.g. team A and team B). After draw or mutual agreement the players of one team (e.g. team A) are lined up standing next to each other on the circumference of the circle, while the other team’s players (e.g. team B) scatter around and take position inside the circle.
- As soon as the teacher passes the ball, which he/she holds in his/her hands, to one of the team players in the circumference of the circle (e.g. team’s A) and gives the “start” signal, the players should start immediately exchanging “ten consecutive/non-stop passes” with each other, while, at the same time, the other team’s players who are inside the circle (e.g. team’s B) have to try, by tackling and trying to “steal” the ball and thus to prevent them from completing the ten passes.
- A pass of a circumference player to someone else in order to be valid, the specific player should call out the name of the player who receives it while throwing the ball.
- If a player of the “internal” team (e.g. team B) manages to “steal” the ball, or if the players of the “external” team (e.g. team A) succeed in exchanging “ten non-stop passes” the teams must switch positions and roles between them.



## Variations - Modifications

### ❖ **Modification: Winner of the game:**

- It could be stated at the beginning of the game, that every time a team manages to complete the exchange of all “ten consecutive/non-stop passes” wins a point and consequently the winning team will be the one with the most points at the end of the game.

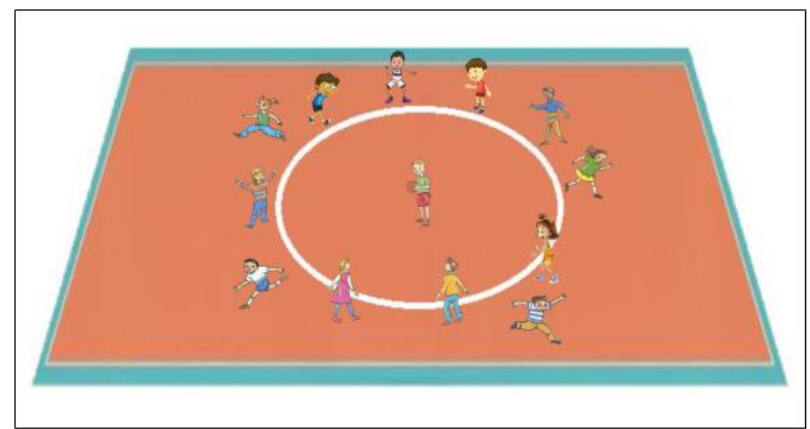
### ❖ **Modification: Available time given to the players in order to complete their effort:**

- ✓ Limited - specific time could be defined during which the team players should exchange the “ten consecutive/non-stop passes”.

## Variations - Modifications

- ❖ **Modification:** How players should handle the ball (passing / valid “stopping” the ball):
  - The player who stands at the circumference of the circle could decide the type of the pass, e.g.:
    - a) with both hands or with one hand,
    - b) hitting or kicking,
    - c) rolling or bounce pass,
    - d) return the pass immediately after they receive it (“at once”) or after a stop-control of the ball precedes etc.
  - The ways in which the players inside the circle, are allowed to “steal” the ball “validly” could be adjusted respectively. e.g. using only their hands or only their legs etc.

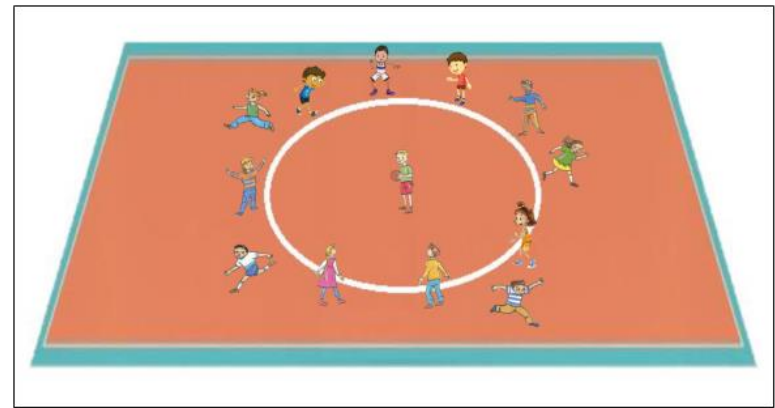
## 5) “The circle with the names” or “The circle with the countries”



### Description & Main rules

- The participants are lined up, standing next to each other on the circumference of the circle and after draw one of them takes his/her place in the center of the circle, while holding a ball in his/her hands.
- The player who is in the center of the circle should throw the ball high up and vertically, while calling out the name of one of the rest players who he/she will choose. Then he/she and the other players who did not hear their names, must run away from the center of the circle quickly.
- On the contrary, the player who heard his/her name should run to the center of the circle immediately, trying to catch the ball with his/her hands before it hits the ground and before the ball bounces once or twice on the ground (depending on the ability of the players and the size of the circle).

## 5) “The circle with the names” or “The circle with the countries”



- If the participant does not catch the ball before it touches the ground, he/she must take it as fast as he/she can and call out the signal: “1, 2, 3 – STOP!!”.
- On hearing: “...STOP” at the end of the signal, all players must stay still in their current position instantly.
- But, if the player who heard their name catches the ball on time, before it touches the ground, then they have the right to call out the name of another participant who they will choose. In this way, they will force him/her to return fast (no matter how much distance he/she has covered to the center of the circle and call out the signal: “1, 2, 3 – STOP!!” in order to make everyone stay still.
- The player who will catch the ball has the potential to move one, two or three steps (according to the participants’ abilities) from the center of the circle towards the player they have chosen to point at and after they focus on their target and call out his/her name, they must throw the ball trying to disqualify him/her.

