



Tools4Inclusion

TOOLKIT

Activities to Promote
Inclusion in Diversity

Tools4Inclusion

Partnership

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Tools4Inclusion Initiative

1. Tools4Inclusion Initiative

Tools4Inclusion (T4I) is an initiative cofunded by Erasmus+ and developed in 3 different countries – Hungary, Malta and Portugal – involving 4 partner organisations – Bagázs Közhasznú Egyesület (Bagázs), Eötvös Loránd Tudományegyetem (ELTE), The Foundation for Global Human Dignity (GHD) and Aproximar, Cooperativa de Solidariedade Social (APX).

Over the course of three years, this initiative seeks to **empower young people from different backgrounds to act as responsible citizens and contribute to reducing social inequalities through their involvement in activities that promote diversity and inclusion.**

To do this, the first task is to **train young people** from different backgrounds in social inclusion and managing groups of children, so that they can then put into practice what they have learned through the **inclusive session programme with younger children.**

By adopting T4I's inclusive and complex approach, the young participants will be able to carry out inclusive programs designed for children from diverse ethnic and socio-economic backgrounds. With this **complex methodology**, not only children, but also teachers and parents will be mobilized and involved in making school and community contexts more inclusive.

T4I endeavours to share and improve the integrative approach already implemented in Hungary to reach more countries in Europe. As a result of the T4I initiative, the aim is to:

- Create and test an e-learning training course for young people on multiculturalism and inclusion, providing skills for managing groups of children;
- Produce a Toolkit containing inspiring practices and examples of activities on inclusion to put into practice with children;
- Create a Handbook summarising the T4I methodology that can be used by teachers, professionals, and organisations.

The Toolkit

2. The Toolkit

2.1 Aims And Goals Of The Toolkit

This toolkit provides practical activities, strategies, and guidance to help youth facilitators create inclusive and engaging environments for children. Recognizing the unique challenges and opportunities in working with diverse groups, the toolkit emphasizes fostering a sense of belonging, celebrating differences, and encouraging active participation.

The activities are grounded in the principles of inclusion, equity, and collaboration. They aim to:

- Enhance children's social and emotional skills.
- Promote awareness and appreciation of diversity.
- Build a foundation for inclusive practices that can extend beyond the sessions.

In addition, this toolkit also suggests a structure for organizing and planning the inclusive sessions with the children in the T4I program. This structure can be followed and adapted to each school or other contexts, but it serves as a starting point for the implementation of the program.

2.2 Who Is This Toolkit For?

This resource is specifically designed for young adults who:

- Facilitate regular sessions with children in schools, community centers, or informal settings.
- Are passionate about creating inclusive spaces.
- Seek practical tools and activities to engage children effectively.

Whether you are an experienced facilitator or just starting your journey, this toolkit provides adaptable resources to suit various levels of experience and group dynamics.

2.3 How To Use This Toolkit

The toolkit is structured to be user-friendly and adaptable. Here are some tips to get started:

1. **Explore the Activities:** Each activity includes clear instructions, objectives, materials needed, and suggested age groups, timing, group size and difficulty level. Start with activities that resonate with your goals and adapt them as necessary.
2. **Customize for Your Group:** Consider the specific needs, abilities, and interests of the children you work with. Flexibility is key to fostering inclusion.
3. **Reflect and Evolve:** After each session, take time to reflect on what worked well and what could be improved. Use the feedback from children to enhance your facilitation.
4. **Collaborate and Share:** This toolkit is part of a broader effort to promote inclusion. Share your experiences and adaptations with peers to inspire and learn from one another.

We hope this toolkit becomes a valuable resource in your efforts to nurture inclusive and supportive environments for children. Together, we can make a meaningful difference in fostering a culture of inclusion and mutual respect.

2.4 Keywords

Inclusive games; Inclusive activities; Youth; Empowerment; Intervention with children.

Structure of the T4I Program

3. Structure Of the T4I Program

3.1 How Is The Whole Program Structured?

The T4I program has a specific methodology that was developed and tested in three European countries (Hungary, Malta, and Portugal) to ensure greater success in involving various school stakeholders (youth, children, parents, and teachers) in conducting activities to promote inclusion and diversity in the school context. This methodology is detailed in *Chapter 4 Tools4Inclusion Methodology* of the Handbook.

The T4I program is structured into two major phases. Initially, it includes **training** aimed at young people who volunteer to facilitate activities with children. The goal is to educate and raise awareness of broad concepts such as multiculturalism and communication, as well as to provide tools that enable the young volunteers to moderate sessions and manage groups of children with different characteristics and needs.

In the second phase, after the young volunteers are trained to facilitate group sessions, the **inclusive program intervention** with the initially identified children takes place. The toolkit focuses on this intervention, presenting suggestions for activities to be developed based not only on the needs and characteristics of the children involved, but also on the objectives identified and the topics learned during the training (see *Chapter 5.5 Training Materials* of the Handbook).

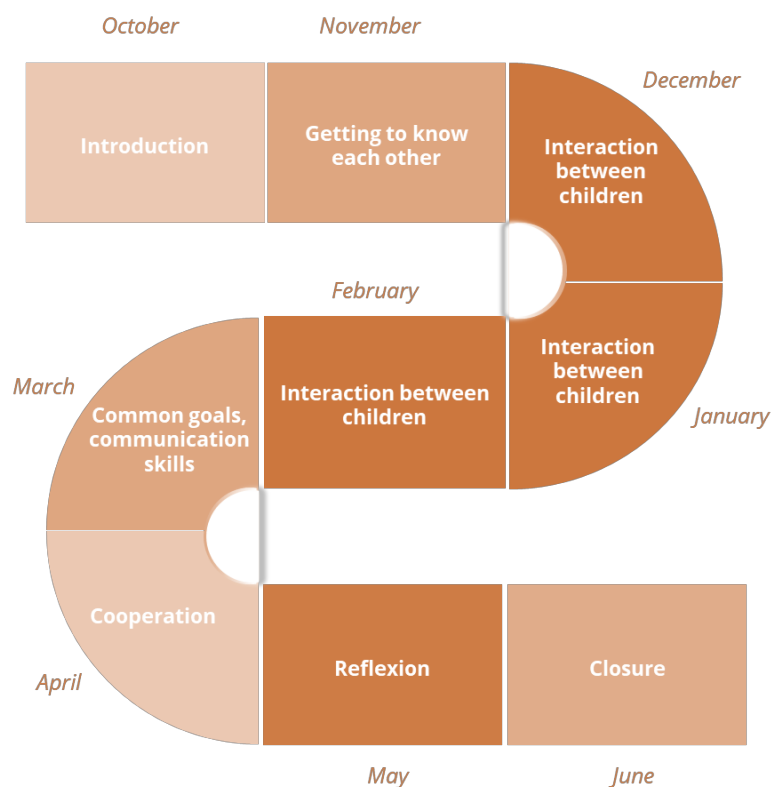
Furthermore, *Chapter 6 Inclusive Children's Sessions* of the Handbook provides a detailed explanation of the phases and development of inclusive sessions with children.

3.2 How To Structure A Session

- Organization And Preparation Of Inclusive Sessions

The T4I intervention program was designed to be implemented throughout an entire academic year. We recommend that its sessions take place **every two weeks** and have a **minimum duration of 2 hours and 30 minutes**, including a break. The intervention group should consist of **8 to 15 children**, with the presence of 2 youth facilitators, who should always be accompanied by a group leader (teacher or professional).

The youth facilitators, in collaboration with the teacher or professional, should engage in high-level planning to establish in advance the themes and topics to be addressed throughout the year. This planning should align with the subjects being covered in school or be linked to cultural and festive events.



It is also essential to involve and prepare the parents of the children before the sessions begin. Therefore, we recommend organizing a **preliminary meeting** with the parents or guardians of the children who will be participating in these sessions, to clearly explain the objectives, structure, and organization of the program, address any questions they may have, and invite them to be actively involved throughout the entire program. Whenever possible, **parents should be engaged in the activities** of the sessions. Additionally, if needed, specific feedback meetings between the parents and the teacher should be arranged to ensure the well-being and involvement of the child throughout the program. It is also suggested that, at the end of the program, a **debriefing meeting** be held with the parents to gather suggestions, provide feedback, and discuss any improvements.

- **Structure Of Children's Sessions**

Each session is structured into two main parts: a **large-group activity** and a variety of **small-group activities**. The large-group activity is planned in advance by the group leaders and may involve the participation of parents, who can contribute by sharing their knowledge, as well as other professionals such as children's yoga instructors, dog therapists, or music therapists. The subsequent small-group activities should be connected to the large-group activity and are prepared by the youth facilitators with the support of the group leaders. Between the two parts of the session, the participating children take a break for a snack. The session begins with an opening circle and concludes with a closing circle, allowing the children to express their feelings and reflect on the activities at both the beginning and the end.

We provide an example of a session plan that can be adapted for the inclusive sessions of the T4I program. In the appendix, you will find a clean session plan template ready for use.

Intervention: Inclusive Sessions of T4I Program

Module: 6. Communication	Facilitator: -	
Session No.: 1	Session Duration: 3h00	Date: -
General Objectives of the Session:	Understanding different types of communication. Respecting cultural differences in communication styles.	
Session Topics:	The different communication styles (Assertive, Passive, Aggressive, Passive-Aggressive). The various ways of communicating and the importance of respecting others.	

Time	Session Component	Activities	Materials and resources
20min	Opening circle/ Icebreaking	"Broken Telephone" activity	
1h	Large group activity	4. Outline the schedule for the day and remind the common rules 5. Invite two parents to participate in the session and share with the group about the linguistic differences between their language and that of the children. - Hold a large group conversation with the parents about their culture and language. - Practice simple words in the different languages.	. Chairs . Paper and pen (if necessary)
30min	Break/ Snack	Share a common snack. We can play music.	. Various food and drinks (including fruit and water)
1h	Small group activity	1. Divide the group into 2, so that each group spends 30 minutes on one activity. After that time, the groups switch activities. - Activity 1: "Corners of Communication" - Activity 2: "Express yourself"	. Pencils . Papers . Colours . Four signs (Assertive, Passive, Aggressive, Passive-Aggressive)
10min	Closure	"Circle of Reflection" closing activity	. Thermometer scale

● Inclusion Session Evaluation

There are various methods that can help us in evaluating the inclusive sessions and give us valuable feedback about the feasibility and efficacy of the implemented inclusive sessions.

1. **Monitoring indicators** can give us valuable information about how involved our participants were and give feedback whether our sessions were well organized, accessible for our participants and if we managed to maintain the engagement of participants throughout the implementation of the intervention.

Examples for monitoring indicators: number of participants, reached target groups, drop-out rate, absences.

2. **Rating the activity level** of participants can help us in evaluating the engagement level of the youth participants, as well as the children participating in the sessions. The activity level can be scored individually by the facilitators or adults who are involved in implementing the inclusive sessions. If the activity level is rated after each session, the individual growth of the participants can be monitored throughout the whole intervention.

Examples to rate activity level: *"On a scale of 1-5 rate the activity level of XY participant during today's session".*

3. **Gathering feedback** from the participants can help us improve the structure and content of our inclusive sessions. By gathering feedback after the sessions, we can map the needs of our participants and adjust the activities based on their responses. The form of feedback should be adapted to the age and skills of our participants.

Examples for gathering feedback: use smiley faces or emoticons and ask participants how they liked the session, or during the closing circle ask participants what they liked the least and the most about the session.

