

# Practical activity guide on Ukrainian refugee integration through sport

#WePlayTogether  
#SportHasNoBorders





## INTRODUCTION

The integration of youth refugees into society has long been a challenging and controversial issue, with various approaches and strategies being implemented to facilitate the process, but one approach that has gained increasing attention in recent years is the use of sport as a tool for integration.

The full-scale Russian Federation invasion of Ukraine that began on the 22nd of February, 2022 has created an unprecedented geopolitical situation in century Europe and has caused the biggest surge of refugees in Europe since the Second World War. The integration of Ukrainian and other youth refugees into their host communities can be a challenging process, as they may face a range of barriers and obstacles as they adapt to a new culture and way of life, however, one approach that has proven effective in facilitating the integration of youth refugees is the use of sport.

Poland has been one of the most common gates for Ukrainians into the EU and has sheltered most asylum seekers from Ukraine since the beginning of the armed conflict, however as the Baltic countries (Estonia, Latvia and Lithuania) do not border with Ukraine but have provided asylum to a substantial number of persons (relative to the country size).

Through participation in sports (defined as a physical activity focused on participation and skill development) and sport-related activities, refugees can experience numerous physical and mental health benefits, as well as a sense of belonging and community. In addition, sports can serve as a vehicle for socialisation and the development of relationships, as well as a means of promoting cultural exchange and understanding. Coaches and teachers play an important role in helping youth refugees integrate through sports. They provide support, guidance, and role models for youth, help build friendships, improve language and social skills, create a sense of belonging and offer opportunities for personal development and empowerment. They also can help break down barriers and foster mutual understanding between youth refugees and the host communities.

Youth in this document has been defined in different age groups by involved partners to provide the best practical guides that benefit the best for specific ages.

While there are challenges to using sports for refugee integration, such as funding and logistical issues, these can be overcome with careful planning and support.

## PRACTICAL GUIDE

The purpose of this practical guide is to describe the role of sport in the integration of youth refugees into society, with a focus on the benefits and challenges of this approach and practical examples of coaches and teachers from Poland and the Baltic countries use sport as a tool on facilitating the integration of youth refugees into their host communities. The tools can be used for disadvantaged children and youth as well as both target groups have common backgrounds and may have experienced trauma, mental health issues, social isolation, and limited access to resources and services. The guide also includes direct quotes from staff members, trainers, teachers and Youth Advisory Board members to convey their personal experience. This Guide is available on the project website in English, Estonian, Latvian, Lithuanian, Polish and Ukrainian.

### About the project

We Play Together! (WPT!) project activities are focused on the inclusion and integration of disadvantaged youth (especially displaced Ukrainians) in Estonia, Latvia, Lithuania and Poland through grassroots sports programmes by offering them more and higher quality sports and physical activity services and opportunities for involvement. Some youths are direct participants in the programme through the project activities but also the indirect beneficiaries who will benefit from wider access to better sports services that will contribute to their social, mental and physical well-being.

The secondary priority is increasing the innovation, quality and recognition of youth work in the regional grassroots sports context by delivering additional training and international peer-learning among the sports coaches, teachers and instructors of the four participating countries and internationally through online webinars and dissemination events.

The project builds on innovative practices to build synergies between different sectors like grassroots sports, life skills development, humanitarian organisations, the youth sector, municipalities and the education sector to name a few of the key ones. Effectively communicating the integration activities and involving children and youth themselves in decision-making processes means that voices from the whole community will be magnified, bringing new perspectives on how to achieve better, more inclusive, results. The learnings from international collaboration can also be used more widely to build competencies in the sports sector of meaningful youth engagement and youth work, especially for young people with fewer opportunities.

Project, We Play Together! (WPT!) is financed by the European Union Erasmus+ Programme. More information about the project can be found on <https://irts.isca.org/weplaytogether>

## PROJECT PARTNERS



### SPIN program (Estonia)

The SPIN program aims to provide development opportunities and reduce antisocial behaviour among young people. To achieve this, SPIN targets young people living in unsafe circumstances with a sports-based program that involves two-thirds of training and one-third of the focused development of social skills in a strategically planned set of workshops. The long-term aim is to reduce youth crime, build stronger communities, lower the rate of falling out of education and increase the number of young people moving into the skilled labour force. More information can be found on the website.

[www.spinprogramm.ee](http://www.spinprogramm.ee)

### Latvian Sports Federations Council

Latvian Sports Federations Council is the largest sports organisation representative in Latvia, bringing together and representing 94 recognised sports federations, 184 recognised sports types and 1915 collective members having more than 120 000 people practising sports. Organisations aim to cooperate with the government and local authorities, promote sport for development and cooperation in the field of sport, as well as participate in the decision-making processes related to sports policy.

[www.lsf.lv](http://www.lsf.lv)







### Youth Can (Lithuania)

The Youth Can programme was established by The Kazickas Family Foundation in Lithuania with a mission to empower young people growing up in Lithuania's remote regions by promoting active, productive and healthy lifestyles and giving them the skills needed to meet their potential and succeed. Youth Can has been running for 7 years already and brings sports and life skills training to the most vulnerable children in rural areas of Lithuania. The core principles of the programme focus on experiential learning and providing young people with a supportive and positive environment.

[www.youthcan.lt/lt](http://www.youthcan.lt/lt)

### V4SPORT Foundation (Poland)

V4SPORT Foundation is an NGO specialising in designing human behaviours, to get more people and especially children more active every day. The organisation has a very specific focus on kids. To achieve this, complex programs are developed and delivered. They are based on cross-sectoral partnerships, where private, public and non-governmental organisations work together to develop new ways of combating inactivity. Since February 24th 2022, V4SPORT has focused on integrating refugees through sport and physical activity, as it sees its huge role in this area.

[www.v4sport.eu/](http://www.v4sport.eu/)



### International Sport and Culture Association (ISCA)

ISCA (International Sport and Culture Association) is a democratic, non-governmental and not-for-profit umbrella association with 103 European member organisations and 260 member organisations worldwide all promoting physical activity, social inclusion through sports, healthy lifestyle and grassroots sport in general. It was established in 1995 and has the vision of "A world of physically active citizens in vibrant civil societies". Integration of Refugees Through Sport has been ISCA's focus for many years now and all the resources from this field have been gathered to the platform [irts.isca.org](http://irts.isca.org).