## Variations - Modifications

### ❖ **Modification: Winner of the game:**

- ✓ It could be defined at the beginning of the game that:
- ✓ if the player who throws the ball calls out the name correctly and hits successfully - “disqualifies” the player he/she has selected to aim at, then he/she will win a “point” but
- ✓ if he/she calls out a wrong name or misses the target, then the “point” goes to the other player and the winner is considered the player who will win most “points” at the end of the game.

### ❖ **Modification: Players who stand on the circumference of the circle:**

- ✓ It could be determined that the players who stand on the circumference of the circle are divided into “couples” who will hold each other – will be connected in different ways (e.g. from hands, elbows etc.) and must move around together.

# Variations - Modifications

## ❖ **Modification: Ways that players could move:**

- ✓ It could be defined that the players should move, in order to get away from the circle center, in various ways apart from running e.g. with different kinds of jumps and bounces, side steps, hopscotch etc.

## ❖ **Modification: Ways of staying still:**

- ✓ It could be defined that the players (either individually or in couples) should stay still, after the end of the signal: “1, 2, 3 – STOP”, in various body positions - postures in the space, e.g.: to stay still creating different shapes - figures (e.g. open/wide – closed/narrow etc.), using different ways of standing and balancing positions (e.g. in big or small surfaces, in limbs – parts of the body etc.), at different levels in the space (high, medium, low) etc.

# Variations - Modifications

- ❖ **Modification: Ways the players could handle the ball (the throw):**
  - ✓ It could be defined that the player who stands in the center of the circle should throw the ball in various ways, e.g.: with both hands or with one hand, hitting or kicking the ball, rolling or bouncing it on the ground etc.
  
- ❖ **Modification: Game: “Circle with countries”**
  - This game could be played in the exact same way and with the same variations – modifications, for instance:
    - ✓ Every time the player who stands in the center of the circle, instead of calling out the name of the participants, should call out the “country” they have chosen to represent at the beginning of the game.

## 6) “Immunity nests and birds”

### Description & Main rules

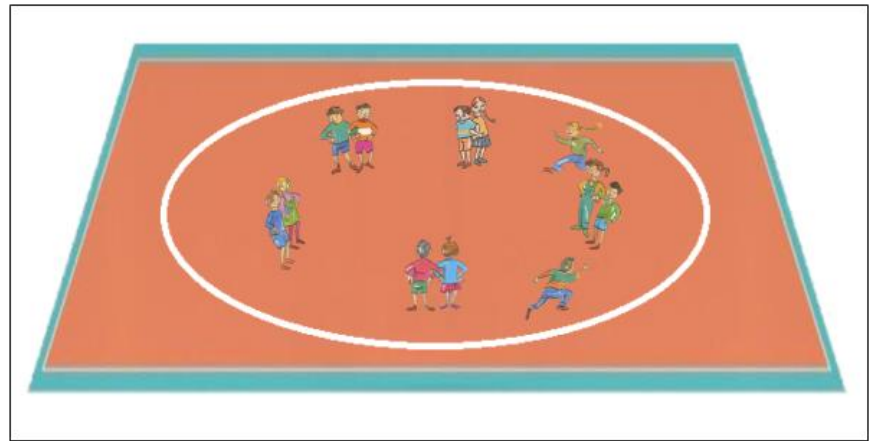


- After draw among the ones who express the wish to take over these specific roles, the teacher determines one of the participants as the “free” player, called the “bird”, and a second one as “chaser”.
- All the other participants, either out of their choice or with teacher’s help or suggestion, form pairs and hold “arm in arm” (crossing their elbows) with the “free” hand on the waist, and create an “immunity nest”.
- The players of each pair hold each other in the above way, they scatter around freely in the delimited area (or as set by the teacher, e.g. circular etc.) and they stand in a stable position inside of it.
- With the “start” signal by the teacher, the “chaser” player starts chasing the “bird” player in order to “touch” them (not to “catch” or “pull” them as it is considered a fault) and to ‘disqualify’ them while they run among the “immunity nests” pairs in order to escape from the ‘chaser’.



## 6) “Immunity nests and birds”

### Description & Main rules



- When the “bird” player feels threatened by “chaser’s” touch can run and hold the bent arm (“arm in arm”) of one of the two players, in order to get away and gain immunity promptly.
- As soon as this occurs, the player on the other side of the “nest” must “release” himself/herself immediately from it and become the new “bird”, which runs to escape from the “chaser”.
- When the “chaser” touches the “bird” they switch roles automatically.
- The teacher is responsible to keep the game on until all participants have played all roles in the most fairly apportioned way.

# Variations - Modifications

## ❖ **Modification: Winner of the game:**

- ✓ It could be defined at the beginning of the game that the player who wins is the one who has touched the most “birds” until the end of the game.

## ❖ **Modification: Number of players in an “immunity nest”:**

- ✓ The “immunity nests” can include more than two (2) participants.

## ❖ **Modification: Ways the players move:**

- ✓ It could be determined that the players should move in different ways apart from running, e.g.: with different kinds of jumps and bounces, side steps, hopscotch etc.

## ❖ **Modification: Position-mobility of the “immunity nest”:**

- ✓ It could be determined that the “immunity nests” should not stay still in a particular place/position but move around (walking or in any other way).

## B. “Collaboration – Trust Games”

### ❖ The “Collaboration - Trust Games” aim helping participants:

- Realize the significance of supporting the others’ participation and the need of developing trust and collaboration among them.
- Gradually overcome initial hesitations and inhibitions, which often result from the fear to freely express within a team.
- Be more willing to engage in activities which require sharing personal information and relying on others, as trust builds up.