4. **Measuring changes in the attitudes** of participants can also provide valuable information about the efficacy of our inclusive sessions. We can gather information about changes in our participants' willingness to interact with diverse ethnic and social groups, assess their degree of acceptance versus hostility, their preferences for group-based hierarchies predicting support for inequality, their openness to diversity, comfort with individuals from different groups and critical awareness. If we measure the attitudes of our participants pre- and post intervention, we can measure the change in their attitudes. If the opportunity arises, we can measure the attitude of individuals similar to our participants, who do not participate in the inclusive sessions - this way, we can compare the change in attitude to individuals who did not experience the Tools4Inclusion project and draw more sophisticated conclusions about our participants' change in their attitudes.

Examples for measuring changes in attitudes: Bogardus Scale (Bogardus, 1933), Social Dominance Orientation Scale (Pratto et al., 1994), Miville-Guzman University-Diversity Scale (Miville et al., 1999), Short Critical Consciousness Scale (Diemer et al., 2022).

Know Your Group

4. Know Your Group

In case of organizing inclusive and diverse groups for children and youth it is crucial to specify the needs of the different groups you are going to work with. To help you do that we suggest to think through the following topics and questions:

Age
Type of schooling the children have access to (How is it compared to an average state school, is it segregated, how is the quality of the education there?)
School attendance (How often do the children go to school, is missing classes a problem?)
Socio-cultural background (language, traditions, religion)
Level of social skills (How is the socialization process in their life, how easy for them to connect to people with different social backgrounds?)
Level of diversity (How diverse are the group of children, is it important to focus on different needs of the individuals during the intervention?)
Parental level of education
Average monthly income (roughly)
Living conditions (segregation, quality of the region, water, electricity, infrastructure, quality of the roads, distance from the center, toys, books, smartphones, computers, crowdedness of household etc.)
Is there any previous relationship between the two groups? If yes, please explain.
Inter-group relations (If the two groups are already in contact, how is their relation? If there was no previous contact, why is that?)
How far do the two groups live from each other?
Have the parents from the two groups met already? If yes, how? If not, would it be possible in their everyday life? If not, why?
How common are prejudices toward the vulnerable group in your country?

Activities for Children

5. Activities for Children

5.1 Icebreaking

→ 5.1.1 | M&M



Age Group	Time	Group Size	Themes	Complexity Level
6-8 years old 9-12 years old	30-60 min.	15+	Understanding children	Low

OBJECTIVES

- Getting to know each other better in the group
- Encouraging the sharing of personal information among the group

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

This activity uses M&M chocolates to promote mutual understanding among children. Each child must, based on the colour of the M&M chocolates, describe and share an aspect of their life with the rest of the group. It will be interesting to discover how many things children have in common.

NECESSARY RESOURCES

- M&M chocolates
- Questions by colour

STEP BY STEP INSTRUCTIONS

1. Without sharing with the group, assign a topic to each colour, for example:
 - RED: Share about your favourite hobbies;
 - YELLOW: Share about the city where you were born;
 - BLUE: Share about your favourite animal;
 - BROWN: Share something you consider yourself good at;
 - GREEN: Share three words a friend would use to describe you;
 - ORANGE: Share an interesting fact about yourself.
2. Organize the group in a circle and ask each child to pick an M&M, but without eating it. It is important to have all the colours represented.



TIPS FOR FACILITATORS VARIATIONS REFERENCES ATTACHMENTS	3. Each child should share the information requested according to the colour of their M&M.
	It is important to create a safe environment so that the children feel comfortable sharing information about themselves. Additionally, some children may need a bit of time to think about what they want to share.
	The prompts for each colour can vary according to the characteristics of the group.
	Edukino (2022)
	-

→ 5.1.2 | Your Own Movie

Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old, 13-15 years old	5-30 min	8-15	Communi- cation	Medium

OBJECTIVES BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON NECESSARY RESOURCES STEP BY STEP INSTRUCTIONS	- Creating a fun atmosphere - Building connection through a fun way between participants - This activity promotes teamwork, creativity, and lots of laughter
	Participants collaboratively create and guess the title or theme of a funny, silent, frozen scene based on a situation provided.
	- A list of scene titles or prompts (e.g., <i>Scandal at the Wedding</i>, <i>Restaurant Disaster</i>, <i>Bank Robbery Gone Wrong</i>, etc.). - A space large enough for participants to move around and freeze in positions.
	Divide into Pairs: Pair up participants so everyone has a partner. If there's an odd number, rotate partners or have one group of three. Prepare the Prompts: Have a list of scene titles (pre-made or contributed by participants). These can be funny, dramatic, or chaotic. For example: <i>Scandal at the Wedding</i>





TIPS FOR FACILITATORS

- *Spectator at the Cup Final*
 - *Bank Robbery Gone Wrong*
 - *The Last Seat on the Train*
- **Assign the Scene:**
Announce a title or prompt (e.g., *Scandal at the Wedding*). You can randomly pick it, or participants can draw one from a hat.
- **Participants Take Turns Filling the Scene:**
 - One by one, participants step into the "scene space" and strike a silent pose to represent their interpretation of the prompt.
 - Each person builds on the scene already set by the previous participants. For example, if one person poses as a shocked bride, the next might pose as a clumsy waiter spilling a drink.
 - Encourage exaggerated, creative, and humorous poses for maximum fun.
- **Freeze and Finalize the Scene:**
 - Once all participants have taken their positions, the entire group freezes.
 - They should stay still and maintain their poses, silently "acting out" their roles.
- **The Partner Guesses the Scene:**
 - Each participant's pre-selected partner steps up to observe the frozen tableau.
 - The partner guesses the scene's title or describes what they think is happening.
 - The more creative (and off-target) the guesses, the better!
- **Reveal the Actual Title:**
 - After the guess, reveal the original title of the scene. Compare it to the guess for laughs.

The more absurd the idea, the more certain that nothing will turn out as the original title would have suggested.

Encourage creativity and over-the-top expressions or poses.

Keep the atmosphere lighthearted to ensure participants feel comfortable.

Rotate partners after each round for variety.



VARIATIONS	For more skilled participants, it can also be a sound film, based on the instructions of the later player, short sentences, and later a whole scene can be developed. Voting: Let the rest of the group vote on the funniest or most accurate guess. Timed Challenge: Give participants a time limit (e.g., 2 minutes) to complete the frozen tableau. Themed Rounds: Have rounds based on specific themes like <i>Sports</i>, <i>Romantic Disasters</i>, or <i>Historical Events</i>.
	REFERENCES https://www.theatrefolk.com/
	ATTACHMENTS -

→ 5.1.3 | Evolution

Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old, 13-15 years old	5-30 min	15+	Group management	Low

OBJECTIVES	• Loosen up • Creating a fun atmosphere
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	Participants progress through "evolutionary stages" by playing Rock-Paper-Scissors. The goal is to evolve from an Egg to Superman while chanting, moving, and having fun!
NECESSARY RESOURCES	• A space large enough for participants to move around and interact freely.
STEP BY STEP INSTRUCTIONS	• Explain the Evolution Levels: ◦ Egg: Start as an egg by clasping your hands together like a little eggshell. ◦ Chick: Bend your arms at the elbows and flap your "wings" like a baby bird.



- **Eagle:** Spread your arms wide and "fly" with big movements.
- **Superman:** Strike a dramatic Superman pose and shout, "I am Superman!"
- **Establish Rules:**
 - Everyone starts at the same level (Egg).
 - Progress through each stage by winning a game of Rock-Paper-Scissors.
 - Honesty is key—if you lose, stay at your current level.
- **Start as Eggs:**
 - All participants begin as eggs, clasping their hands like eggshells and softly chanting, "*I am an egg, I am an egg.*"
 - Participants wander around, looking for another egg to challenge.
- **Egg vs. Egg Encounter:**
 - Two eggs meet and play a quick game of Rock-Paper-Scissors.
 - **Winner:** Evolves into a Chick. Start "flying" with flapping wings and chant, "*I am a chick, I am a chick.*"
 - **Loser:** Remains an egg and keeps chanting and searching for a new encounter.
- **Chick vs. Chick Encounter:**
 - When two chicks meet, they play Rock-Paper-Scissors.
 - **Winner:** Evolves into an Eagle. Spread your arms wide, flap gracefully, and chant, "*I am an eagle, I am an eagle.*"
 - **Loser:** Remains a chick and continues the game.
- **Eagle vs. Eagle Encounter:**
 - Two eagles meet and play Rock-Paper-Scissors.
 - **Winner:** Reaches the final evolution and becomes Superman! Strike a proud Superman pose and shout, "*I am Superman, I am Superman!*"
 - **Loser:** Stays an eagle and keeps playing.
- **Celebrate the Superman:**
 - Once someone becomes Superman, they loudly announce their evolution to the group.



TIPS FOR FACILITATORS VARIATIONS REFERENCES ATTACHMENTS	○ Superman steps out of the game, while the remaining participants continue their evolution journey. ● Applaud All Levels: ○ At the end of the game, gather everyone to cheer and applaud the Eggs, Chicks, Eagles, and Superman. Celebrate everyone's effort and honesty!
	● The volume control is very difficult to control during the game. It is worth laying down a rule in advance that you should not shout. ● Emphasize honesty and having fun over competitiveness. ● Encourage everyone to fully embody their levels—use big movements and commit to the chants! ● Play upbeat music in the background to keep the energy high.
	● Timed Challenge: Set a time limit for the game, and see who can reach the highest level within the time. ● Multiple Supermen: Allow more than one Superman to emerge, making it a race to evolution. ● Themed Evolution: Replace the evolution stages with a theme, like animals (<i>Caterpillar</i> → <i>Butterfly</i> → <i>Dragonfly</i> → <i>Mythical Creature</i>) or career levels (<i>Intern</i> → <i>Manager</i> → <i>CEO</i> → <i>Billionaire</i>).
	https://www.goodforkids.nsw.gov.au -

→ 5.1.4 | Name-Curtain

Age Group	Time	Group Size	Themes	Complexity Level
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6-9 years old, 9-12 years old, 13-15 years old	5-30 min	15+	Group management	Low
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OBJECTIVES	- icebreaking - learning each other's names
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	Teams compete to "win" players from the opposing team by being the fastest to name their opponent when a blanket is lowered.
NECESSARY RESOURCES	- A large blanket or sheet that can completely block the view of players on either side. - A spacious room with enough space for teams to squat or sit on opposite sides of the blanket.
STEP BY STEP INSTRUCTIONS	Icebreaker Rounds (Optional): - If participants don't know each other, start with 2-3 quick rounds of introductions or name games to help everyone learn each other's names. Divide into Two Teams: - Split participants into two equal teams. - Let teams choose a name (e.g., <i>The Tigers</i> vs. <i>The Sharks</i>). Use colors, animals, or any fun theme. Assign Referees: - Designate one person as the Referee and another as the Assistant Referee. - The referees will hold and lower the blanket while also narrating the game to add excitement. Position the Teams: - Each team squats or sits on opposite sides of the blanket so that they cannot see the other team. - The blanket should completely block the view between the two sides. Select Contestants:





TIPS FOR FACILITATORS

- Each team mutes themselves and quietly selects one player to be their "contestant" for the round.
 - The selected contestant moves silently to the blanket and crouches directly in front of it, facing the opposing team.
 - **Countdown and Blanket Drop:**
 - The referee loudly counts down: "Three... two... one!"
 - On "one," the referees quickly drop the blanket to reveal the two contestants to each other.
 - **Name Duel:**
 - The contestants must shout the name of their opponent as quickly as possible.
 - **Winner:** The player who says their opponent's name first wins the duel. The slower player is "won" by the winning team.
 - **Switch Sides:**
 - The slower contestant joins the winning team and sits with them. They are now part of that team for the rest of the game.
 - Teams choose their next contestants, and the game resets with the blanket rolled back up.
 - **Continue the Game:**
 - The rounds continue until one team is completely empty.
 - **Declare the Winning Team:**
 - The team that "wins" all the players is declared the winner!
-
- It is worth naming the two groups, either by colour, animal name, sport or whatever. The game is spiced up by having the referee as a commentator.
 - Encourage good sportsmanship and fairness—emphasize honesty in deciding who says the name first.
 - Keep the energy high by using upbeat music during the game and letting the referee cheer on players.