[www.isca.org](http://www.isca.org)

**# Sport Has No Borders**



## PROJECT PARTNER ACTIVITIES

### SPIN



**Country:** Estonia

#### Description:

An example of SPIN is the Kickz program, which has been successfully operating in Great Britain since 2006, and whose model has been adjusted according to Estonian conditions. SPIN arrived in Estonia in 2013 when the Ministry of the Interior was looking for community prevention programs that were a little outside the box compared to the ones used so far. The first groups started in Tallinn in 2015. A scientific impact measurement based on data from the 2015-2017 seasons showed that the SPIN program has a noticeable effect on strengthening the pro-social attitudes and self-control of actively participating young people, reducing risk-taking and impulsivity, and improving school behaviour and academic performance.



**Vision:** Youth who participate in SPIN become engaged, open and caring members of the community.

**The target audience in the programme:** 10 to 18 years old.

The main target audience of SPIN is young people aged 10-18 that live in unsafe circumstances which are identified through five criteria:

### SPIN

- ✓ Living in at-risk circumstances according to the police or the local government's social workers' database;
- ✓ Having trouble in school (including bad behaviour, low grades, target or agent of bullying);
- ✓ Having had run-ins with the police;
- ✓ Being socially rejected and having few opportunities for recreational activities;
- ✓ Spending time among other young people that act anti-socially.

SPIN seeks out young people that fit the described criteria at least in part through a wide range of partners involving schools, law enforcement and local government agencies and child services.

#### Programme:

##### Participation in holiday camps

We are organising 3 holiday camps, with around half of the young people coming from SPIN groups, and half from the Freedom School built especially for Ukrainian children. The camp will take place over three days and involves around 100 SPIN youth and 100 Ukrainian youth.

##### Inclusion into various projects and activities

We are looking to include the Ukrainian community in multiple projects taking place within or around the SPIN programme. Furthermore, we are including the Ukrainian children in projects managed by our partners, such as festivals and tournaments held by the Estonian Football Association, and activities organised by the Tallinn City Government.

##### Translations of practical guidelines

To make all these activities simpler and more accessible, we are translating materials and practical guidelines into English, Russian and Ukrainian, to be used by the coaches, staff and other members of the network.

##### Involvement in SPIN

Together with schools and other partners, we are looking to invite Ukrainian children to become participants in the SPIN programme. We have also opened a new group in central Tallinn, which has a 50:50 ratio of Ukrainian children and Estonian/Russian children.

## INNOVATIVE PROJECT CENTRE

Country: Latvia

### Description:

The organisation operates across Latvia and offers a variety of innovative physical activity games and events that are designed to promote physical activity, social-emotional learning, and cognitive development. Their activities are designed to be inclusive and accessible for all children, regardless of their skill level or physical ability. They use games that require minimal equipment and can be played in small or large groups.

### Mission:

Using innovation to promote physical activity and social-emotional learning among children and building a stronger family connection.

The target audience in the programme: 7 to 15 years old with parents.



“ Although there are over 6000 languages spoken worldwide, every child understands body language. We need to use the power of sport to bring children together and to promote greater integration and understanding.

Jakub Kalinowski, V4SPORT President ”

“ I consider the greatest benefit of the SPIN project is the sense of community among children with similar backgrounds or common concerns. I see that through challenging training and exercises, youth and the coaches will find a common language (even if there's a language barrier). As a result, social skills, academic results and relationships with other people improve. It is obvious that meaningful physical exercise has a very strong beneficial effect on children's mental health.

Allan Hallik, SPIN coach ”



“ We believe that sports are a perfect tool for social change. However, you don't need to be a professional to experience the many benefits sports can offer. The kids taught us that Youth Can is about community, friendship, purpose and simply having fun!

Arminas Vareika, YouthCan Deputy Director ”

## YOUTH CAN

Country: Lithuania



### Description:

The idea for Youth Can was born way back in 2014. We were inspired by an organisation called Hoops 4 Hope. They used basketball to teach Life Skills to children in Zimbabwe and South Africa. Basketball was how they caught a child's attention. But the Life Skills were how they changed that child's life.

In 2014, we identified suicide and alcoholism as two major issues that were plaguing Lithuania and impacting almost every citizen in some way or another. Our idea was to focus on some of Lithuania's most rural and disadvantaged villages. The simple plan was to take what we'd learned from H4H and apply it in Lithuania.

### GOALS



### Mission:

To empower youth growing up in Lithuania's remote regions by promoting active, productive and healthy lifestyles and giving them the skills needed to meet their potential.

- ✓ To teach life skills necessary to grow;
- ✓ To provide opportunities to be physically active;
- ✓ To develop a safe and positive environment;
- ✓ To increase community involvement;
- ✓ To reduce social exclusion;
- ✓ To create volunteering opportunities in smaller towns/villages.

The target audience in the programme: 12 to 18 years old.



## Programme:

### Involvement in Youth Can programme

Although the YC programme operates in Lithuania's remote regions, some Ukrainian children already joined our weekly practices and summer camp. We are constantly looking for ways to reach and involve more Ukrainian children in the YC programme. Since the beginning of the war, we have been offering Ukrainian children to participate in YC events. In January and February, we organised 4 sports and dance events called We play together in our locations, where 45 Ukrainian youths joined these events. An intensive YC season is ahead, with plenty of opportunities to be a part of this experience for Ukrainian children.

### Participation of Ukrainian children in the projects and activities

From January 2023 - 30 Ukrainian and 10 Lithuanians from social-risk families joined football classes. We frequently organise recreational events called "We are the youth of the world" for the refugees in Lithuania. In November 50 kids participated from Ukraine, Iran, Iraq, Belarus, and Lithuania. A few more will be organised in spring and autumn. We also include Ukrainian children in projects managed by our partners, such as Kaunas Marathon or the Football club "Ataka".

# DIGITAL ONLINE SOLUTIONS FOR INTEGRATION

**Country:** Poland

### Description:

In 2020, during the first COVID lockdown, V4SPORT's team started to work on a new startup initiative, which was later launched as Krokiet & Lama Academy. Krokiet and Lama Academy was a response to various limitations to children's daily activity during the prolonged lockdowns.