## B. “Collaboration – Trust Games”

- Teacher’s firm but fair approach aims to:
  - ✓ prevent and avoid possible problems,
  - ✓ create commonly accepted rules of conduct,
  - ✓ determine participants’ roles from the beginning of the game, (this is particularly important for a constructive and effective collaboration among all participants).
- Such an approach is expected to reduce negative experiences and foster the feeling of a fair, equal, safe and trustworthy environment.

# 1) “The spacious hoops”



## Description & Main rules

- Participants are scattered around the delimited playing area. A respective number of hoops has been placed on the ground (the total number of the hoops should be one fewer than participants’ total number).
- As soon as the sound rhythmic signal (e.g. music, tambourine, whistle, clapping hands etc.) is given by the teacher, the game begins and the participants start running at a slow pace inside the delimited playing area and among the hoops. At the same time, they try not to touch each other but also to change direction every time they meet another participant in their course.
- When the teacher pauses the sound signal, the participants stop moving and head for one of the “free” hoops as fast as they can in order to jump first into it. The aim is to avoid being the last player without “his/her own” hoop.

# 1) “The spacious hoops”



## Description & Main rules

- The player who will remain last and will not have time to jump into one of the “free” hoops, should check around him/her quickly and choose one of the already “occupied” hoops and try to fit into it.
- Every time the sound signal is given, the teacher deducts one more hoop so that in every repetition of the game will remain fewer available hoops which the participants can jump into. This results in stronger collaboration among the participants in order to fit into the hoops.
- The game could go on until two (2) or even only one (1) hoop remains on the ground in which all participants should fit into it after the sound signal is paused.

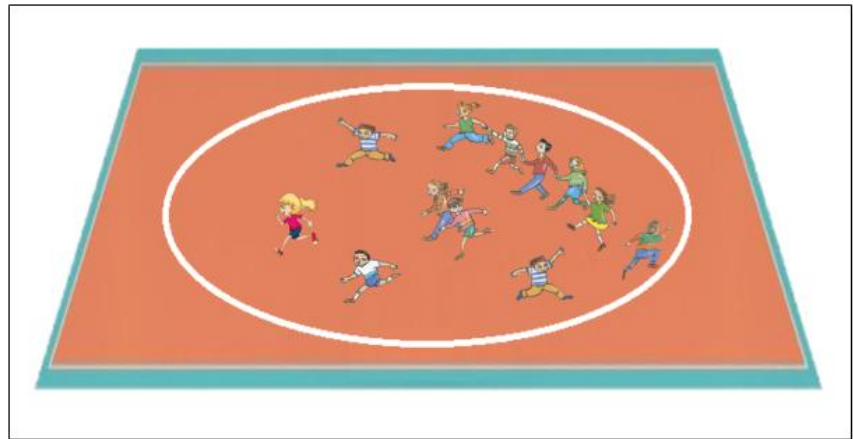
# Variations - Modifications

## ❖ **Modification:** Ways the players could move:

- ✓ It could be determined that the participants should move in different ways apart from running, e.g.: different kinds of jumps and bounces, side steps, hopscotch etc.

## 2) “The chasers’ chain”

### Description & Main rules



- Participants are scattered around the delimited playing area and draw the “chaser” of the game.
- After the starting signal of the first “chaser”, he/she starts chasing the others aiming to “touch” (not “catch” or “pull”) and disqualify them by “converting” them into “chaser” players.
- The first player who gets disqualified by the “chaser”, has to hold “chaser’s” hand and as a pair now they have to chase the rest of the players. Every player who is disqualified joins them and joins “chasers’ chain” until they “touch” all players.



## Variations - Modifications

### ❖ **Modification: Number of “chasers”:**

- ✓ It could be defined (depending on the playing area and the number of participants) that the game could start with more than one “chasers” and continue with more “chains of chasers”.

### ❖ **Modification: Ways the players could move:**

- ✓ It could be determined that the participants should move in different ways apart from running, e.g.: different kinds of jumps and bounces, side steps, hopscotch etc.

### 3) “The chasers with the hoop”



#### Description & Main rules

- The participants are divided into pairs (player A and player B). The duration of the game is set (e.g. 2’ or 3’ etc.). A draw defines the order in which a pair will be the “chaser pair”. Each “chaser pair” chases the rest of participants in order to “burn” them and “freeze” (immobilize) all of them or as many as they can in limited time.
- During chasing, one of the “chaser” players (e.g. player A), with a hoop in their hands is trying to “lock” their target (i.e., place the chased player inside the “target point” of the hoop), while the other player of the pair (e.g. player B) is trying to throw the ball through the hoop span and hit the “target” player to “freeze” (immobilize) him/her.
- The game begins when the two players (A and B) of each “chaser pair” decide on their role and the first pair takes position in the delimited area.

### 3) “The chasers with the hoop”

#### Description & Main rules



- The throw of the “chaser player” is considered “valid” when: a) the player’s hand or body does not go through the hoop, b) the ball passes through the hoop span and c) no one gets hit on the head.
- The “freeze” players should stay still in an upright standing position with their legs wide open and hold their hands stretched up and joined high, creating a “Pyramid” with their body.
- In order for the “Pyramids” to move again, one of the rest “free” players should pass through their open legs so as to set them “free” (“pyramids” could be set “free” with a “touch” etc).
- The players who try to run away from the chasers could get “immunity”, if they call the word “Mushroom!!” and freeze in a low coiled position, forming a very closed shape with their body before the chaser’s ball touches them.