VARIATIONS	Remind everyone to have fun and not take the competition too seriously!
	Add a Commentator: The referee or assistant referee can add energy by narrating the duel, announcing names, and hyping up the players during the countdown.
	Speed Challenge: Add a time limit (e.g., 5 seconds). If neither contestant says a name in time, the duel is declared a tie, and both players return to their teams.
	Team Rewards: Award small prizes to the winning team or let them choose a fun group activity.
REFERENCES	teambuilding.com
ATTACHMENTS	-

→ 5.1.5 | My N.A.M.E. Is

Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old	60-120 min	8-15	Understanding children	Low

OBJECTIVES	- Discover interesting things about others - Induce discussion on various topics - Promote sharing of children's life experiences and understanding their past - Increase interest in learning more about each other and working together
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	This is a simple icebreaker activity that allows participants to get to know each other by sharing interesting or important aspects of their lives.





NECESSARY RESOURCES	• Pen/pencil • Sheet of paper
STEP BY STEP INSTRUCTIONS	1. Ask the students to write their name vertically on a sheet of paper. 2. Instruct them to choose a word starting with each letter of their name that they feel relates to them. 3. Once they have found words for all the letters of their name, they should share them to the group.
TIPS FOR FACILITATORS	Encourage the sharing of funny or light-hearted information to create a safe and welcoming environment for open communication. Additionally, the facilitator should prompt participants to explain why they chose each word, fostering deeper connections and understanding among the group.
VARIATIONS	The facilitator can set some additional rules, such as: • Include at least one thing they like and one thing they dislike. • Include a funny or unusual situation that has happened to them or that they have witnessed.
REFERENCES	Edukino (2022)
ATTACHMENTS	-

→ 5.1.6 | Rap Song Challenge

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	5-30 min	3-8	Self-concept and self-esteem, Communication	Medium





OBJECTIVES

- Encourage creativity and collaboration.
- Foster an understanding of inclusion through a fun activity.
- Create a relaxed and engaging atmosphere for participants to interact.

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

This activity invites participants to compose a short rap song as a team. The task requires creativity and quick thinking while incorporating terms or concepts related to inclusion. It's an excellent way to break the ice, promote teamwork, and introduce participants to the theme of inclusion in a lighthearted manner.

NECESSARY RESOURCES

- Paper and pens for writing (or devices for note-taking).
- A stopwatch or timer.
- Background instrumental music for performances (Optional).

STEP BY STEP INSTRUCTIONS

1. Divide participants into small groups of 2-5 people.
2. Explain the task: Each group must write a rap song with at least four sentences within five minutes.
3. The rap song must include terms or ideas related to inclusion (e.g., equality, respect, belonging, diversity).
4. Once the time is up, invite each group to present their rap to the rest of the participants.
5. Celebrate their creativity and optionally discuss the themes they incorporated.

TIPS FOR FACILITATORS

- Encourage participants to focus on having fun rather than creating a perfect rap.
- Provide examples of terms or concepts related to inclusion if participants need guidance.
- Ensure a supportive and judgment-free atmosphere during performances.
- If the group is shy, facilitators can perform a short example rap to break the ice.

VARIATIONS

If participants are uncomfortable performing, they can share their rap as a written piece.





REFERENCES ATTACHMENTS	The activity can also be adapted to focus on other themes such as teamwork, empathy, or respect.
	Similar, but more sophisticated game is the "Midnight music's: Rap my name" .
	-

→ 5.1.7 | Broken Telephone

Age Group	Time	Group Size	Themes	Complexity Level
6-8 years old 9-12 years old 13-15 years old	5-30 min	8-15	Communication	Medium

OBJECTIVES BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON NECESSARY RESOURCES STEP BY STEP INSTRUCTIONS	- Promote clear communication between participants. - Reflect on individual interpretations. - Encourage creativity and teamwork as participants try to replicate and adapt each other's movements.
	It's the same concept as the "broken telephone" game, but adapted to non-verbal communication, where participants must pass their message to the next person using mime and sound.
	Different sentences
	- Setup: Divide the group into two or more teams, depending on the number of participants. Each team should stand in a line, with enough space between each player to allow for movement. - The message: The facilitator thinks of a sentence or phrase, which they will give to the first person in the line of each team. The sentence should be simple but detailed enough to be miscommunicated.





- Passing the message with movement: The first player in each line reads or hears the message and then must perform a movement or action that represents that sentence.
- Passing to the next player: The second player in the line watches the movement of the first player and must replicate it. However, they must add their own movement or interpretation of what they think the message was. After completing their action, they "pass" the message (with their movements) to the next player.
- Continuing the chain: This process continues down the line until the last player, who must perform their interpretation of the movement and state what they believe the original message was.
- Final reveal: The last player announces their version of the message, and everyone compares it with the original sentence. The more altered the final version is, the funnier the outcome!

TIPS FOR FACILITATORS

Facilitator may ensure that everyone is involved and having fun.

The facilitator can adjust the difficulty of the phrases depending on the group's level.

VARIATIONS

Another way to play this game is to ask all players, except for one, to leave the room so they can't hear the phrase. The facilitator tells the remaining player a sentence only once, and they cannot repeat it. That player then repeats the sentence in the way they understood it to the next player who enters the room. The next player does the same, passing the sentence along until it reaches the last one. The more difficult the sentence, the more fun the game becomes.

REFERENCES

Adaptation of the traditional game "Chinese Whispers" played in various countries.



ATTACHMENTS

Creative sentences for the game:

- The red balloon floated into the sky.
- A monkey swung from tree to tree.
- The dog chased its tail in circles.
- The tall giraffe ate leaves from the top of the tree.
- A lion roared loudly in the jungle.
- The frog jumped across the pond.
- The baby elephant splashed in the water.
- A wizard cast a magical spell with a wand.
- The clown juggled colourful balls at the circus.
- The robot danced with its arms moving in a funny way.
- The penguin waddled on the ice.
- A pirate sailed a ship across the ocean.
- A cat napped on a sunny windowsill.
- The snowman melted under the warm sun.
- The dragon flew over the mountain with a fiery breath.
- The butterfly fluttered from flower to flower.
- The wizard's hat flew away in the wind.
- A chef cooked spaghetti in a large pot.
- A horse galloped through a meadow.
- The squirrel collected acorns for the winter.

→ 5.1.8 | Japanese football

Age Group	Time	Group Size	Themes	Complexity Level
6-8 years old 9-12 years old 13-15 years old	5-15 min	8-15	Group management	Low

OBJECTIVES

- Develop initiative and active participation
- Improve coordination and reaction skills
- Encourage playful competition and teamwork

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

Japanese Football is a dynamic and joyful outdoor game best played in a large open space. Players form a circle with their legs apart, creating individual “goals.” Using only their hands, they try to roll the ball through others’ legs while defending their own. Players who concede a goal are eliminated until only two remain for the final duel.

NECESSARY RESOURCES

- Soft rubber ball
- Large open outdoor space
- Facilitator / referee

STEP BY STEP INSTRUCTIONS

- Players stand in a circle with legs apart, feet touching.
- Each player’s legs represent their own goal.
- The ball can only be rolled on the ground using hands.
- Players try to score by rolling the ball through others’ legs while defending their own.
- Players whose goal is scored against are eliminated.
- It is forbidden to score through the legs of the two neighbouring players — otherwise the shooter is eliminated.
- When only two players remain, the duel begins.



TIPS FOR FACILITATORS VARIATIONS REFERENCES ATTACHMENTS	Final Duel: • Players stand back-to-back, take three large steps forward, then turn around. • They try to score by rolling the ball alternately. • No hand defence is allowed. • The first player to score 3 goals wins.
	• Ensure the ball is always kept on the ground to avoid injuries. • Eliminated players can help retrieve the ball. • Encourage fair play and active participation.
	Erzsébet camps



5.2 Trust Building



→ 5.2.1 | Personal Items

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	60-120min	3-8	Multiculturalism	Low

OBJECTIVES

- Encouraging trust and respect between children by sharing personal stories.
- Promote children's creativity through storytelling.

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

This activity aims to build trust and respect among children through storytelling. Each child should tell a story, which can be made up or based on something real, about another child's object. At the end, the objects are returned to their owners, and they must share the real story behind their object. This is an interesting exercise to illustrate how the same object can be approached in different ways. It also gives the storytelling children the opportunity to unleash their imagination to bring an unknown object to life.

NECESSARY RESOURCES

- Meaningful objects for each child

STEP BY STEP INSTRUCTIONS

1. Each child should bring an object that is personal to them, such as a photograph, a childhood toy, or a decorative item. The idea is that, besides being personal, it also reflects something specific about their culture or family.
2. All the objects are placed on a table without revealing who they belong to. Each child should then take turns choosing an object that is not



TIPS FOR FACILITATORS	their own and tell a story about it. This story can be completely made up or based on a real experience or event. - After all the children have told a story about an object that is not theirs, they should then pick up their own object and share the real story behind it. - In the end, as a large group, there should be space for the children to ask each other questions.
	The facilitator should encourage the children to ask questions or share curiosities, always promoting open and assertive dialogue to deconstruct stereotypes.
	If the children have difficulty telling the story, the facilitator can provide some helpful prompts by asking questions that help unlock the story.
	The facilitator can distribute the objects among the children to better direct/control the type of story that might be created.
	Decides (2023)
VARIATIONS	
REFERENCES	
ATTACHMENTS	-

→ 5.2.2 | Goofy

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	5-30 min	15+	Group management	Medium

OBJECTIVES	- trust building - team bonding
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	Participants navigate a space blindfolded or with closed eyes to identify and join the growing "Not Goofy" train, while the last remaining Goofys are celebrated.





NECESSARY RESOURCES

- Blindfolds for all participants (optional if participants can reliably keep their eyes closed).
- A spacious area free of obstacles for safe movement.

STEP BY STEP INSTRUCTIONS

- **Explain the Rules:**
 - Everyone starts as a Goofy.
 - One participant, secretly selected by the facilitator, will be the "Not Goofy."
 - The goal is for participants to find the "Not Goofy" and join their train.
- **Blindfold or Eyes Closed:**
 - Ensure all participants are blindfolded or agree to keep their eyes closed throughout the game.
 - Remind them to move slowly and cautiously to avoid bumping into others.
- **Start the Game:**
 - Participants spread out slowly and blindly around the space.
 - The facilitator squeezes one participant's shoulder to secretly designate them as the "Not Goofy."
- **Shake Hands and Say "Goofy":**
 - When participants encounter each other, they shake hands.
 - Both participants say, "Goofy," and then move on to continue exploring the space.
- **Encountering the Not Goofy:**
 - If someone shakes hands with the "Not Goofy," the "Not Goofy" remains silent and does not say "Goofy."
 - The silent response signals to the other participant that they've found the "Not Goofy."
- **Joining the Train:**
 - The participant who encounters the "Not Goofy" gets in line behind them, placing their hands on the shoulders of the person in front.