Today, the multimedia platform offers gamified videos and DIY materials initially created to keep children active during the quarantine, and ultimately - all the

resources were designed to be used at schools and kindergartens, as well as at home - providing movement, education and fun.

Once the full-scale invasion of Ukraine started, V4SPORT together with Krokiet and Lama Academy responded swiftly by producing videos and worksheets (activity cards), focusing on the integration of Ukrainian children and adding elements of language learning through simple physical activity. [shorturl.at/wEFMQ](https://shorturl.at/wEFMQ)

### Mission:

Our mission is to integrate Ukrainian and Polish children through movement and play so that they can better understand? and feel comfortable with one another.

That's why we offer digital materials to reach out more widely. Physical activity can be a powerful tool for inclusion and bringing people together.

**The target audience in the programme:** 6 to 10 years old.

## Programme:

### Cooperation with local governments

V4Sport is now reaching out to local governments, which it has established relations with, to explore the use of integration tools by their schools and kindergartens. Existing formal agreements with the respective local governments allow all of the teachers (kindergartens and early educators) to use our resources in several cities. After the war broke out, an agreement was concluded to provide additional resources for the integration. In total, we are working together with over 150 kindergartens and schools all over Poland.

### Ready-to-use materials for European School Sports Day 2022 in Poland and Ukraine

V4Sport is now reaching out to local governments, which it has established relations with, to explore the use of integration tools by their schools and kindergartens. Existing formal agreements with the respective local governments allow all of the teachers (kindergartens and early educators) to use our resources in several cities. After the war broke out, an agreement was concluded to provide additional resources for the integration. In total, we are working together with over 150 kindergartens and schools all over Poland.

### Long-term partnership

The implementation of the ESSD (European School Sport Day) in 2022 in Ukraine was followed by a long-term partnership between V4SPORT, ISCA and Ukrainian partners: the Institute of Modernisation of the Content of Education and the "UkraineActive" non-governmental organisation. Once the event had been jointly organised, the MoU between the partners was signed, giving a green light to future cooperation between Ukrainian institutions and international organisations.

# UKRAINIAN REFUGEE INTEGRATION CHALLENGES AND SOLUTIONS

Several challenges can arise when attempting to use sports as a means of integrating refugees into a new society. Some examples of these challenges and possible solutions include:

## Language barriers

Language barriers can be a significant challenge when attempting to use sports as a means of integrating refugees into a new society. When refugees do not speak the language of their host country fluently, it can be difficult for them to communicate with others and fully participate in sports programs. This can lead to feelings of isolation and exclusion and may make it more difficult for refugees to engage in social activities or build connections within their new community.

### Solution

It can be helpful to provide language support to refugees. This could involve hiring translators or providing language classes to refugees. It may also be useful to provide information and materials in a variety of languages to make it easier for refugees to access and understand information about sports programs and activities. In addition to providing language support, it can be helpful to create a welcoming and inclusive environment within the sports club that is sensitive to the needs of refugees. This can involve things like providing interpretation or translation services at club events or practices or having staff and volunteers who are proficient in multiple languages.

Body language can be an important tool for helping to reduce the impact of language barriers and facilitate communication with refugees who may not speak the language of their host country fluently. Nonverbal communication, such as facial expressions, gestures, and posture, can often convey meaning and intent even when verbal communication is limited. Using body language effectively can be especially important when working with refugees who may be feeling anxious, stressed, or overwhelmed. By using nonverbal cues to convey understanding, support, and empathy, it may be possible to create a more welcoming and inclusive environment that is better able to accommodate the needs of refugees.

A coach who always plays together with us and shows exercises every time creates trust and support.

- Youth Advisory Board

Some specific strategies for using body language with refugees in sports practices or physical activities include:

### • Use demonstration and imitation:

When introducing new skills or techniques, it can be helpful to use demonstration and imitation to convey information and instructions. This can involve showing refugees how to perform a skill or activity and then having them mimic your movements.

### • Use physical cues:

Using physical cues, such as placing a hand on a shoulder or pointing in a particular direction, can be an effective way to convey information and provide guidance during sports practices or physical activities.

### • Pay attention to nonverbal cues:

Observing the nonverbal cues of refugees, such as their facial expressions or body language, can be a helpful way to understand their level of comfort or understanding. This can allow you to adjust your approach or provide additional support as needed.

### • Use positive reinforcement:

Using positive reinforcement, such as smiling, clapping, or offering verbal encouragement, can help to build confidence and support the development of new skills.

## Cultural differences

Cultural differences can be a significant challenge when attempting to use sports as a means of integrating refugees into a new society. Refugees may come from different cultural backgrounds and may not be familiar with the customs and expectations of the sporting culture in their host country. This can create misunderstandings and make it difficult for refugees to fully participate in sports programs.

For example, there may be differences in the way that different sports are played or organised in different countries, or there may be cultural expectations around things like dress, behaviour, or gender roles that are unfamiliar to refugees. These differences can create barriers to participation and make it more difficult for refugees to feel comfortable and included in sports programs.

It is great to have activities that help us to get to know each other better, gain respect and new friends.

- Youth Advisory Board



## Solution

Several strategies can be employed to address cultural differences when attempting to use sports as a means of integrating refugees into a new society. Some specific examples of solutions to cultural differences include:

### • Providing cultural sensitivity training:

Providing cultural sensitivity training to staff and volunteers can help to increase awareness and understanding of different cultural customs and expectations. This can involve things like educating staff about different cultural backgrounds and traditions, as well as guiding how to effectively communicate and work with refugees from different cultural backgrounds.

### • Providing information and resources:

Providing information and resources about different cultural customs and expectations can help to increase understanding and reduce misunderstandings. This could involve things like creating informational materials in a variety of languages or providing opportunities for refugees to learn about different cultural traditions and practices.

### • Creating a welcoming and inclusive environment:

Creating a welcoming and inclusive environment within the sports club can help to reduce barriers to participation and make it easier for refugees to feel comfortable and included. This can involve things like having clear policies against discrimination and bullying, as well as providing resources such as language translation or cultural sensitivity training to staff and volunteers.

### • Involving refugees in the planning and organisation of programs:

Involving refugees in the planning and organisation of sports programs can help to ensure that programs are sensitive to the needs and preferences of refugees. This could involve seeking input from refugees on things like program content, scheduling, or facilities, and involving refugees in the decision-making process.