### 3) “The chasers with the hoop”

#### Description & Main rules



- The “Mushrooms” could move again, if one of the rest “free” players passes/jumps above them, so they can set them “free” (“mushrooms” could be set “free” from the other players with a “touch” etc).
- In the middle of each pair’s chasing period, the “chasers” (A and B) can switch roles (following the teacher’s signal).
- After the end of the pair’s chasing period, the next pair takes the role of the “chaser” (following the teacher’s signal) and the game goes on until all pairs have become “chasers” for the same number of repetitions.

# Variations - Modifications

## ❖ **Modification: Winner of the game:**

- ✓ It could be determined that the “chaser pair” which has managed to “freeze” the most players during the chasing period is the winner of the game.

## ❖ **Modification: Number of “chaser pairs with the hoop”:**

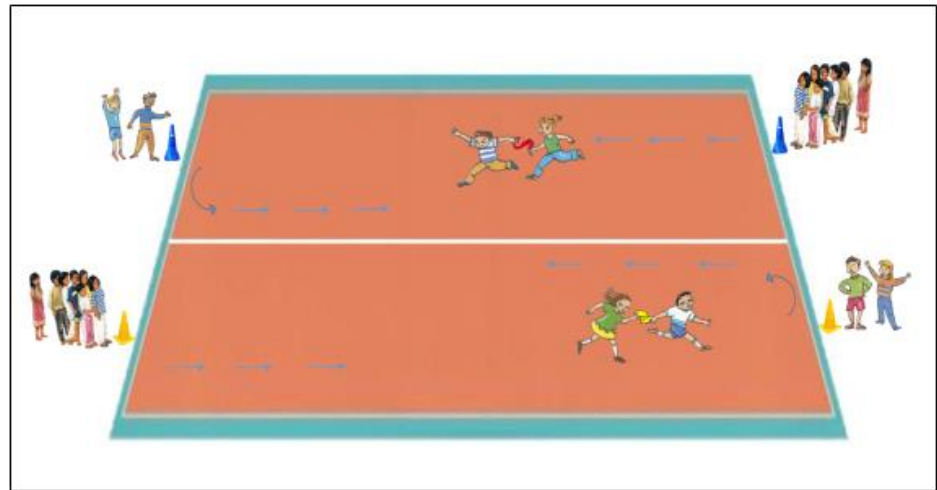
- ✓ It could be determined that (depending on the playing area and the number of participants) the game could start with more than one “chaser pairs” each time.

## ❖ **Modification: Ways the players could move:**

- ✓ It could be determined that the participants should move in different ways apart from running, e.g.: different kinds of jumps and bounces, side steps, hopscotch etc.

## 4) “The transporters”

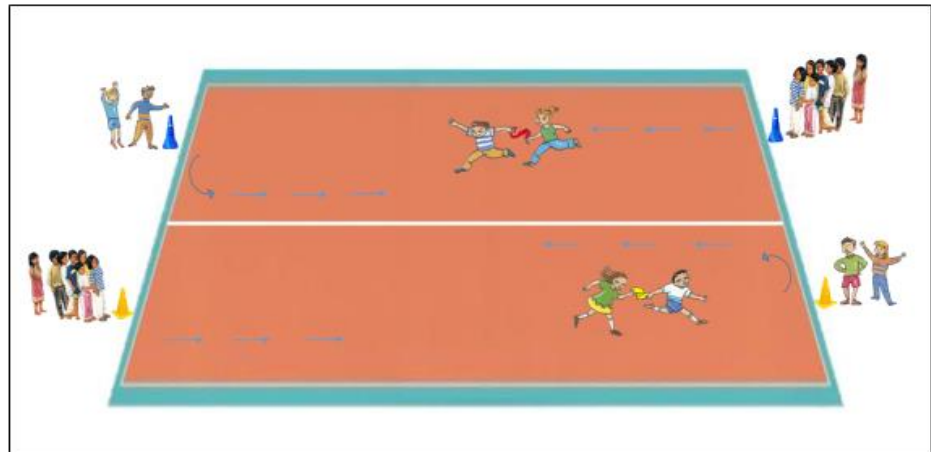
### Description & Main rules



- The court is separated in half (longwise) and the participants are divided into two equal in number and ability teams (A & B). The teams take a facing up position in the opposite side of the half court that corresponds to each team.
- After the draw for the order of the participants, they line up in “single files” (one behind the other) behind a cone which has been placed in the final line of each team’s half court. This is the team’s starting point.
- Each team’s first player holds a handkerchief (or a plastic ring etc.) and takes position in the other side of his/her court and behind a cone which has been placed in the middle of the opposite final line which will be the finish point of the route the players will run.

## 4) “The transporters”

### Description & Main rules



- The first player of each team has to run the distance to the opposite starting point where all the other players stand. When he/she gets there stretches out the handkerchief to the player who waits first in line and after he/she catches it, they carry it together and start running back to the finishing cone where he/she started at first.
- As soon as they get behind the cone, the first player lets off the handkerchief and remains there, while the second player running back to his/her team’s starting point with the handkerchief, in order to take with him/her and transport the next (third) player in the row who waits there to the finishing point etc.
- The game goes on until the last player of each team is “transported” – passes to the opposite side and behind the cone of each team’s court final line (finish point).

## Variations - Modifications

### ❖ **Modification: Winner of the game:**

- ✓ It could be determined that the winner of the game could be the team that managed to transport all their players behind the finish line successfully and faster.

### ❖ **Modification: Ways the participants could move:**

- ✓ It could be determined that the participants could move in different ways apart from running, e.g.: different kinds of jumps and bounces, side steps, hopscotch etc.