TIPS FOR FACILITATORS

VARIATIONS

- This train begins to grow as more participants encounter the "Not Goofy."
- Each new person joining the train becomes another "Not Goofy," meaning they also stay silent when shaking hands.
- **Game Progression:**
 - The train moves carefully through the space, growing as more people join.
 - The remaining Goofys continue wandering and shaking hands, searching for the silent "Not Goofy."
- **Ending the Game:**
 - The game ends when only a few Goofys remain. The facilitator signals the end of the game and removes blindfolds.
- **Celebrate the Goofys:**
 - The last remaining Goofys are celebrated with a big round of applause for their persistence!

Prioritize safety: Make sure the space is free of obstacles, and participants move slowly to avoid collisions.

Encourage laughter and fun: The silliness of saying "Goofy" while moving blindly is part of the charm!

Facilitate smoothly: As the leader, watch carefully to ensure fair play and keep the game flowing.

Reverse Role: Let the last remaining Goofys become the new "Not Goofy" in the next round.

Speed Challenge: Set a time limit to see how quickly the "Not Goofy" can recruit everyone into their train.

Themed Names: Replace "Goofy" with other themed words like "Robot" and "Not Robot" or "Explorer" and "Treasure Keeper" to match an event's theme.



REFERENCES

<https://www.oakinnovation.com/>

ATTACHMENTS

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→ 5.2.3 | Trust Walk

Age Group	Time	Group Size	Themes	Complexity Level
6-8 years old 9-12 years old 13-15 years old	5-30 min	15+	Group managemen t	Low

OBJECTIVES

- Build trust among participants
- Enhance communication skills
- Encourage empathy, trust and teamwork

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

Participants pair up, with one partner blindfolded and the other acting as a guide. The guide leads the blindfolded participant through an obstacle course or designated path, fostering trust and effective communication.

NECESSARY RESOURCES

- Blindfolds (scarves or bandanas)
- A safe area with simple obstacles (cones, chairs, ropes, etc.)

STEP BY STEP INSTRUCTIONS

1. Pair up participants and provide one blindfold per pair.
2. Designate one partner as the guide and the other as the blindfolded participant.
3. Explain the objective: The guide will lead the blindfolded partner through the course using only verbal instructions.
4. Set ground rules for safety (e.g., "Move slowly," "Stop if you feel unsafe").
5. Allow each pair to navigate the course.
6. After completing the activity, switch roles so both participants experience guiding and being guided.
7. Conclude with a group discussion:
 - What was it like to trust your partner?



TIPS FOR FACILITATORS	What challenges did you face, and how did you overcome them?
	Facilitators should ensure that the area is free of hazards and closely supervise the activity to maintain safety. They should also encourage clear and supportive communication between partners, fostering collaboration and mutual understanding. After the activity, it is important to conduct a thorough debrief to explore participants' feelings and insights, helping them reflect on their experiences and lessons learned.
	- Use a more complex obstacle course for older participants. - Add a non-verbal element where guides can only use gestures or sounds.
	Similar exercise is Surffoffice's: Trust walk
VARIATIONS	
REFERENCES	
ATTACHMENTS	-

→ 5.2.4 | That's Me

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	30-60 min	3-8	Multiculturalism	Low

OBJECTIVES	- Learn more about other people's cultures - Promote respect and acceptance of differences to ensure inclusion
	This activity involves taking photographs of what children believe represents them as individuals. These photographs should be related to their cultures, nationalities, religions, etc., and should include meaningful settings for the participants themselves.
	3 photographs taken by the children
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	
NECESSARY RESOURCES	





STEP BY STEP INSTRUCTIONS

1. The children should have at least 1 week to take 3 photographs that they believe represent their culture (for example, family gatherings, food they like, sacred places, clothing, family routines, etc.).
2. After taking the photos, the children should present them to the group and answer the following questions:
 - Why did you choose this photo?
 - How does this photo represent you?
 - When and how did you take the photo?

TIPS FOR FACILITATORS

As an educator, you should not force them to share information they are not willing to disclose. This exercise requires sharing personal information, and it is important that the student feels comfortable sharing their context. The facilitator should never provide negative feedback regarding the selection of the photos.

VARIATIONS

In addition to photographs taken by the children themselves, the facilitator may also allow family photographs that were not taken by the children. This activity can also be done in pairs, where each pair shares their photos with one another, and then, in the larger group, each child shares what they learned about the other.

REFERENCES

Edukino (2022)

ATTACHMENTS

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→ 5.2.5 | Follow the Sound!

Age Group	Time	Group Size	Themes	Complexity Level
6-8 years old 9-12 years old 13-15 years old	5-30 min	15+	Group management	Low





OBJECTIVES

- Build trust and reliance between participants.
- Enhance active listening and focus.
- Foster communication and non-verbal interaction.
- Create an inclusive and supportive environment.

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZATION

In "Follow the Sound," participants work in pairs, with one blindfolded and the other guiding them using only sounds, such as claps, snaps, or verbal cues. This activity promotes trust, careful listening, and the development of creative communication strategies. It is an ideal icebreaker or trust-building exercise for newly forming groups.

NECESSARY RESOURCES

- Blindfolds (one per pair).
- A safe open space (indoors or outdoors) with no sharp or dangerous objects.
- Small objects or markers to act as waypoints or targets (Optional).

STEP BY STEP INSTRUCTIONS

1. Introduction:

- Explain the purpose of the activity: to build trust and improve listening skills.
- Emphasize the importance of safety and clear communication. Assure participants that they should feel comfortable and can pause at any time if needed.

2. Pair Formation:

- Divide participants into pairs. Encourage them to pair with someone they do not know well to build new connections.
- Each pair decides who will be blindfolded first. Explain that roles will switch later.

3. Guidance Phase:

- Blindfold one participant in each pair. The other participant acts as the guide, leading their partner through the course or to specific targets using only pre-agreed sounds.
- Examples of sounds or signals:
 - Clap once to indicate "turn left."
 - Clap twice to indicate "stop."





TIPS FOR FACILITATORS

VARIATIONS

- Snap fingers to indicate “walk forward.”
- Encourage guides to use a consistent system of sounds to ensure clear communication.
- 4. Switch Roles:
 - After the first round, participants switch roles so both can experience being blindfolded and guiding.
- 5. Debrief:
 - Bring the group together to reflect on the experience. Use guiding questions such as:
 - What was it like to rely only on sound for guidance?
 - How did you feel when you were the guide?
 - What strategies worked best for you?
 - How does this relate to trusting and communicating with others in daily life?
- Ensure the space is free of obstacles and hazards to prioritize safety.
- Monitor pairs to provide assistance or reassurance if needed.
- Encourage participants to be patient and supportive with their partners.
- If a participant feels uncomfortable being blindfolded, allow them to skip that role and contribute in another way.
- Group Sound Maze: Multiple pairs navigate the space simultaneously, each using a unique sound to avoid confusion.
- Silent Guidance: Restrict participants to non-verbal sounds, like clapping, snapping, or tapping, for an added challenge.
- Timed Challenge: Set a time limit to increase focus and teamwork.



REFERENCES ATTACHMENTS	Themed Tasks: Add a storyline, such as “rescuing treasure” or “finding a secret path,” to make the activity more engaging.
	Similar exercise is Surfoffice's: Trust walk
	-

→ 5.2.6 | Leap of Faith

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	5-30 min	3-8	Self-concept and self-esteem	Medium

OBJECTIVES BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON NECESSARY RESOURCES STEP BY STEP INSTRUCTIONS	- Build trust and reliance among participants. - Foster teamwork and collective responsibility. - Encourage participants to step out of their comfort zones in a safe and supportive environment.
	In "Leap of Faith," participants take turns standing on a sturdy chair or platform and jumping into the arms of their peers, who form a secure catching group. The activity is designed to emphasize trust, courage, and collaboration, as the jumper must rely on the group for support and safety.
	- A sturdy - definitely NOT with wheels - chair, low platform, or similar object (no higher than knee height for safety). - A clear, open space with enough room for the catching group to form around the jumper. - Mats or soft padding placed under the chair or platform for added safety. - An “O” shaped soft material, such as a knotted scarf the jumper can hold with both hands to avoid the stretching his/her arms during jump.
	- Introduction (5 minutes): - Explain the purpose of the activity: building trust, teamwork, and courage.

- Emphasize safety and the importance of careful coordination.
- Reassure participants that no one will be forced to jump if they are uncomfortable.

2. Setup (5 minutes):

- Position the chair or platform in the center of the space with mats underneath.
- Form a catching group with 6–8 participants (3–4 pairs) standing in a line at the side of the chair, ready to catch. Ensure they securely interlock their arms or form a sturdy base to support the jumper.

3. Demonstration (5 minutes):

- The facilitator or a confident volunteer demonstrates the jump to show proper technique and safety.
- Highlight key points:
 - The jumper should keep their body straight and arms crossed over their chest.
 - They need to jump backwards from the chair, so they cannot see but only trust the catchers during the jump.
 - In case of need an “O” shaped scarf knot might be used to prevent the opening of the hands during jumps.
 - The catching group must communicate and work together to ensure a secure landing.

4. Execution Phase (10–15 minutes):

- Participants take turns standing on the chair and jumping into the catching group.
- Encourage the group to cheer and support each jumper to build confidence.
- Rotate roles so everyone gets a chance to jump and catch.

5. Debrief (5 minutes):



TIPS FOR FACILITATORS VARIATIONS REFERENCES ATTACHMENTS	• Gather the group to reflect on their experience. Use questions such as: - How did it feel to trust your group to catch you? - What did you learn about teamwork and communication? - How can this experience relate to real-life situations of trust and collaboration?
	• Prioritize Safety: Ensure all participants understand the importance of forming a secure catching group. If necessary, make sure the catcher's group can deal with the weight of a participant beforehand. • Adjust Height: Keep the platform low to avoid injury and accommodate different comfort levels. • Support Reluctant Participants: Offer encouragement but never force anyone to jump. • Monitor Closely: Be actively involved in always supervising the catching group and the jumper. • If available or sounds more secure, use an inflatable mattress as an added safety tool.
	• Guided Jump: Have a facilitator stand near the jumper to offer extra reassurance and support. • Group Challenge: Set a goal for the group to safely catch a certain number of jumps within a timeframe. • Themed Jump: Add a fun theme, such as pretending to leap into an imaginary scenario (e.g., a pool, a spaceship). • Put into a context: ask them to sing a song or recite a poem that perfectly fits into the scene. • Examples: - R. Kelly: I Believe I Can Fly - Van Halen: Jump
	Similar exercise on Teambuilding.com
	-



5.3 Communication



→ 5.3.1 | Circle of Voices

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	30 - 60 min	15+	Group management Communication	Medium

OBJECTIVES

- Foster active listening, empathy, and equal participation among all players.
- The game helps participants practice speaking clearly, sharing thoughts, and being attentive to others in a structured way.

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

This activity is designed to give every participant an equal opportunity to share their thoughts, feelings, or ideas in a group setting. Using a structured format where only one person speaks at a time, the game promotes active listening and respectful communication. The central tool of the activity is a "talking piece" that is passed around the circle, ensuring each person has a turn to speak without interruption. This encourages participants to articulate their ideas clearly while also fostering a supportive and empathetic environment.

NECESSARY RESOURCES

- An open space where everyone can sit in a circle (either on chairs or on the floor).
- A talking piece (any small object, like a ball, stick, or stone) that will be passed around. In case of a bigger group one for each smaller group.
- Optional: A timer or a person watching the time management.

STEP BY STEP INSTRUCTIONS

1. Form the Circle: Have everyone sit in a circle so that they can see each other. Ensure the space feels comfortable and open to sharing.



Each person should be able to hear one another clearly.