## Mental health barriers

Mental health can be a barrier to participation in sports activities for youth refugees for several reasons. For example, symptoms of mental health conditions, such as anxiety, depression, or post-traumatic stress disorder (PTSD), can make it more difficult for youth refugees to engage in sports activities or other social activities. Youth refugees who have experienced trauma, such as violence, persecution, or displacement, may struggle with mental health issues that can make it more difficult for them to engage in sports activities. In addition, youth refugees may have pressing concerns, such as find-

ing housing, accessing healthcare, or reuniting with loved ones, which can make it difficult for them to focus on participating in sports or other leisure activities. Finally, youth refugees may face discrimination or stigma within their host community, which can make them feel unwelcome or excluded from mainstream society. By addressing these barriers and providing mental health support, it may be possible to help youth refugees feel more able to engage in sports activities and more connected to their new community.

## Solution

Several specific strategies can be employed when working with refugees who are dealing with mental health issues or trauma in sports practices or physical activities. Some examples of these strategies include:

### • Building trust and support:

When working with refugees who have experienced trauma, it is important to build trust and support. This can involve things like being understanding and empathetic, maintaining confidentiality, and creating a safe and supportive environment.

### • Creating a safe and supportive environment:

Creating a safe and supportive environment within the sports club can help to reduce the stigma around mental health issues and create a sense of trust and belonging. This can involve things like establishing clear policies against discrimination and bullying and providing support and resources to youth refugees who may be struggling.

My dream training would include the opportunity to play the music that I like at every session.

- Youth Advisory Board

### • Using sport as a means of coping and healing:

Sports can be a powerful tool for promoting mental health and well-being and can be particularly beneficial for refugees who may be struggling with mental health issues or trauma. By providing opportunities for refugees to engage in sports activities, it may be possible to help them cope with stress, build resilience, and improve their mental health and well-being.

### • Being aware of triggers:

It is important to be aware of potential triggers that may cause distress or flashbacks for refugees who have experienced trauma. By being sensitive to these triggers and taking steps to avoid them, it may be possible to create a safer and more supportive environment for refugees.

**• Offering practical support:**

In addition to addressing mental health issues, it can be helpful to provide refugees with practical support to help them adjust to their new environment. This could include things like helping refugees to find housing, access healthcare, or enrol in education or employment programs.

**• Building social connections:**

Encouraging refugees to form social connections within the sports club can be a powerful way to help them feel more connected and supported. This can involve

organising social events or creating opportunities for refugees to interact with one another and with members of the host community.

**• Providing a sense of purpose:**

Participating in sports or other activities can give refugees a sense of purpose and meaning, which can help to combat feelings of isolation or despair. By creating a sense of purpose and belonging within the sports club, refugees may feel more motivated to engage in activities and more connected to their new community.

**Lack of contact/limited access**

Limited access to information can be a significant challenge for refugees when attempting to connect with local municipalities and sports clubs. This can be due to a variety of factors, such as language barriers, limited access to technology, and limited access to transportation. For example, if refugees are not fluent in the local language or not aware of institutions or relevant websites, they may have difficulty accessing information either online or locally about local municipalities and sports clubs, and their initiatives to get involved in sports events, training or recreational physical activities. Finally, refugees who do not have access to transportation may have difficulty accessing information about local municipalities and sports clubs, as they may not be able to travel to locations where this information is available.

It is always fun if coaches let us choose or create exercises that we want to do in the training. It makes us feel good that he listens to us.  
- Youth Advisory Board

**Solution**

Several solutions can be employed to address the challenge of limited access to information for refugees when attempting to connect with local municipalities and sports clubs. Some specific examples include:

**• Providing information in multiple languages:**

It is important to provide information about local municipalities and sports clubs in a variety of languages to make it more accessible to refugees who may not be fluent in the local language. This can include things like translating information into different languages or offering language support services.

**• Making information available online:**

By making information about local municipalities and sports clubs available online, it may be easier for refugees who have access to technology to access this information. This can involve things like creating websites or social media accounts with information about local resources and services.

**• Providing transportation assistance:**

Providing transportation assistance, such as providing bus tickets or access to vehicles, can help refugees who do not have access to transportation to access information about local municipalities and sports clubs.

**• Providing in-person assistance:**

Providing in-person assistance, such as offering information sessions or one-on-one support, can be an effective way to help refugees access information about local municipalities and sports clubs. This can involve things like offering information sessions at community centres or other locations that are easily accessible to refugees.

Coach has to be with a big "heart" meaning that it is fun to have a coach that is always with a smile and not screaming or being angry, but also disciplined and responsible because that shows that he cares about us.  
- Youth Advisory Board



# PRACTICAL SPORT AND PHYSICAL ACTIVITY METHODS FOR COACHES AND TEACHERS

## PIRATES OF FOOTBALL

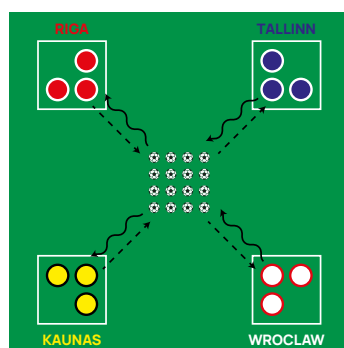
Country: Estonia

### Description:

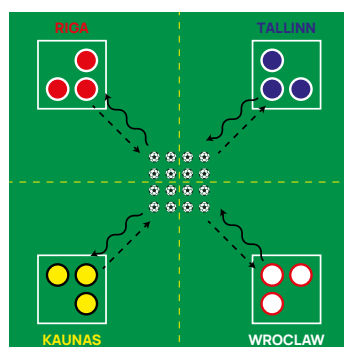
Pirates of football activity involve exercises that touch upon different levels of developing diverse life skills. The activities are set in such levels as teamwork and cooperation and communication (both verbal and body language) followed by football and life skills activities.

### Instructions to follow

#### Activity



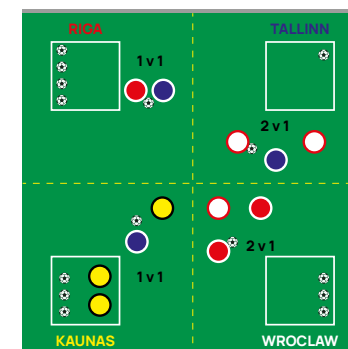
1. At the coach's signal, one pirate from each ship starts bringing treasures (or balls) to his ship by dragging the ball with his foot;
2. Only one pirate (if there is more than one) can leave their ship at a time;
3. Only one ball can be brought at a time;
4. The first pirate/pirates to bring 3 balls to their ship wins.