### ❖ **Modification: Configuration of the route:**

- ✓ The route could be modified depending on the desired goals and the degree of difficulty the teacher wishes to have, by placing several obstacles around the playing area (e.g. cones, ropes, sponges, rods etc.). Participants could run between, up or down them etc while they are trying to cover the route.

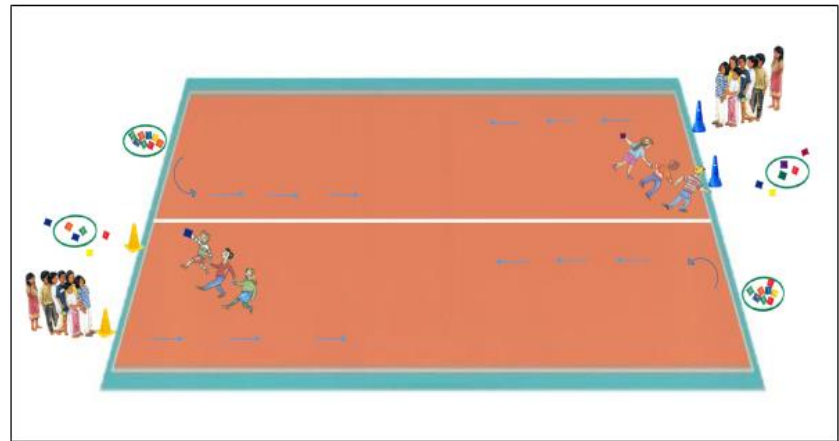
### ❖ **Modification: Ways players are linked to each other:**

- ✓ Instead of holding the handkerchief (or the plastic ring etc.), it could be determined that players should hold each other arm, place their hands around their waists (“belly chain”), touch shoulder etc.



## 5) “Team’s shopping”

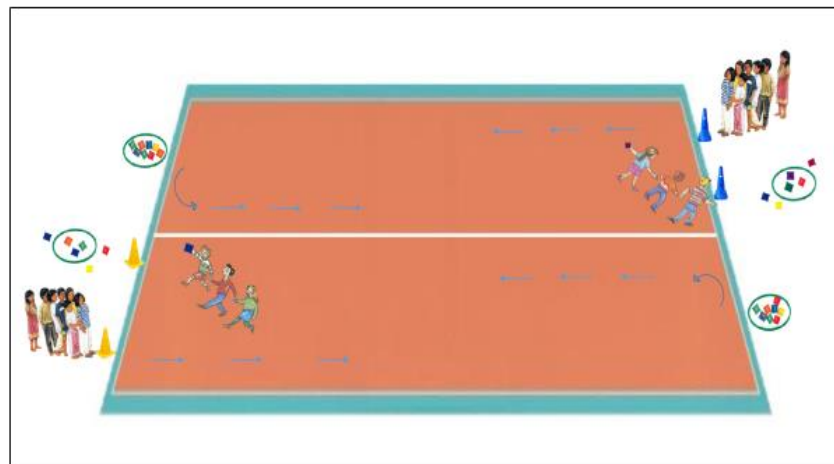
### Description & Main rules



- The court is separated in half (longwise) and participants are divided into two equal in number and ability teams (A & B). The teams take a facing up position in the opposite side of the half court that corresponds to each team.
- After a draw for the order of the participants, they line up in “single files” (one behind the other) behind a cone which has been placed in the final line of each team’s half court. This is the team’s starting point.
- On the final line of the court side where each team stands and in a distance (e.g. 2-3m) another cone is placed next to the starting point/cone which will be the finishing point for each team and in a respective distance, in the same straight line as the cone and behind the finishing point, a hoop is placed which constitutes the “warehouse” for the “shopping” the teams will do then.
- On the opposite half side of each team’s court and in the middle as well as just behind the team’s final line a hoop is placed in which sponges - “shopping” (or paper balls etc.) have been placed as many as the number of team players.

## 5) “Team’s shopping”

### Description & Main rules



- With teacher’s signal, the first player of each team starts to run to the opposite line of the court where the hoop with the sponges “shopping” are.
- When the player gets there, he/she must pick up - “shop” one of them and immediately go back to his team, aim carefully and throw the sponge through the hoop “warehouse” (e.g. 2-3 m from his/her position; the whole sponge should get through the hoop rim).
- Then, the first player should turn to the second player in the line, hold his/her hand (or arm) with his/her “non-dominant” and by holding each other in this way to start running together to the opposite finish line where the hoop with the sponges – “shopping” is placed.
- When both players get there, the second one now has to pick up - “shop” the next sponge and together they must return to their team’s side, and throw the sponge in to the hoop - “warehouse” of their team without separating their hands.
- Then, they have to take the next (third) player, and repeat the same procedure.

# Variations - Modifications

## ❖ **Modification: Winner of the game:**

- ✓ It could be determined that the winner could be the team which managed to transport and put into its hoop “warehouse” the most sponges - “shopping” in the end of the game.

## ❖ **Modification: Ways the participants could move:**

- ✓ It could be determined that the participants could move in different ways apart from running, e.g.: different kinds of jumps and bounces, side steps, hopscotch etc.

## ❖ **Modification: Route configuration players have to cover:**

- ✓ The route could be modified depending on the desired goals and the degree of difficulty the teacher wishes to have, by placing several obstacles around the playing area (e.g. cones, ropes, sponges, rods etc.). Participants could run between, up or down etc while trying to cover the route.