2. Introduction of the Talking Piece: Explain that only the person holding the talking piece is allowed to speak. The talking piece will be passed around the circle, giving everyone an equal chance to speak. Emphasize the importance of respect: no one interrupts the speaker, and everyone listens attentively when it's not their turn.
3. Present the Topic/Prompt: The facilitator introduces a question, topic, or prompt for the group to discuss. This could be something reflective, like "What's one challenge you've faced recently?" or more focused, like "How can we work together better as a team?" The topic should encourage personal reflections or constructive dialogue.
4. Silent Reflection: Before the talking piece is passed around, allow everyone a minute or two (measured by the timer!) of silent reflection. This encourages participants to think deeply before they share their thoughts.
5. Speaking Round: The facilitator starts by holding the talking piece and shares their thoughts on the topic. After speaking, they pass the talking piece to the person next to them in the circle (typically in a clockwise direction).
6. Rules for Speaking:
 - Respect the Talking Piece: Only speak when you hold the piece. If someone doesn't want to speak, they can simply hold the talking piece for a moment and pass it on.
 - Be Concise: Encourage participants to be clear and concise in their sharing so that everyone gets an opportunity to speak. Optionally, use a timer for each person (e.g., 1-2 minutes) if necessary.





TIPS FOR FACILITATORS

VARIATIONS

- Active Listening: Remind the group that while someone is speaking, everyone else should be actively listening, without planning their response or interrupting.

7. Continue Passing the Talking Piece: The talking piece continues to be passed around until everyone in the circle has had a chance to speak. If the group is small or the discussion is particularly deep, multiple rounds of sharing can be done.

6. Debrief (Optional because of time pressure, but probably the most important part of this activity): Once everyone has had a chance to speak, the facilitator can open the floor for a more open-ended conversation without the talking piece, or they can guide a reflection on what was shared. Questions like "What did we learn from each other?" or "How did it feel to be listened to?" can spark further discussion.

This exercise should be done during the beginning of a training program as this might have an effect on the rest of the program. This activity might ensure that everyone, including quieter or more introverted individuals, has a turn to express themselves. It helps enormously regarding active listening skills by limiting speaking to one person at a time, participants learn to focus on others' words rather than planning their responses. It also contributes to strengthening empathy through hearing diverse perspectives fosters empathy and helps participants see issues from various viewpoints. In general this is a most basic communication skills development activity as this game encourages clear, concise communication and helps participants practice organizing their thoughts.

- Nonverbal Version: Instead of verbal sharing, participants can express their thoughts through drawing, writing, or using symbols. They can then present and explain their work when they hold the talking piece.





	Themed Circles: Use specific themes for each round of sharing, like gratitude, challenges, goals, or problem-solving. Online Version: In a virtual setting, participants can “raise their hand” using the chat feature or signal when they’re ready to speak, with the facilitator managing the order of speakers instead of passing a physical talking piece.
REFERENCES	Similar exercise Eudopia’s Circle practice
ATTACHMENTS	-

→ 5.3.2 | Corners of Communication

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	30-60 min	15+	Communication	Medium

OBJECTIVES	- Explore and reflect on different communication styles and their impact on inclusion, relationships, and group dynamics. - Understand how communication affects teamwork, empathy, and the ability to create an inclusive environment.
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZATION	This game explores different communication styles by dividing participants into groups based on how they prefer to communicate. Each group discusses how their style influences relationships and problem-solving. Afterward, participants engage in discussions or role-playing to understand the strengths and challenges of each style.
NECESSARY RESOURCES	Four signs labeled with different communication styles - Assertive - Passive - Aggressive - Passive-Aggressive A space large enough for participants to move to different corners of the room.



STEP BY STEP INSTRUCTIONS

1. Set up the room: Label four different corners of the room with signs representing different communication styles but do it in a way that it is invisible for the participants.
2. Introduce the topic: Begin with a discussion about the different communication styles. Explain what each style typically looks like in conversations and how it can influence inclusion and relationships. Provide examples of how each communication style may show up in daily interactions.
3. Present a scenario or a question to each group: These should be open-ended and related to common situations involving issues regarding integration. For example:
 - You're in a group project, and one person is doing all the work. How do you respond?
 - Someone interrupts you during an important call and asks whether you know where the school counsellor's office is and what she/he needs to find immediately. What do you do?
 - One of your friends was not let into a bar/disco/restaurant last night because of his/her colour of skin. How do you react?
 - You are an elementary class teacher. You observe a child always left out from the games because of his visible physical otherness. What do you do?
4. Choose a corner: After the scenario is presented, ask participants to move to the corner of the room that represents one communication style. Ask them to make a small role play using the communication techniques written in each corner. If the group is large, participants can pair up or work in small teams within their chosen corner.
5. Discussion within corners: Once participants have chosen their corner, allow them time to discuss what those expressions, words are that a



TIPS FOR FACILITATORS

person of that communication method would use.

6. Presentation: Once they discuss, ask them to make a short (60-90 seconds) role play when they present. If for any reason it is not possible, ask them to say those expressions.
7. Small group discussion: Ask them to consider if that was a real situation:
 - How does this communication style affect relationships?
 - Does this style encourage inclusion or exclusion?
 - What are the benefits and drawbacks of using this communication style in this situation?
 - What might role players feel straight after the situation, and a week later?
8. Whole group reflection: After each group has discussed their thoughts, come back together as a whole group. Ask a representative from each corner to share what was discussed, summarizing the group's thoughts on the strengths and weaknesses of their chosen communication style.
9. Debrief: Facilitate a group discussion on how different communication styles impact inclusion, relationships, and effective collaboration. Ask questions like:
 - Which communication style tends to create more inclusive environments?
 - How can we adapt our communication styles to promote inclusion and understanding in diverse groups?
 - What can we do to improve our communication to build stronger, more inclusive relationships?

This exercise needs good communication skills. If there are participants lacking behind in this regards make small groups or pairs where there are a few with better abilities.





VARIATIONS	After the initial round, you can ask participants to reflect on how they might change their communication style if they were seeking to be more inclusive or if they were leading a diverse team. Allow them to move to a new corner if they feel their approach would change in that context. Discuss why they shifted and what they learned from the exercise.
REFERENCES	Similar exercise on WorkSMART blog
ATTACHMENTS	-

→ 5.3.3 | Conductor

Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old, 13-15 years old	30-60 min	8-15	Communication	Medium

OBJECTIVES	• Paying attention to each other. • Promote non-verbal communication between participants.
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	The team selects one member who is going to be the detective. The detective goes out of the room, while the group selects a “conductor”. The detective then comes back and the whole group stands in a circle. Everybody is mirroring the movement, body posture and mimics of the conductor. The goal of the detective is to find out who is the conductor.
NECESSARY RESOURCES	• A large enough space for the group to form a circle.
STEP BY STEP INSTRUCTIONS	• Select a Detective: a. The group selects one person to act as the Detective for the round. • Prepare the Circle:





- a. The rest of the participants form a circle while the Detective steps out of the room or turns their back.
- **Choose the Conductor:**
 - While the Detective is out, the group quietly selects a **Conductor**.
 - The Conductor will lead subtle movements (e.g., clapping, tapping their head, swaying, etc.) that the rest of the group will mirror.
- **Bring Back the Detective:**
 - The Detective re-enters the room and stands in the middle of the circle.
- **Start the Game:**
 - The Conductor begins performing movements or gestures. These can be subtle or varied, such as:
 - Clapping
 - Snapping fingers
 - Tilting their head
 - Waving a hand
 - The group mirrors the Conductor's movements as seamlessly as possible to disguise their identity.
- **Detective Observes and Guesses:**
 - The Detective's task is to watch the group closely and figure out who the Conductor is.
 - They can walk around the circle to observe body language, eye contact, or timing to find clues.
 - The Detective has up to three guesses to identify the Conductor.
- **Reveal the Conductor:**
 - If the Detective guesses correctly, the round ends with applause, and a new Detective can be chosen.
 - If they don't identify the Conductor within their guesses, the group reveals who it was.

TIPS FOR FACILITATORS

Facilitators may ensure that this game can lead to lots of laughs and joyful moments, good for connecting with the group members.





VARIATIONS	Facilitator can add more competition to the game, you can set how many guesses the detective can make.
REFERENCES	https://better-teams.com/
ATTACHMENTS	-

→ 5.3.4 | The Road to Freedom

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	30-60 min	8-15, 15+	Communication	Medium

OBJECTIVES	• Building trust • Promoting cooperation • concentration, paying attention to each other • non-verbal game
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	A player in the middle of the circle must use intuition and concentration to find the "gate" (a valid exit) while the rest of the group silently signals with their eyes whether they should move toward or away from specific directions.
NECESSARY RESOURCES	• A spacious area where participants can safely form a circle.
STEP BY STEP INSTRUCTIONS	• Form a Circle: ○ The group forms a circle, standing about half a meter apart from one another. ○ One participant starts as the Seeker and stands in the middle of the circle. • Designate the Gate(s): ○ Secretly decide one or two open "gates" (spaces between participants) where the Seeker can exit. ○ All other spaces in the circle will be "blocked." • Explain the Rules:





TIPS FOR FACILITATORS

- The Seeker must attempt to find their way out of the circle by identifying the open gate(s).
- The players forming the circle will silently communicate using their eyes—no verbal or physical cues are allowed.
- **Seeker's Turn:**
 - The Seeker begins moving toward one part of the circle, attempting to intuit where the gate is.
 - If they approach a blocked space, the players at that spot link arms to "close" the path, preventing them from exiting.
- **Use Intuition and Eye Contact:**
 - The group focuses on using eye contact to subtly "invite" or "repel" the Seeker toward or away from the correct gate.
 - The Seeker must rely on intuition, energy, and nonverbal cues to sense the open path.
- **Finding the Gate:**
 - When the Seeker moves toward the correct gate, the players forming that space step aside, allowing them to exit the circle.
- **Next Round:**
 - Once the Seeker exits, they rejoin the circle, and a new participant takes their place in the middle.

Encourage the group to stay silent and focused to maintain the mysterious and intuitive atmosphere.

Remind the Seeker to trust their instincts and stay relaxed as they search for the gate.

Ensure the circle is spaced evenly to avoid giving unintentional hints.



VARIATIONS	Multiple Gates: For a greater challenge, designate multiple open gates, and the Seeker must choose which one to exit through.
	Time Limit: Add a timer to challenge the Seeker to find the gate quickly.
	Silent Gestures: Allow minimal gestures (e.g., subtle head tilts) in addition to eye contact for communication.
	Closing Gates: Players can occasionally change which gate is open, requiring the Seeker to stay alert.
REFERENCES	https://www.lausd.org/
ATTACHMENTS	-

→ 5.3.5 | Blind Writing

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	30-60 min	3-8	Communication	Medium

OBJECTIVES BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON NECESSARY RESOURCES STEP BY STEP INSTRUCTIONS	- Identify barriers to communication. - Reflect on the importance of understanding the context surrounding a story/situation.
	The aim of this activity is to create a story without knowing what was written by previous classmates. The children will complete the sentence written earlier, but without seeing what has already been written
	- Pens/pencils - Sheets of paper
	- One child writes a sentence on a piece of paper and passes it to the next classmate. - The next child reads the previous sentence silently and adds a new piece of information to



	the story. Before passing it on to the next person, they should hide the sentence they read by folding the paper into a fan shape. - The exercise continues until everyone has added a sentence. - At the end, the facilitator reads the entire story aloud so that the children can hear their collective creation. - Open the group conversation by asking: - What challenges arose? - How did the process of building the story impact understanding and communication? - The activity can be repeated multiple times, starting and ending with different participants.
	Before the activity it is important to ask children to write clearly so that their sentences can be easily read by their classmates later. The facilitator should promote a comfortable environment and encourage children to write what they feel is appropriate for the story. It is essential not to judge and give them time to think about what they want to write. After completing the story, discuss how the story may not make much sense and reflect on the challenges of constructing a coherent narrative.
	To increase the difficulty, two stories can circulate simultaneously within the group.
	Edukino (2022)
TIPS FOR FACILITATORS	
VARIATIONS	
REFERENCES	
ATTACHMENTS	-



→ 5.3.6 | Mysterious Objects

Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old	30-60 min	3-8	Understanding Children	Medium

OBJECTIVES	- Getting to know other people's stories and experiences better, using storytelling - Encourage personal reflection
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	In this activity, participants share a story, memory, or feeling that is connected to an object, which can be either positive or negative.
NECESSARY RESOURCES	Different types of everyday objects
STEP BY STEP INSTRUCTIONS	- Ask all the participants to choose something at random from the bag containing everyday objects (e.g. toy car, Gameboy, watering can, sachet of instant soup, train ticket), prepared in advance by the facilitator. - Each child should tell a memory, a feeling or a story that this particular object evoked in them. If someone chooses an object that does not represent anything to them, they can take another one out.
TIPS FOR FACILITATORS	Facilitator may help and encourage the participants to find their connection with the object, asking specific questions related with the object.
VARIATIONS	-
REFERENCES	Decides (2023)
ATTACHMENTS	-

→ 5.3.7 | Building a Message

Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old	60-120min	8-15	Communication	Low

OBJECTIVES

- Promote teamwork and cooperation among participants.
- Create a collective message to share with the school.