1. Three pirates in each ship. Only one pirate at a time can go treasure hunting (retrieving the ball) from the ship. Treasures can only be brought from the treasure island (in the middle of the square). The first pirate to bring three treasures to his ship wins;
2. Pirates can go on a treasure hunt both on the treasure island and on the ship of other pirates;

3. For cooperation, there is an option to leave one pirate to protect the ship and the other pirates can loot the treasures.

### To consider:



1. Each ship can create its tactics. Either all players go to steal the balls, or one/two players stay to protect their ship;
2. The trainer can pay attention to how the pirate ships are doing if they go to rob individually, or if someone stays to protect the ship;
3. Pirates can also go stealth together. If the other ship has 1 pirate in defence, it is possible to outplay the opponent 2 vs 1 and steal the treasure.

### Life skills activity

Teamwork and cooperation - encourage participants to freely think and discuss the following questions:

1. Why is teamwork/cooperation important in soccer?
2. What does a team with strong collaboration look like? What behaviours occur?
3. When is cooperation not possible? What prevents strong collaboration? (For example: when we do not consider each other when everyone only does what is convenient when each other is blamed, etc.). Emphasise effort/sacrifice for the team;
4. Have there been developments in our team in terms of cooperation? On a scale of 1-5 (1- very weak; 5- very strong) where are we now?

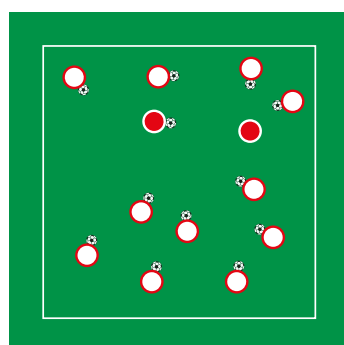
Communication - ask the participants what kind of communication they are aware of during football games/sports activities (for example: "I'm free", "here", "let's get up", etc.). Next, show the following pictures to the participants (look at the picture). Explain that we also communicate through body language and ask what the body language expresses in these pictures. Activity variations alternatively. Ask the participants to show how the players express anger without words, support each other, show sadness, frustration, fatigue, etc.



Next, discuss the following statements and questions with the participants:

1. Do we only communicate with words?
2. Communication is not just talking! Our body language plays a big role in communication;
3. Is the way we communicate with each other always helpful? Ask the participants in pairs to think of one example where communication has been helpful/supportive, i.e. saved a situation (both in sports and elsewhere). Then ask them to think of an example where communication made the situation difficult and caused problems. Ask for a few examples;
4. Say that in our communication with others, we are often not supportive and rather blame others. Ask for some examples of unsupportive and blaming communication.

## Activity

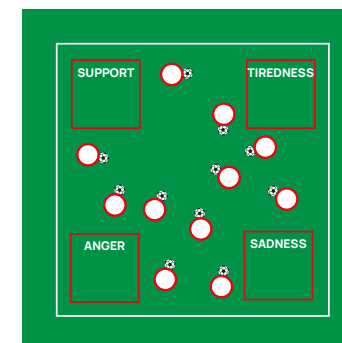


### Football activity for verbal communication:

1. There are two teams in the game, white and red;
2. The whites dribble the ball at their feet, and the reds have one ball, which they pass by throwing with their hands;
3. The reds catch the whites by touching them with the ball (counts only if the ball touches the player);
4. Reds can move 5 steps with the ball in hand, without the ball the movement is free;
5. If red touches white, the white player pushes his ball out and joins the red team.

### To consider:

1. As a coach, let them play a little at the beginning, it is very difficult to catch the whites at the beginning;
2. This is because there is no cooperation. To cooperate, you have to communicate;
3. By intervening, you can talk about the importance of communication and advise so that you agree on whom to catch;
4. When the players start communicating with each other about whom to catch next, the contact between them is better and you can quickly see improvement;
5. After the exercise, ask the young people if there was a difference between before they didn't communicate and after they did. And if there was a difference, why was it?
6. The game continues until all white is captured.



### Football activity for body communication:

1. The players move around with the ball until either the coach or a selected young person conveys a message with body language;
2. When the players notice the message, they have to move to the box which emotion they read in that body language;
3. If you wish, you can play for the points of whoever gets to the right box first.

### To consider:

1. Players learn to read and understand body language through this game;
2. More similar topics can be given if desired. For example, provide pictures of famous football players and their expressions - sadness and tiredness (i.e., is Messi sad or tired in pictures) or support and gratitude (i.e., is Muller giving support or being grateful). This approach helps to make sense of body language and to come to the knowledge that it is not always possible to read it unambiguously. For this, it is also important to express yourself verbally;
3. Different players get a chance to convey a message through body language and see how others understand it.

Participant Count	Age	Place	Duration
8 to 16	9 to 18	Outdoor or indoor football field	5 to 20 minutes



## WATER BOTTLE OBSTACLE TRAIL

**Country:** Latvia

### Description:

The activity is designed to provide a structured, organised way for children to engage in physical activity, and to help them learn the skills and techniques needed to participate in various sports and other physical activities. Additionally, the activity includes preparation and participation to promote team spirit, solidarity, tolerance and fair play, contributing to personal development and fulfilment. The activity is set up where pairs of 2 youth participants take part.

### Instructions to follow

#### Activity



1. The activity can be set up inside and outside (on grass or sand) with tape creating a rectangle (6m long and 2m wide);
2. The coach sets up the obstacle trail by placing 10 filled water bottles (0,5L) in the rectangle;
3. In each pair one person is the follower and the second is the voice;
4. Persons who are the followers are blindfolded with a scarf or a cloth;
5. Persons who are the voices communicate with the followers through the obstacle course;
6. The aim is for the follower to crawl through the obstacle trail without touching the water bottles;
7. The activity can be repeated taking time.

#### Life skills activity

1. Reflection after each try: the follower (without taking the blindfold off) and the voice can discuss after the obstacle trail how and what could they do better;
2. Reflection with all pairs after the activity:
  - 2.1. How did it go? Did you find a solution right away? Did it change as you went along?
  - 2.2. What was the most difficult part of this task? Why?