## ❖ **Modification: Ways the players hold each other:**

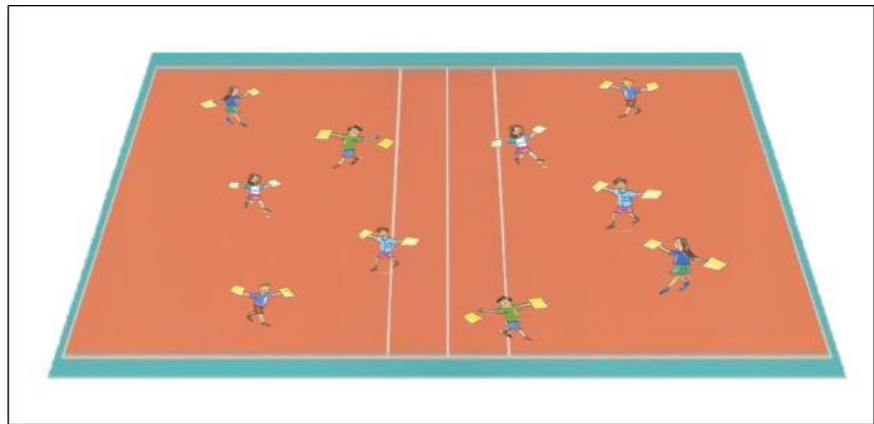
- ✓ It could be determined that the players should hold each other with the dominant hand (the “good one”, e.g. the right one), so when they return, they could throw the sponge into the hoop (“warehouse”) with their opposite hand (e.g. the left one).

## C. “Interaction - Recreation Games”

- The purpose of “**Interaction - Recreation Games**” is to encourage active participation in an enjoyable and stimulating physical game. They aim to foster satisfaction from taking part in the game and develop healthy habits.
- These games offer fun and enjoyment to participants and create an autonomous supportive climate, providing a cooperating and a safe environment encouraging participation and promoting the development of motor and social skills.
- The implementation of such games establishes positive emotional experiences, promotes self-awareness and self-efficacy, acknowledgement of diversity, respect for collaboration, feelings of coexistence and interaction with the members of the team.

# 1) “Low flights”

## Description & Main rules



- The area must be divided in half. In both sides of the midline a “neutral zone – safety zone” should be defined by drawing lines (1m at least on each side) (e.g. the midline and the attack lines on a volleyball court).
- The participants are divided (either on coordinator’s proposal or after draw) into two equal in number and ability teams (A and B) and each team chooses its “half side” of the area by draw.
- The players of each team, having their hands wide open and balancing a paper sheet on each palm (approximately A4 size, e.g. magazine pages, etc. or bigger e.g. newspaper pages etc.), are lined up (next to each other) behind the final line of their “half court”.
- With teacher’s signal, they start moving (e.g. with slow or fast walking or running etc.) towards the line of the “neutral zone – safety zone” on their court side. As soon as they cross the line and stand “behind” it, they return to their initial position in the final line. **The purpose of the game is to keep the paper sheets (or other objects) on their palms.**

# Variations - Modifications

- ❖ **Modification: Routes participants have to cover and the ways they move:**
  - Participants should:
    - ✓ a) cover the route more than once or
    - ✓ b) move in various ways, e.g. slow and fast walking or running, with multiple and various jumps and bounces, side steps, hopscotch etc., or
    - ✓ c) move among the hurdles which have been placed along the route.
  
- ❖ **Modification: Objects carried:**
  - ✓ Various objects, such as balloons, plastic or fabric small balls, sponges etc. could be carried by the participants.
  
- ❖ **Modification: Drop of the paper sheet (or a different object):**
  - ✓ It could be determined that every time a player drops their paper sheet (or a different object) they should return to the starting point and try all over again.

## 2) “The cleanest court”

### Description & Main rules



- Teams’ composition (A and B) and the playing area remain the same as before. The players of each team are lined up (next to each other) behind the final line of their own “half court”. Each participant has to crush and wrap fast and carefully the two paper pages which he/she holds and turn them into “paper balls”. After that, participants define (by draw or by mutual agreement) the strategy they will follow, about team’s “initial line-up” and position as well as the role of each player in the court.
- All players are behind the line of the “neutral zone - safety zone”. No one is allowed to enter this zone.
- Players’ positions – roles allow them to take initiatives, depending on the circumstance, during the game. Roles should alternated in every game repetition, either by draw or after a mutual agreement, based on how effectively each player responded to their position - role responsibilities.

## 2) “The cleanest court”

### Description & Main rules



- When everyone is ready in their position, with teacher’s signal, the players of each team try to “throw” as many objects as they can to the opposite side, while remaining in their court. They must throw only “one object each time” aiming carefully, so that they land into the opponents’ court and always being careful “not to hit the players of the opponent team”.
- Throwing starts with the objects that the players already hold in their hands and it goes on with the objects thrown by their opponents, which are “within the boundaries of their court”.
- Players have the right to move (only inside their team’s side boundaries), to pick up only the objects they find in their side and to throw them (e.g. hit them with one or both hands, or kick them etc. always according to the game terms and rules) to the opponents’ court.



## 2) “The cleanest court”

### Description & Main rules



- The objects that are thrown to the opposite side while players step “outside the boundaries” are considered invalid and they are taken away from the respective court.
- The objects that end up into the “neutral zone – safety zone” or “outside the boundaries of each court” (the whole object must be inside or outside the border lines) must be left exactly where they fell without anyone picking them up and they are not counted for or against any team.
- With teacher’s “end of the game” signal, the players must stop their effort “IMMEDIATELY” and leave the objects that they currently hold on the ground carefully. If one of the objects is thrown to the opposite side after the “end of the game” signal, it is returned back to the same team.
- The duration of the game is specified each time. Teams should “switch” sides.