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZATION

This activity aims to create a message about the topics discussed during the session. Each child is free to express themselves in the way they feel most comfortable, and in the end, the collective work will be displayed and shared with the rest of the school community.

NECESSARY RESOURCES

- White sheets or large poster paper
- Colored markers
- Paint
- Pencils
- Magazines/newspapers
- Scissors
- Glue

STEP BY STEP INSTRUCTIONS

- Provide the children with three or four words related to the topic being discussed on the session.
- Give each child a sheet of paper or lay out a large poster paper so that all participants can reach it.
- Encourage the co-creation of a collective message based on the given words. Children can draw, write, make collages, etc., to express their intended message.
- Once the message is completed with everyone's participation, it should be displayed in a place where other children and young people can see it.



TIPS FOR FACILITATORS	• If it is easier, small groups of 4-5 children can be formed to co-create different messages. • Encourage discussion and the initial definition of the collective message to be conveyed. • Ensure that all children are heard and actively involved in the activity.
VARIATIONS	• If each child writes their message on an A4 sheet of paper, they should have the option to decide with whom they want to share it. • The message creation can be done through videos and/or photos instead of using traditional artistic methods. • It would be interesting to organize an event at the end of the program to showcase the artistic creations of the children and young people.
REFERENCES	Inspired by Extra-C (2024)
ATTACHMENTS	-

→ 5.3.8 | 1, 2, 3 Look

Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old, 13-15 years old	5-30 min	8-15, 15+	Group management	Medium

OBJECTIVES	• Improve attention and reaction skills • Strengthen group awareness and connection • Create a playful and energising group atmosphere
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	1-2-3 Look is a simple and energetic circle game where participants try to avoid mutual eye contact. When the facilitator counts to three, everyone looks up at someone in the circle. If two people make eye contact, they are both eliminated. The game continues until only one or two players remain.



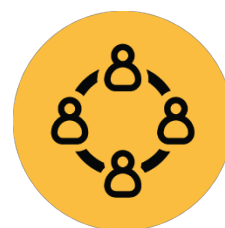


NECESSARY RESOURCES	• No equipment needed • Open space for forming a circle
STEP BY STEP INSTRUCTIONS	• Participants stand or sit in a circle. • Everyone looks down or closes their eyes. • The facilitator counts: "1-2-3 – Look!" • Participants immediately look at one person in the circle. • If two participants make eye contact, both are eliminated. • If eye contact is not mutual, they stay in the game. • The game continues until one or two participants remain.
TIPS FOR FACILITATORS	• Encourage quick reactions and spontaneous choices. • Maintain a playful and supportive atmosphere. • Adapt elimination rules if group size is small.
VARIATIONS	
REFERENCES	ultimatecampresource.com
ATTACHMENTS	-



5.4 Cooperation

→ 5.4.1 | Maze



Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old, 13-15 years old	30-60 min	3-8, 8-15	Group management	Medium

OBJECTIVES

- Working together
- Mutual goals
- Supporting each other
- Combined effort

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

The participants put a small ball on top of a paper cup. 4 strings of thread are attached to the paper cup, participants have to move it, pulling the strings carefully. There is a prearranged "labyrinth" on the floor, marked by tape. 5 participants have to work together, their aim is to take the ball from the starting point to the goal zone. 4 people are pulling the thread, one person is the leader of the group. The cup cannot move out from the path and the ball should not fall off.

NECESSARY RESOURCES

- One paper cup
- A ball that fits on top of the cup (should be like a tennis ball)
- Thread / yam

STEP BY STEP INSTRUCTIONS

1. Prepare the ball and paper cup attached to 4 strings of thread.
2. Design the path/labyrinth on the floor with tape.
3. Select someone for the role of team leader.
4. Gather 4 participants who want to join in moving the cup.
5. Place the cup and ball at the starting point.
6. Let the team leader coordinate the team and take the ball to the goal zone.



TIPS FOR FACILITATORS	Try to engage the participants in communication. Encourage the team leader to say clear instructions to the team, while maintaining a respectful way of communication.
VARIATIONS	If the normal version has been proven and it is not a challenge anymore, you can set a time for the task. The team members should agree on how long the time should be and try to beat the predefined time. If the timing version worked as well, the participants who are pulling the thread can try the task in a blindfolded version.
REFERENCES	https://www.playworks.org/
ATTACHMENTS	-

→ 5.4.2 | The Blue Sofa

Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old, 13-15 years old	30-60 min	8-15	group management	Low

OBJECTIVES	• Cooperation • Moving, developing, fun. Easy to get children active. • using free association • creative thinking
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	Participants creatively associate with the central "blue sofa" to take on new identities, while the person in the middle selects who stays and who becomes the next "blue sofa."
NECESSARY RESOURCES	• Three chairs placed in a row to represent the sofa and its adjacent seats. • A space large enough for participants to gather around the setup.
STEP BY STEP INSTRUCTIONS	• Arrange the Chairs: ◦ Place three chairs in a row.





- The **middle chair** represents the "blue sofa," while the other two chairs are for participants who make associations.
- **Choose a Referee:**
 - Select one person to start in the middle chair as the "**blue sofa**."
- **Start the Game:**
 - The person in the middle chair introduces themselves by saying, "*I am the blue sofa.*"
- **Participants Associate:**
 - Two participants quickly sit in the chairs on either side of the blue sofa.
 - Each of them makes a creative association with the "blue sofa."
 - For example:
 - "*I am the blonde on the sofa.*"
 - "*I am the spring on the sofa.*"
 - Associations can be based on the sofa's color, function, or any imaginative idea.
- **Middle Player Chooses:**
 - The person in the middle selects one of the two participants, saying something like:
 - "*I'll take the spring.*"
 - The selected participant leaves the game area and rejoins the group.
- **Who Becomes the Blue Sofa:**
 - The remaining participant now moves to the middle chair and repeats what they sat down with (e.g., "*I am the blonde on the sofa*").
- **New Associations:**
 - The game continues as new participants sit in the side chairs and make fresh associations based on the new "sofa" identity.





TIPS FOR FACILITATORS

There may be rude or obscene things called by the participants, in this case and when the chain is broken, the leader must step in and "reverse" the trend or the young person will be called a new child through the obstacle with another element. Of course, it is also possible that if children do not seem to be too enthusiastic, then it is worth naming an element, steering the chain of association that is of interest to a large part of the community.

Encourage participants to think creatively and quickly.

Keep the energy light and playful by embracing silly or unexpected associations.

If someone struggles to think of an association, give them a moment of encouragement or let another participant step in.

VARIATIONS

Color Change: Start with a different color or let the person in the middle change the color (e.g., "*I am the red sofa*").

Timed Rounds: Limit how long participants have to make associations, keeping the pace fast.

Thematic Associations: Introduce themes like seasons, movies, or animals to inspire associations (e.g., "*I am the winter blanket on the sofa*").

Rotating Middle Chair: Instead of choosing who becomes the sofa, the person who was not picked automatically takes the middle chair.

REFERENCES

<https://eslvault.com/>

ATTACHMENTS

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→ 5.4.3 | The Maniac Family

Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old, 13-15 years old	60-120 min	8-15	Communication	High

OBJECTIVES

- team building
- acting
- improvising
- cooperation

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

The "guesser" must figure out the family's shared mania (a specific behavior, word, or gesture) through observation and questioning.

NECESSARY RESOURCES

- Space

STEP BY STEP INSTRUCTIONS

- **Choose a Guesser:**
 - One participant is chosen to leave the room. This player will be the **Guesser**.
- **Family Decides the Mania:**
 - While the Guesser is outside, the rest of the group (the "family") decides on a common **mania** to act out.
 - Examples of manias:
 - Scratching their nose.
 - Clapping after answering a question.
 - Starting every response with, "Well..."
 - Making a specific sound, like a whistle or hum.
- **Explain the Mania to the Group:**
 - The family agrees on one mania to display.
 - The behavior should be subtle but consistent enough for the Guesser to notice after observing multiple interactions.
- **Guesser Returns:**



TIPS FOR FACILITATORS

VARIATIONS

- Invite the Guesser back into the room.
- **Questioning Begins:**
 - The Guesser walks around the group, asking **any question** to each family member. For example:
 - "What did you eat for breakfast?"
 - "What's your favorite color?"
 - "What are you doing this weekend?"
 - Each family member answers freely but **must incorporate the mania** into their response (e.g., scratching their nose while answering).
- **Guesser Observes and Guesses:**
 - The Guesser pays close attention to everyone's behavior and tries to identify the mania.
 - They can make a guess at any time or wait until they've interacted with several family members.
- **Reveal and Rotate:**
 - Once the Guesser identifies the mania (or if they give up), the family confirms whether they are correct.
 - Rotate roles, selecting a new Guesser for the next round.

Choose a mania that is not too obvious, but not impossible to notice. Subtle behaviors create the most fun and challenge!

Encourage family members to keep a straight face and avoid exaggerating the mania.

Remind the Guesser to take their time and observe everyone carefully before making a guess.

-Double Mania: Add a second, secret mania that only some family members follow to make the game trickier.





	• Timed Round: Give the Guesser a set amount of time (e.g., 2 minutes) to figure out the mania. • Themed Manias: Use a theme (e.g., animals, emotions, or holidays) to inspire creative manias like "meowing like a cat" or "pretending to be cold." • Silent Family: Restrict the family to only non-verbal gestures or sounds for their mania.
REFERENCES	https://www.backstage.com/
ATTACHMENTS	-

→ 5.4.4 | Clap

Age Group	Time	Group Size	Themes	Complexity Level
6-8 years old, 9-12 years old	5-30 min	8-15	Group management	Low

OBJECTIVES	• round game • concentration • loosen up • good choice as an in between activity for active resting
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	Participants pass a clapping pattern around the circle, alternating between single and double claps, while occasionally reversing the direction to add complexity.
NECESSARY RESOURCES	• Space
STEP BY STEP INSTRUCTIONS	• Form a Circle: ○ Participants stand in a circle, with enough space for movement but close enough to maintain focus. • Designate a Referee:



- Choose one participant to start as the **Referee** to introduce and guide the game.
- **Start with a Single Clap:**
 - The Referee begins by clapping once and passing the clap to the person to their left.
 - Each participant, in turn, claps once, passing it along to the next person in sequence.
- **Introduce Double Clap:**
 - Once the group is comfortable with single claps, the Referee starts a **double clap**.
 - For a double clap, only every **second person** in the circle claps twice, skipping the person immediately next to them.
 - For example, if Player 1 claps twice, Player 3 takes the next double clap, skipping Player 2.
- **Combine Single and Double Claps:**
 - Once the group understands both patterns, mix single and double claps.
 - The Referee decides whether to pass a single or double clap, and the group must adjust accordingly.
- **Introduce Drumming (Direction Reversal):**
 - The Referee adds complexity by occasionally reversing the direction of the clap.
 - For example, the clapping pattern changes from moving **left-to-right** to **right-to-left**.
 - The Referee can signal the reversal by saying “Drum!” or by mimicking a drumming motion.
- **Continue and Repeat:**
 - Alternate between single, double, and drumming reversals to keep participants focused and engaged.