- 2.3. Was there anything unexpected or surprising about this task?
- 2.4. What elements of good teamwork have you noticed?
- 2.5. What lesson can I take away from this game?

Participant Count	Age	Place	Duration
4 to 40	7 to 15	Anywhere	30 minutes

## LIFEGUARD

**Country:** Latvia

### Description:

The activity is designed to provide a structured, organised way for children to engage in physical activity, and to help them learn the skills and techniques needed to participate in various sports and other physical activities. Additionally, the activity includes preparation and participation to promote team spirit, solidarity, tolerance and fair play, contributing to personal development and fulfilment. The activity is set up where pairs of 2 youth participants take part.

### Instructions to follow

#### Activity



1. The activity can be set up inside and outside (on grass or sand) with tape creating a rectangle (4m long and 2m wide);
2. The coach scatters different sizes of balls (football, basketball, floorball, medicine balls) in the rectangle;
3. Each participant in the pair has in their hand a hula-hoop with a 5m rope tied to it and both are standing on one side of the line outside of the rectangle;
4. The task of the game is for both participants to stand on the designated line to catch as many balls as possible using the hula-hoops and drag them over the designated line;
5. The activity can be repeated taking time.

## Life skills activity

1. Reflection after each try: the pair can discuss after each try how and what could they do better;
2. Reflection with all pairs after the activity:
  - 2.1. How did it go? Did you find a solution right away? Did it change as you went along?
  - 2.2. What was the most difficult part of this task? Why?
  - 2.3. Was there anything unexpected or surprising about this task?
  - 2.4. What elements of good teamwork have you noticed?
  - 2.5. What lesson can I take away from this game?

Participant Count	Age	Place	Duration
4 to 40	7 to 15	Anywhere	40 minutes

## CLOCK

**Country:** Lithuania

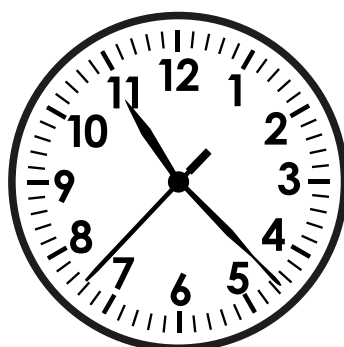
### Description:

This is a teambuilding activity for getting to know each other better, creating a bonding between the team members, and starting a closer interaction. Each session starts and ends with a so-called "magic circle" to encourage young people to share their thoughts, beliefs, feelings, fears, insight, and skills.

### Instructions to follow

#### Activity

1. You will need pencils/pens and A4 paper;
2. Each participant has to draw a clock and mark 12 hours or you can have printed sheets with the image of a clock;
3. Each participant goes to the person he/she knows the least, agrees on the time they will meet and writes that person's name by the concrete hour on the clock. If somebody does not have a match for a certain hour, they should join any other pair. The game leader takes care that everyone has someone to talk to. So, 12 hours, 12 topics to talk about;



4. The game leader announces the time and tells the topic. Each meeting lasts about 2 minutes, 1 minute for each person to share his/her story;
5. Possible topics:
  - 5.1. When did you join the team? What do you like most about your team?
  - 5.2. Three personal traits/qualities I value most in others;
  - 5.3. My recent hobbies and one new activity I would like to try;
  - 5.4. List 5 things you feel grateful for;
  - 5.5. What is your most memorable experience from the summer?
  - 5.6. I cannot imagine my life without... List the top 3 things;
  - 5.7. What famous person would you like to talk to? Why?
  - 5.8. My three personal qualities that I like about myself;
  - 5.9. What is your dream travel destination?
  - 5.10. Three things I have achieved that I am proud of;
  - 5.11. How does your perfect day look like?
  - 5.12. If you were supposed to have the same meal for the rest of the week, what would it be?

## Magic circle (reflection):

1. Check-in before the activity:
  - 1.1. Everyone sits in the circle and shares how she/he feels or what his/her mood is today.
2. Reflection after the activity: Everyone (a coach and youngsters) sits in a circle and shares his/her insights/feelings according to the questions listed below:
  - 2.1. How do I feel now and during the game?
  - 2.2. How did it go? Was it difficult or easy to talk about yourself?
  - 2.3. Was there anything unexpected or surprising you learned about yourself and others?
  - 2.4. What is a key moment for me in this experience? Why?

Participant Count	Age	Place	Duration
Unlimited	12 to 18	Anywhere	30 minutes



## “ALL MY NEIGHBOURS WHO”

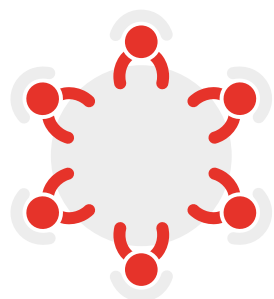
**Country:** Lithuania

### Description:

This is an introduction game which helps young people become more acquainted with each other and find out what they have in common with other teammates. It also encourages young people to reveal themselves and start conversations and interactions.

### Instructions to follow

#### Activity



1. Arrange chairs in a circle - enough for each participant minus one. One person stands in the middle of the circle, and everyone else sits in the chairs.
2. The middle person calls out, “All my neighbours who have blue eyes.”
3. Everyone, including the person in the middle, who has blue eyes must find a new seat as quickly as possible - yet safely.

4. No one can sit on his/her neighbour’s left/right chair. The one person left without a chair becomes the caller in the middle of the circle. Callers can be as creative as they want. Some ideas- all my neighbours who: use Crest toothpaste, fond of chocolate ice cream, can swim in butterfly style, enjoy jogging, etc.

Participant Count	Age	Place	Duration
Unlimited	Unlimited	Place with chairs	10 minutes

## ENERGISER AND REACTION

**Country:** Lithuania

### Description:

It is a quick, fun activity to liven up a group. Such an energiser is particularly useful after a meal, when groups may be getting sluggish, or late in the day when energy is waning and motivation is decreasing.

### Instructions to follow

1. Everyone is moving in the room in all sorts of directions. When the music stops, everyone must do what a coach has said:
  - 1.1. Give a high five to 5 teammates;
  - 1.2. Everyone stands in smaller groups according to the colour of their eyes;
  - 1.3. Stand in a group of three and make an elephant;
  - 1.4. Start laughing loudly;
  - 1.5. Stand in pairs and make give a high-five to each other.