## Variations - Modifications

### ❖ **Modification: Winner of the game:**

- ✓ The winner of the game could be the team with the “fewest objects” on its side at the end of the game and, therefore, the team with the “cleanest court”.

### ❖ **Modification: Equipment:**

- ✓ Instead of one object each time (e.g. either paper balls, balloons or sponges etc.), a variety of different objects could be used simultaneously. In this case, the players, depending on the different qualities of each object will be forced to choose the way – technique of throwing – hitting it and to adjust the respective power they will apply.

# Variations - Modifications

## ❖ **Modification: Ways the participants could move:**

- ✓ It could be determined that moving to each team's court can change each time by increasing or decreasing the degree of difficulty (e.g. with either running, side steps, jumps or hopscotch) or moving on their knees, in quadruped position, crawling or rolling etc.

## ❖ **Modification: Throwing ways:**

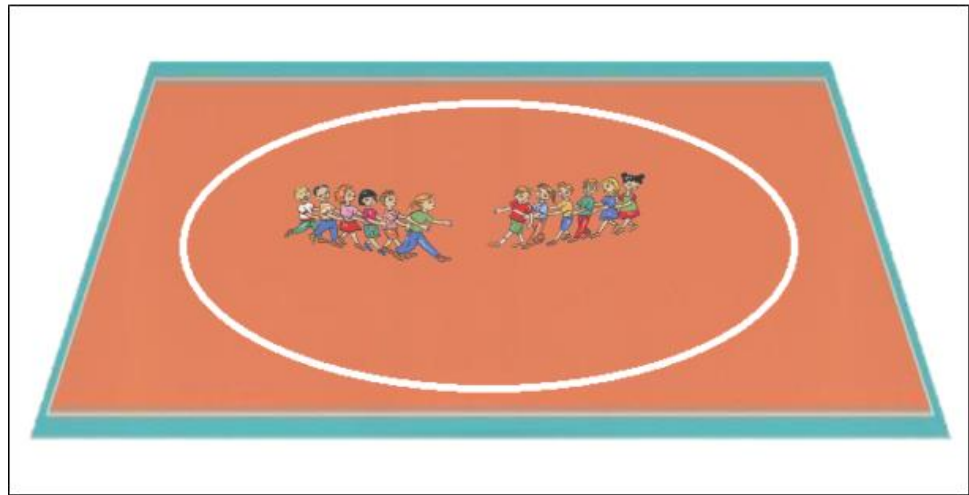
- ✓ a) Players could throw, instead of one, as many objects as they want each time.
- ✓ b) Players could throw or hit the objects with only one or both hands, kick them with their feet or use both hands and feet, or whichever way they choose and so on.

## ❖ **Modification: Playing area:**

- ✓ The game could be played, without applying the rule of “neutral zone – safety zone”, in a volleyball court using balloons. Players should throw the balloons over the net to the opposite side.

### 3) “Chaser trains”

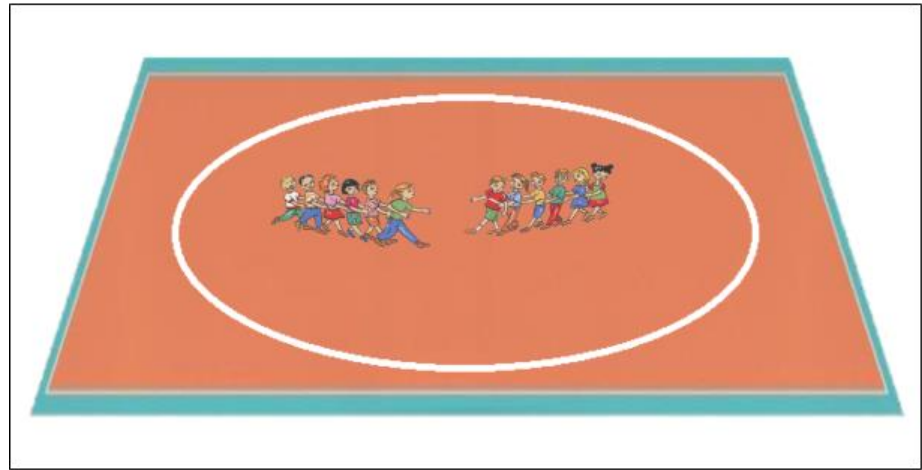
#### Description & Main rules



- Participants are divided into two equal in number and ability teams (A and B). They are lined up randomly and hold as firmly as possible the waist of the player who precedes thus creating two “human trains”. The first and last player of each line are being the “first” and the “last wagon” of the train, respectively.
- Both teams - “trains” become “chaser trains” and they start moving around freely, in any way and direction they want inside the playing area. The “chaser trains” try directing their “first wagon” to such an advantageous position that it will “touch” (not to “catch” or “pull” as it is considered invalid) and disqualify the other team’s – “train” “last wagon”, by adjusting the strategy and the way they move constantly and in a synchronized and concerted manner.

### 3) “Chaser trains”

#### Description & Main rules



- Every time a team’s “first wagon” disqualifies the other team’s “last wagon”, the game pauses temporarily until both teams’ “first wagon” changes position and move to the end of their train line. Now, the “last wagons” of the train are leaving their position to the next “wagon” in line.
- During the game, all player “wagons” should protect with the appropriate motor choices and maneuvers their “last wagon”, while at the same time minding not to let off their hands and cut off their train at some point. In such a case the “train” will stop immediately until it is fully restored again.
- If, the teams – “trains”, do not disqualify their opponents, the teacher informs both teams’ “first wagons” to switch position. The game goes on until all players – “wagons” have the opportunity to play the role of the “last wagon” at least once.