TIPS FOR FACILITATORS

- The game continues until everyone is confident with the patterns, or the group decides to stop.

- If it happens that the people standing next to each other are just passing the ball to each other, and thus blocking the game, they can be eliminated.
- Start slow and ensure everyone understands the rules before increasing the pace or complexity.
- Encourage participants to pay close attention to the rhythm and flow of the game.
- If someone makes a mistake, treat it lightly and use it as a chance to practice!

VARIATIONS

Possible variations, from which the next player can choose:

- 1 clap: the person next to me is next;
- 2 claps: the person next to me is left out, the person next to him is next;
- 1 clap with a bang: I reverse the direction of travel, so the player on the other side of me is next;
- 2 taps with a bang: reverse direction, but the player next to me is left out, and the player next to him is player next.
- **Triple Clap:** Introduce a triple clap, where every third person in the circle claps three times.
- **Silent Claps:** Participants must clap without making noise to increase focus.
- **Speed Challenge:** Gradually increase the pace of the game to test coordination.
- **Random Reversals:** The Referee can randomly reverse direction multiple times in a row for added difficulty.

REFERENCES

<https://www.sessionlab.com/>





ATTACHMENTS

→ 5.4.5 | My Chair

Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old, 13-15 years old	5-30 min	8-15	Group management	Low

OBJECTIVES	• cooperation • fast thinking • create a fun and loose atmosphere • moving • energizing
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	Participants take turns hitting an empty chair while making fun, quick announcements about who should sit in it, encouraging fast thinking and movement.
NECESSARY RESOURCES	• Chairs arranged in a circle, with one additional empty chair. As many as the number of participants plus one extra.
STEP BY STEP INSTRUCTIONS	• Arrange the Chairs: ◦ Set up a circle of chairs with one additional empty chair. ◦ Ensure there is enough space around the circle for participants to move easily. • Choose the First Player: ◦ The game starts with one player sitting next to the empty chair. • Start the Game: ◦ The player sitting next to the empty chair hits the chair and says, "This is my chair!" ◦ Then, they sit in the empty chair. • Second Player: ◦ The next player in the circle (sitting to the left of the player who just sat in the





	empty chair) hits the chair and says, "<i>This is my chair!</i>" ○ They sit in the empty chair, replacing the previous player. ● Third Player (Name Call): ○ The third player hits the chair and announces, "<i>This is chair X!</i>" (where X is the name of another player in the circle). ○ The person whose name is called must quickly jump up and claim the empty chair. ● Continue the Game: ○ The game continues in this pattern, with each player in turn either: ■ Announcing "<i>This is my chair!</i>" and sitting in the empty chair, or ■ Calling out someone else's name by saying "<i>This is chair X!</i>" and prompting that person to claim the seat. ● Keep the Pace Up: ○ Players must remain quick on their feet! If someone hesitates too long to respond, the game keeps going, but they may lose the chance to sit in the chair.
TIPS FOR FACILITATORS	Ensure everyone understands the turn order so the game flows smoothly. Encourage players to be quick and enthusiastic in making their announcements. If there are many players, consider simplifying the game by limiting the number of times a person can be called to sit.
VARIATIONS	Speed Challenge: Increase the pace as the game goes on to test reflexes and timing. Multiple Empty Chairs: Introduce more than one empty chair to make the game more chaotic.





	Reversed Order: After a few rounds, reverse the direction in which players announce their chair claims. Funny Titles: Players can announce creative or silly names instead of just calling out a player's name (e.g., "This is chair Captain Banana!").
REFERENCES	https://www.icebreakerspot.com/
ATTACHMENTS	-

→ 5.4.6 | Stop!

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	60-120 min	3-8, 8-15	Self-concept, self-esteem	High

OBJECTIVES	- community development, - cooperation - creativity
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	Two participants act out a scene using exaggerated gestures, and when an observer claps, the scene freezes. A new participant (the hitchhiker) takes over one of the positions and begins a new scenario, creating a fresh dynamic.
NECESSARY RESOURCES	Space
STEP BY STEP INSTRUCTIONS	Group Arrangement: - Select two participants to begin the scene. They should stand apart in the designated performance space. - The remaining participants will act as observers. Begin the Scene: - The two participants start acting out a situation using wide gestures and exaggerated body movements.



- The scenario should be simple but open-ended enough for creativity to flow (e.g., a waiter and customer in a restaurant, or two explorers on an adventure).
- The goal is to convey the scene using clear physicality and expression.
- **Freeze the Scene:**
 - At any point, an **observer** (or a designated person) claps their hands.
 - At the sound of the clap, the players immediately **freeze** in place, holding their gestures and positions.
- **Hitchhiker Joins the Scene:**
 - The **Hitchhiker** (a new participant) enters the scene and takes the place of one of the frozen players.
 - The Hitchhiker must adopt the **same posture** or gesture as the player they are replacing, but from this frozen position, the Hitchhiker starts a **completely new situation**.
 - For example, if one player was frozen as an angry chef, the Hitchhiker might begin a new role as a customer trying to calm the chef down, or completely change the direction of the scene (e.g., the chef could suddenly become a detective interrogating the customer).
- **Continue the Game:**
 - After the Hitchhiker has introduced their new scenario, the scene continues.
 - The new situation can evolve, with further claps causing new changes or characters to join in.
 - The game repeats itself, with new participants stepping in and creating fresh scenes each time the players freeze.

TIPS FOR FACILITATORS	Encourage players to be creative with their body language and gestures, using wide gestures to make the scene clear. Keep the transitions between scenes smooth and allow the Hitchhiker to have fun with completely new situations. If the game becomes too chaotic, consider giving the players some basic structure or specific rules (e.g., no talking or only using actions).
	Multiple Hitchhikers: Allow multiple Hitchhikers to join the scene at once, creating more complex and chaotic scenarios. Theme-Based: Give the players a specific theme or situation to act out at the beginning, like “At a wedding” or “Lost in space.” Scene Continuation: After one Hitchhiker replaces someone, other players can join in and build on the scene, keeping the game evolving without a full reset.
VARIATIONS	
REFERENCES	https://www.childdrama.com/
ATTACHMENTS	

→ 5.4.7 | Cooperative Drawing

Age Group	Time	Group Size	Themes	Complexity Level
6-8 years old	30-60 min	8-15	Understanding children	Medium
9-12 years old				
13-15 years old				

OBJECTIVES	
	• Encourage the sharing of different points of view. • Understand the importance of using cooperation to create something more complete.



BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

In this activity, the children will create a joint drawing, where each child draws what they see, allowing them to work with different perspectives.

NECESSARY RESOURCES

- White sheets of paper
- Colored pencils

STEP BY STEP INSTRUCTIONS

1. Divide the group into small groups of 3-4 children and give each group a sheet of paper and pencils.
2. In the center of each group, place one (or several) objectives that should serve as the focus for the children's observation and drawing.
3. Ask the first child to draw, for 2 minutes, what he/she sees. Once the time is up, he/she should pass the sheet to the next child, who will continue the drawing by adding what they see as well. This process continues with each child.
4. Each child should participate in the drawing process twice.
5. At the end of the time, bring the groups together and reflect on:
 - How did it feel to collaborate on the same drawing with your peers?
 - Did you notice any differences in how your classmates interpreted the objective?
 - What did you learn from watching others contribute to the drawing?
 - How can this activity help in understanding different perspectives?
 - How important is it to communicate openly when working in a group?

TIPS FOR FACILITATORS

- Explain the activity's goals clearly to the children—how they will work together to create one drawing and how important it is to respect each other's contributions.
- Remind the children to observe carefully what the others are drawing before adding their own touches. This helps foster better cooperation and understanding of different perspectives.





VARIATIONS

REFERENCES

ATTACHMENTS

- Allow the children to express themselves freely, even if their contributions don't exactly match the theme. The goal is to encourage creativity and collaboration, not perfection.
- Encourage children to communicate as they work on the drawing, discussing what they see and what they plan to add. This creates an open space for sharing ideas and helps develop teamwork.
- Make sure the atmosphere is playful and supportive. Celebrate all contributions and ensure everyone feels involved.

- Instead of simply drawing what they see, give each group a specific theme (e.g., "the future," "a peaceful world," or "nature"). This can guide their creativity while still allowing them to incorporate diverse points of view.
- Try a variation where the children must draw in silence and pass the paper without speaking. This encourages non-verbal communication and creative problem-solving as they interpret what others have added.
- Assign each child a different role in the drawing process (e.g., one child adds color, another draws shapes, and another adds details). This focuses on teamwork and helps the group work toward a unified end result.
- Mix up the materials! In addition to colored pencils, let children use other media like crayons, markers, or even textured materials (e.g., fabric, paper cutouts). This variation adds a tactile element and promotes creative thinking.

Inspired by YARD4ALL (2022)

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5.5 Reflection



→ 5.5.1 | Take a Step Forward

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	120-240 min	15+	Multiculturalism	High

OBJECTIVES

- Promote empathy with others who are different.
- Raise awareness of inequality in society.
- Foster understanding of the possible personal consequences of non-inclusiveness.

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZATION

Participants take on new identities and experience the realities of inequality through role-play. This game explores how discrimination and social exclusion are exacerbated encouraging participants to reflect on their own perceptions and societal structures.

NECESSARY RESOURCES

- Role cards
- Open space (indoors or outdoors)

STEP BY STEP INSTRUCTIONS

1. Introducing the game: ask the students if they have ever imagined being someone else. Ask for examples. Explain that in this activity they will also imagine that they are someone else.
2. Explain the importance of avatars in the game: tell the meaning of the role cards and that part of the game when they need to find out the background story of this person. They should read it silently and not let anyone know who they are. If a participant does not understand the meaning of a word on his/her role card, they should silently raise their hand and wait for the facilitator to come and explain. Discourage questions at this point. Explain that even if they

don't know much about a person like this, they should just use their imagination and even their stereotypes.

3. Presentation of the avatars: each participant has 30-60 seconds to present his/her avatar by answering the questions from the avatar card in front of everyone. The aim of this step is to make the avatar more realistic and better known to others.
4. Starting the steps: Ask the participants to remain absolutely silent as they line up next to each other, as if on a starting line holding each other's hand. Explain to them that this line represents an integrated society where everyone has the same rights and same opportunities; ask them to hold hands as long as they can, but in case they need to, just leave others behind. If you have more participants than role cards, ask the others to be silent and become outside observers. When they have lined up, explain that you are going to describe some things that might happen to their avatar. If the statement would be true for the person, they are imagining themselves to be, then they should take a step forward. Otherwise, they should not move.
5. Taking the steps: Read out the situations one at a time. Pause between each statement to allow the students to make their decision to step forward or remain. Invite them to look around to see where others are.
6. Stopping the steps: At the end of the activity the line must be broken into individuals or very small groups. When they stop, ask the first and the last in the row how they feel about their position. Ask each participant to remind everyone of their own avatar.
7. Awarding: when they are still in position place a box filled with something valuable for the group. This can be some sweets, fruits, etc. Tell them they must run and grab the box and the first one



reaching it will have the right to decide what to do with the “award”.