Participant Count	Age	Place	Duration
Unlimited	Unlimited	Anywhere	5 minutes

## ACTIVITY “PAPER”

**Country:** Lithuania

### Description:

This team-building activity helps develop children’s problem-solving, listening, leadership, and creative thinking skills while working together towards a common goal.

### Instructions to follow

## Activity



1. Form small teams of 3-5 participants. All the teams have an identical problem to solve and it must be done in 7 minutes starting with one sheet of paper. So, two people will be actively involved in solving the problem. The rest are actively involved in helping to solve the problem. The team aims to “hold” as many A4 sheets between two people within 7 minutes;
2. Two volunteers hold a sheet of paper between their palms. Only one sheet of paper is pressed between two body parts;
3. Distribute at least 20 A4 sheets to everyone, but be prepared if any group needs more;
4. After 7 minutes, record each group's score.

### Rules:

1. One sheet of paper can never touch another;
2. Each paper must be in contact with both people;
3. No aids may be used to hold the paper on the body;
4. Folding the paper in several layers is not allowed;
5. Paper must not touch the ground.

### Magic circle (reflection):

1. Reflection after the activity: Everyone (a coach and youngsters) sits in a circle and shares his/her insights/feelings according to the questions listed below.
  - 1.1. How did it go? Did you find a solution right away? Did it change as you went along?
  - 1.2. What was the most difficult part of this task? Why?
  - 1.3. Was there anything unexpected or surprising about this task?
  - 1.4. What elements of good teamwork have you noticed?
  - 1.5. What lesson can I take away from this game?

Participant Count	Age	Place	Duration
Unlimited	12-18	Anywhere	25 minutes

## ACTIVITY “COUNTING UP”

**Country:** Lithuania

### Description:

A simple game with a big impact, this game is about listening and teamwork. Your team will learn how to tune into non-verbal cues, demonstrate patience, and work together towards a common goal.

### Instructions to follow

### Activity

1. The task for a group is to count to a given number (e.g., 20) without going around the group in any particular/predefined order. No conferring or looking at each other to signal;
2. Anyone starts at 'one' and anyone can go next with 'two' etc.;
3. If more than one person shouts out a number at the same time the group starts again from 'one'.

The first few attempts will always fail because the game is new to most young people and because it takes time to learn to work together as a group and listen to each other.

### Magic circle (reflection):

1. Reflection after the activity: Everyone (a coach and youngsters) sits in a circle. Many interesting and inspirational photos/cards or cards from the Dixit game have been put in the middle of the circle;
  - 1.1. Please look at the pictures and pick up one that reflects your experience in this game. Then share with others why you chose this card and what it means to you.
  - 1.2. What were the key points to accomplish the task?
  - 1.3. What have you learned/achieved as a group or individual?
  - 1.4. How can you adapt this experience to your daily life?

Participant Count	Age	Place	Duration
15 to 30	12-18	Anywhere	Up to 20 minutes

## “KROKIET & LAMA ACADEMY” ONLINE

**Country:** Poland

### **Description:**

Providing early education teachers with the different ready-to-use tools that they can introduce to better integrate Ukrainian refugee kids (age 6-10) with their peers in the classrooms. Our methodology combines three following values: 1) Education, 2) Entertainment, and 3) Physical Activity. The proportion between those three ingredients, in each piece of material, differs depending on specific learning objectives. The tools we share with teachers may have the form of online (videos) or offline materials (pdf files) and are often interrelated to one another by common topics.

### **Instructions to follow**

### **Activity**

1. To exercise to the videos means, by its definition, to mimic movements shown on the screen simultaneously by all the students. This makes it a group exercise, in a class setting. Moving together already strongly supports integration among its group's members and when it gets combined with fun, the result becomes even better;
2. The online tools are being designed in 4 different frameworks depending on the learning objective:

2.1. Story-based videos:

2.2. Quiz videos:

2.3. Consolidating knowledge videos

2.4. WUR (would you rather) videos:

3. In WUR (would you rather) videos kids are asked to choose between two given options according to their preferences. For each of the questions they have 10s to make up one's mind and then 20s to perform the exercise corresponding to their particular choice (e.g., Would you rather: go to the mountains or the seaside?).



**To consider:**

1. Effectiveness of our methodology however depends much on frequency. The more a teacher incorporates our materials in everyday teaching routines the more opportunities students may experience for further integration of their groups. A teacher, on the other hand, is more likely to use our materials more frequently when she sees to what degree her pupils enjoy them;
2. The most effective frameworks for integration are those that are focusing on feelings and interaction with others (affective and interpersonal/ social areas of learning objectives). We observe from our experience that WUR and STORY-BASED videos are preferred types of frameworks from the perspective of integration of refugee kids through sport.

**Desired outcomes:**

1. Decision-making: we encourage kids to make decisions and to work at one's decision-making process;
2. Acceptance: we teach kids to accept others as they are;
3. Group integration: kids learn about others' preferences.

Participant Count	Age	Place	Duration
6 to 30	4 to 10	Classroom (with screen & internet)	up to 5 minutes

## “KROKIET & LAMA ACADEMY” OFFLINE

**Country:** Poland

**Description:**

Offline content primarily focuses on cooperative games in which we tap into group dynamics. This requires more involvement from the teachers both in terms of preparation and execution of the games but on the other hand, it also allows them to work with pupils in the way the online materials simply can't because of various technical restraints. In our cooperative games players often perform tasks in pairs or groups, and they often use body language or other mixed ways for communication. The games are structured so that the kids are encouraged to use their prosocial skills such as sharing, encouraging, listening, and participating to win or to reach a defined goal.

**Instructions to follow**

### Activity

**Energiser “Moving Circle”:**

1. Kids form a circle and hold hands;
2. Teacher is giving kids simple instructions they need to follow as a group while being in the circle (jump in, jump out, jump left, jump right);
3. The goal is to coordinate moves and not to break the circle;
4. The twist: the teacher says a command and kids need to do the opposite: when the teacher says jump in, kids do jump out.