# Variations - Modifications

## ❖ **Modification: Winner of the game:**

- ✓ The duration of the game could be specified and the winner of it would be the team - “train” which managed to disqualify the most players – “last wagons” till the end of the game.

## ❖ **Modification: Ways the participants could move:**

- ✓ The players-“wagons” could move in different ways during the repetitions of the game, e.g.: different kinds of jumps, side steps, hopscotch etc.

## ❖ **Modification: Ways the “last wagon” gets disqualified:**

- ✓ “Last wagons”- players could place at the back of their trousers or tracksuit different objects (e.g., a handkerchief, a short ribbon, a short rope, a long ribbon crawling on the ground etc). The other team’s “first wagon” should grab or step on it, in order to disqualify the “last wagons” players.

## 4) “The last wagon”

### Description & Main rules



- Participants are divided (either with teacher’s suggestion or after draw) into two equal in number and ability teams (A and B). After draw determines which team will take position in the circumference of the circle (drawn on the ground) and which one will be inside the circle, the teams take their positions in the playing area.
- The team in the circumference of the circle holds a ball.
- After mutual agreement concerning the priority order, the players who are inside the circle are lined up in a file (one behind the other) holding the waist (not their clothes) of the player who precedes as firmly as possible and thus creating a human “train”. The first and last player of the line, being the “first” and the “last wagon” of the train, respectively.
- With teacher’s signal the players in the circumference of the circle try to hit with the ball and disqualify the team’s - “train’s” “last wagon”. Participants are allowed to aim and throw the ball directly, or feint and exchange passes before the throw.

## 4) “The last wagon”

### Description & Main rules



- At the same time, the “train’s” players – “wagons” should protect their “last wagon”, by adjusting the way and the strategy they move, constantly and in a synchronized and concerted manner and by performing the appropriate motor maneuvers. Also, they have to have in mind not to let off their hands and cut off their train. In such a case, the “train” will have to stop immediately until it is fully restored again.
- Every time the “train” “last wagon” gets disqualified, the game pauses until its “first wagon” changes position and moves to the end of the “train”. Now, the “last wagons” of the train are leaving their position to the next “wagon” in line.
- If, the teams – “trains”, do not disqualify their opponents, the teacher informs both teams’ “first wagons” to switch position. The game goes on until all players – “wagons” have the opportunity to play the role of the “last wagon” at least once.
- Teams remain in the same positions and maintain their roles until all the players – ‘wagons’ of the “train” have the opportunity to be the “last wagon” at least once.



# Variations - Modifications

## ❖ **Modification: Winner of the game:**

- The winner of the game could be defined at the beginning of the game:
  - ✓ a) Limited time – specific duration (e.g. 2' or 3' etc.) in which the teams will remain in the same positions and have the same roles in every phase of the game, or
  - ✓ b) limited –specific number of throws (e.g. 10 or 15) each team will have the right to perform and the team that has disqualified most “wagons” till the end of the game will be the winner.

## ❖ **Modification: Ways the players - “wagons” could move:**

- ✓ The players-“wagons” could move in different ways during the repetitions of the game, e.g.: different kinds of jumps, side steps, hopscotch etc.

# Variations - Modifications

## ❖ **Modification: Throwing of the ball:**

- ✓ Participants could throw the ball in different ways.

## ❖ **Modification: Ways the players protect the “last wagon”:**

- ✓ It could be determined that the “train’s” “first wagon” has the right to block throws and discontinue the ball course by using his/her body and limb movements as a protection shield for the “last wagon”.

## 5) “The numbers”

### Description & Main rules



- In the center of a court (e.g. volleyball court), a circle (approximately 1m) has been formed (e.g. with either chalk, adhesive paper or rope etc.) and a cone has been placed in the center of it with a ball inside of it.
- Participants, either by mutual agreement or after teacher’s objective evaluation based on each player’s individual characteristics and abilities – skills are divided into equal in ability pairs. The pairs are numbered so that both players share the same number.
- The teacher divides the pairs into two different teams (A and B). Each team is lined up behind the final line of its half court. Participants are placed in an ascending arithmetic order, so the players of the same pair (i.e., with the same number) are opposed.
- The teacher calls out a number and the players of both teams with the same number run fast to the center of the court and “grab” the ball from the cone. Players should bear in mind not to step on the circle (otherwise the effort is considered invalid).

## 5) “The numbers”

### Description & Main rules



- The player aims to “grab” the ball first, hold it, and manage to return to their previous position without being touched by the opponent. The other player must chase them in order to “touch” them before they get behind the final line.
- If both players get to the circle simultaneously, they will have to decide quickly about which tactic and strategy they will follow and with movements and feints they will have to try to “steal” the ball and run back to their position without being “touched” by the opponent.
- If a player at some point drops the ball from their hands, they can try to catch it again and go on playing. If they fail to catch it and the opponent does so, then they swap roles automatically.

# Variations - Modifications

## ❖ **Modification: Winner of the game:**

- ✓ Every time a player passes through the final line without being “touched” by the “chaser” player, his/her team wins a point. Winner will be considered the team with the most points.

## ❖ **Modification: Ways the players could move:**

- ✓ It could be defined that the players should move in different ways, apart from running e.g. different kinds of jumps, side steps, hopscotch etc.

## ❖ **Modification: Number of participants involved:**

- ✓ The teacher can call out more than one number. In this case, more players in the activity would be involved, e.g. 4 or 6 players (i.e., two or three players of each team) etc.