**Energiser “Have you ever?”:**

1. Kids form a wide circle as the playing area allows to;
2. Teacher reads statements one by one and if a pupil agrees with it, they run to the centre of the circle and give each other high-fives:
  - 2.1. Have you ever stepped into dog poo?
  - 2.2. Have you ever cheated on a test?
  - 2.3. Have you ever bathed a cat?
  - 2.4. Have you ever....

**Energiser “The Animal Orchestra”:**

1. Kids are being divided into four teams (ones, twos, threes, fours);
2. Each of the teams has an assigned sound of an animal to a group number: (dog, cat, rooster, horse);
3. When the teacher calls a number (e.g. once) the group of ones make a loud sound of cats;
4. Teacher introduces activates/ deactivates other groups;
5. The twist: A teacher, like a conductor, says how the animals should change their behaviour while making sounds (happy, sad, loud, quiet, crazy, ..., etc.).

**Desired outcomes:**

1. Acceptance: we teach kids to accept others as they are;
2. Group integration: kids learn about one another;
3. Fear of rejection: we teach how to deal with the fear of rejection.

### Emoji work-out:

1. Teacher prepares 4 different areas (long, narrow, adjacent);
2. Each area is marked by emoji from strongly negative to strongly positive;
3. Teacher chooses emoji for each area and assigns an exercise to each one:



4. Teacher reads a sentence (one by one), kids have 3s to stand in one of the four areas corresponding to their answer and then do an exercise (5-10s):

- 4.1. Minecraft;
- 4.2. Star Wars;
- 4.3. Peppa Pig;
- 4.4. Fortnite;
- 4.5. Toca Boca;
- 4.6. Roblox;
- 4.7. Mr Beast;
- 4.8. etc.

### Desired outcomes:

1. Decision-making: we encourage kids to take decisions and to work at one's decision-making process.
2. Acceptance: we teach kids to accept others as they are.
3. Group Integration: kids learn about others' preferences.

Participant Count	Age	Place	Duration
6 to 20	6 to 10	Classroom, school corridor, PE Gym	10 to 30 minutes

## YOUTH SAFEGUARDING AND PROTECTION

Children have the right to participate in sports in a safe and enjoyable environment and these rights are enshrined in the United Nations Convention on the Rights of the Child<sup>1</sup> and various national legislative instruments.

If you are designing initiatives or programmes for children or youth, it is good to keep in mind the generic principles of ensuring safety and well-being in sports and preventing harm as brought out in the International Safeguards for Children in Sport [guidance](#) and [implementation guide](#):

- All children have the right to participate, enjoy and develop through sport, in a safe and inclusive environment, free from all forms of abuse, violence, neglect and exploitation;
- Children have the right to have their voices heard and listened to. They need to know whom they can turn to when they have a concern about their participation in sports;
- Everyone, organisations and individuals, service providers and funders have a responsibility to support the care and protection of young people;
- Organisations providing sports activities to children and young people have a duty of care to them;
- Certain factors leave some children more vulnerable to abuse, and steps need to be taken to address this;
- Children have a right to be involved in shaping safeguarding policy and practice;
- Organisations should always act in the best interests of the child;
- Everyone has the right to be treated with dignity and respect and not be discriminated against based on gender, race, age, ethnicity, ability, sexual orientation, beliefs, religious or political affiliation;
- The processes and activities for the creation, development and implementation of safeguarding measures should be inclusive.

Specifically for working with young people within the forced displacement context, like Ukrainian refugee children and youth, we highly recommend reading the [Terre des Homme Sport for Protection Toolkit. Programming with Young People in Forced Displacement Settings](#):

For further reading [here](#) is the Safeguarding in Sport Resource Centre from the Council of Europe.

If your organisation doesn't have a safeguarding policy in place yet, you can find one example template of a Safeguarding policy for your organisation [here](#).

## LONG-TERM PRACTICAL PRINCIPLES

- **Partner with community organisations and NGOs**

To ensure the sustainability of the program, it is important to build partnerships with community organisations and NGOs that work with refugees. These organisations can provide valuable resources and support and can help to connect the sports club with potential participants.

- **Involve refugees in the planning and implementation of the program**

It is important to involve refugees in the planning and implementation of the program to ensure that it meets their needs and interests. This can be achieved through the formation of a steering committee or other advisory group composed of refugees.

- **Offer a range of sports and activities**

To ensure the long-term success of the program, it is important to offer a range of sports and activities that cater to the diverse interests and abilities of refugees. This may include traditional sports such as soccer and basketball, as well as fewer mainstream activities such as yoga or martial arts.

- **Provide training and support for coaches and volunteers**

To ensure the quality of the program, it is important to provide training and support for coaches and volunteers. This may include coaching certification courses or other professional development opportunities.

- **Seek funding and other resources**

To sustain the program over the long term, it will be necessary to secure funding and other resources. This may include grants, sponsorships, and in-kind donations.

- **Evaluate and adjust the program as needed**

It is important to regularly evaluate the program and make adjustments as needed to ensure its ongoing success. This may involve gathering feedback from refugees and coaches and using this feedback to make changes or improvements to the program.

- **Provide language support:**

To help refugees overcome language barriers and fully participate in the program, it may be helpful to provide language support such as translation services or language classes.

- **Create a welcoming and inclusive environment:**

It is important to create a welcoming and inclusive environment for refugees in the sports club, which may involve implementing policies and procedures to address discrimination or other forms of exclusion.

- **Offer additional support services:**

In addition to sports and activities, it may be helpful to offer additional support services such as counselling, legal assistance, or employment support to refugees participating in the program.

- **Promote cultural exchange:**

To foster a sense of mutual understanding and respect between refugees and members of the host community, it may be helpful to promote cultural exchange through activities such as potluck dinners or cultural festivals.

- **Collaborate with other sports clubs and organisations:**

To increase the reach and impact of the program, it may be helpful to collaborate with other sports clubs and organisations in the community. This could involve sharing resources, hosting joint events, or engaging in fundraising efforts.

- **Foster leadership and empowerment:**

To support the long-term integration of refugees into their host community, it is important to foster leadership and empowerment among refugees participating in the program. This may involve providing leadership training or other opportunities for refugees to take on leadership roles within the sports club.





# WE PLAY TOGETHER

INTEGRATION OF REFUGEES THROUGH SPORT

#WePlayTogether #SportHasNoBorders



Co-funded by  
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