8. Debriefing and evaluation: In this game the debriefing is as important as the game itself. It helps to make easier to understand. As questions such as these:

- What happened in this activity?
- How easy or difficult was it to play your role?
- How difficult was it to make decisions?
- How did you imagine the person you were playing was like?
- Do you know anyone like that or someone in a very similar situation?
- How did you feel, imagining yourself as that person?
- Was it a person like you at all?
- Do you know anyone like that person?

It is also important to relate the activity to issues of inclusion asking questions like these:

- How much role did inclusion (or the lack of it) play when deciding to make a step forward or remaining?
- Were the questions fair according to inclusion?
- In real life, would these questions ever be said out loud? If yes, who would say them, and if not, why?
- In real life who is ‘responsible’ for inclusion measures (including the lack of it)?
- Did integration play a crucial role when talking about access to public services or to have a chance for a better life?

9. Make your own role cards! Those offered here are meant to serve as samples; many other topics can be introduced. The closer your role cards reflect the world in which your participant live, the more they will learn from the activity.



TIPS FOR FACILITATORS

- Facilitator can adapt the roles to avoid embarrassing any children whose personal situation may too closely mirror that of one of the roles.
- It is very important that the participants keep silent as they receive their role, imagine the life of the person they will represent, and move forward according to the life of this person. Not only is suspense created about the participants' identities, but keeping silent helps maintain the concentration on the role and avoid distractions and acting out of roles.
- Make sure every child gets a chance to speak during the debriefing. This activity can call up strong emotions, and the more the students can express themselves and their feelings, the more sense they will get out of it. Spend more time on the debriefing if needed.
- This activity can easily be done outside or in a large room. Keep the students in their final positions when they reveal their roles, as participants need visual reinforcement to recognize the disparity and associate it with the person's role. However, to make sure that the participants can hear each other in the debriefing discussion, either draw them into a circle or move inside.
- The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end. To increase the differences between participants, use negative statements, or even these but in a negative way, (i.e. "take a step backward if this statement is not true for you"). To enhance the impact, choose roles that reflect the realities of the students' own lives. Adjust the roles so that only a few people can take steps forward (i.e. can answer "yes").
- During the Debriefing and evaluation explore especially how the students knew about the lives



VARIATIONS

of the person whose role they had to play. Was it through personal experience or through other sources of information (e.g. other students, adults, books, media, jokes)? Challenge them to question whether their sources of information were reliable. This way you can introduce how stereotypes and prejudice work.

In case the game can be played with the participants real identity however in case of youths it is highly not recommended.

REFERENCES

Very similar exercise [Council of Europe's Take a step forward](#)

ATTACHMENTS

Set of role cards:

1. You are 18 years old. You live in this town, but your parents moved here from the neighboring country. You speak the language of the country as a mother tongue, but you are not a citizen of this country. Your father works as a mason but only seasonally.
2. You were born in this town, but your parents moved here from Asia. They run a nice restaurant, and you live in rooms above the restaurant with your sister. You and she help in the restaurant after school. You are not citizens of the country where you live.
3. You and your two brothers live in a nice house with a big garden and a heated swimming pool. Your father is the manager of a bank in your town. Your mother takes care of the house and family.
4. You are a middle-aged Roma who lives in a very small dead-end village and is unemployed. You only live from one day to the next. Public work-scheme is the only option for you.
5. You live in a farmhouse in the country. Your father is a farmer, and your mother takes care of the cows, geese and chickens. You have three brothers and one sister.





6. You are an only child. You live alone with your mother in an apartment in the city. Your mother works in a factory. You are very good at music and dancing.
7. You are a Roma student of 12. You live at the edge of a small village in a small house where there is no bathroom. You have six brothers and sisters.
8. You were born with a disability and must use a wheelchair. You live in an apartment in the city with your parents and two sisters. Both your parents are teachers.
9. You have lived in an orphanage since you were a baby. You don't know who your parents were. You were told you are mentally disabled.
10. You are a 16 years old boy from the countryside. For minor crimes (riding a bike without proper lighting, stealing some firewood in winter) your father was put in jail for six months. You have three siblings at home, and you are the oldest one.
11. You are an only child. You live in an apartment house in a town with your parents. Your father is a construction worker and your mother delivers mail. You are very good at sports.
12. You are the daughter/son of the local mayor. Although your village is quite small and does not have a big budget you have a quite high-quality lifestyle.
13. Your father drives a truck and is away a lot and your mother is a waitress who often must work at night. You have to babysit a lot.
14. Your parents divorced when you were a baby. You live with your mother and her boyfriend. On weekends you visit your father and his new wife and their two small children.
15. You have lived with different foster parents since you were a small child because your parents couldn't take care of you. Your foster



parents are nice. Four other foster children also live in the same small house as you.

16. You and your sister live with your grandparents in a small town out in the country. Your parents are divorced, and your mother works as a secretary in the city. You rarely see your father.
17. You are a student in a poor Roma family with four children. Your school is segregated (only Roma students go there); no one from this school continues education beyond the eighth grade. You are the best student in the school.
18. You are the second child of the local policeman. Your father is the brother of the mayor. You live in a big house in the middle of the city. You can always ask for some extra pocket money if you want. You are 10 years old, and quite good in school thanks to the extra math lessons your mother is paying for.

Set of questions for stepping:

1. You and your family always have enough money to meet your needs.
2. When your house was built your father somehow managed to arrange that the heating system bypassed the electric meter, so you don't have to pay for it.
3. The people who you work with ask your opinion about major decisions.
4. You can vote during elections in the country where you live.
5. Although you could vote at the elections, you don't feel it is important; and anyway, you have never heard anything from any party which attracts you (take a step backward!)
6. You are not afraid of being stopped by the police.
7. Elections are coming and a big national party approached you to become their local representative.





	8. You make decisions at your workplace and everything you say is seriously considered. 9. You are frequently involved in public procurements and you know the techniques (whatever these are) of how to win them. 10. You have never felt discriminated against because of your or your parents' origins, background, religion or culture. 11. When you are older, you can go to university or choose any job or profession you like. 12. After the final examination it turned out that you were not enrolled as a state-financed student, but your parents can afford a private status for you. 13. Based on the very good relationship with the mayor your father always has a well-paid job. 14. You and your family sometimes pay for things that shouldn't be bought at all (a better grade at the end of the year, etc.) 15. Although you are not really talented (couldn't run fast enough to make the cut) your father can persuade the gym teacher to put you on the football team. 16. You live in a small dead-end village with a short road in very bad conditions. Your village's mayor is not in the situation to be bribed, so it seems that the road will be never fixed (take a step backward!).
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→ 5.5.2 | The Inclusion Knot

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	5-30 min	15+	Multiculturalism	Medium

OBJECTIVES	• Promote inclusion and reflection on diversity, cooperation, and empathy. • Foster an inclusive culture and teamwork is a priority.
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BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

Participants must untangle themselves from a human knot by answering inclusion-related questions, which guide their movements and allow them to proceed in the game. It combines active play with meaningful reflection, making it suitable for workshops on diversity and inclusion, classroom activities, or team-building sessions.

NECESSARY RESOURCES

- A set of easy to answer, but inclusion-related questions (can be pre-prepared by the facilitator).
- A space large enough for the group to stand and move around. In case of a very big group this can be played in 2 groups in parallel making this as a competition.

STEP BY STEP INSTRUCTIONS

1. Form the circle and create the knot: Start the game by telling the participants to stand in a circle, raise their right hands to grab someone else's hand across the circle, then repeat with their left hand to create a tangled knot.
2. Explain the theme of the activity: Explain that as they work together to untangle the knot, they will also be reflecting on topics related to inclusion, diversity, and teamwork (or any other topic). They can move only for 10 seconds after correctly answering these questions.
3. Start the game with inclusion questions: The facilitator holds a list of questions related to inclusion, diversity, empathy, teamwork, and communication. Before anyone can make a move to untangle, the facilitator asks the group a question. Here are some example questions:
 - Is it inclusion if children from different backgrounds go to the same school but some of them have school break at different times?
 - Is dignity earned or a right for everyone?
 - Do you believe you have a role to play in promoting inclusion?
 - Does dignity come from how we treat others or how others treat us?





TIPS FOR FACILITATORS

- Give an example of an action you can take to make others feel more included?
 - Give an example of an action we celebrate diversity in our community or group?
 - Name one famous person who fought for inclusion!
4. Answer and Move: Once a participant answers the question, they can untangle the knot for 10 seconds. The group should follow their lead based on their suggestion.
 5. Team Reflection After Each Move: After each movement, the group should briefly discuss how their answer and action relate to inclusion and teamwork. This keeps the focus on the theme and helps participants stay mindful of their roles in fostering an inclusive environment.
 6. Continue the game: The facilitator continues to ask theme-related questions as the group makes progress toward untangling the knot. Each movement is tied to an answer, so participants must cooperate and communicate to find both physical and conceptual solutions.
 7. End the game and debrief: The game ends when the knot is fully untangled, and the group is standing in one or more circles. Once the knot is untangled, facilitate a debrief discussion, focusing on how the game connected to inclusion:
 - How did answering inclusion questions help you navigate the knot?
 - How did it feel to connect the ideas of inclusion and teamwork through a physical activity?
 - What did you learn about inclusion during this activity that you can apply in your daily life?
- If participants do not know each other you can start the original Human knot game, which is rather an icebreaker.



VARIATIONS	• If the group is a beginner in this game allow more than 10 seconds for every movement. It can go up to 30 seconds. • If an answer sparks discussion, the facilitator can allow brief conversations before the next move is made.
	• Blindfolded knot: A more challenging version of the game involves blindfolding one or more participants, increasing the reliance on verbal communication and trust. • Timed challenge: For competitive groups, add a time limit and see how fast the knot can be untangled. • Multiple small knots: For very large groups, consider splitting them into smaller teams of 8-10 people. Each team can race to see who untangles their knot first. • This game can be played with different themes. The most important thing is to mix questions and physical activity.
	Very similar exercise: Teambuilding.com Human Knot Human Knot: Step by Step Guide
REFERENCES	
ATTACHMENTS	-

→ 5.5.3 | The Status Line

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	60-120 min	8-15	Multiculturalism	High

OBJECTIVES	• Foster understanding of different social statuses. • Encourage reflection on stereotypes and privilege. • Promote empathy among participants.
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	Participants physically position themselves along an imaginary line based on statements about social status and privilege. This activity helps

NECESSARY RESOURCES

children recognize and reflect on their own and others' social contexts.

- A large space for movement
- Printed statements or a facilitator to read them aloud

STEP BY STEP INSTRUCTIONS

1. Begin by explaining that this activity will explore differences in social experiences and privileges.
2. Mark a line in the room (with tape or an imaginary one) and identify one end as "strongly agree" and the other as "strongly disagree."
3. Hand out everyone a role written down on a paper. Give them a few minutes to imagine the person on the paper.
4. Read statements such as:
 - "I have more than three pairs of shoes."
 - "I have been judged because of my family's financial situation."
 - "I have felt excluded because of where I come from."
5. Participants move to the position on the line that represents their response.
6. After each statement, pause to discuss observations:
 - What patterns do we see?
 - How did it feel to take your position?
7. Conclude with a group reflection on how these insights can help reduce stereotypes and foster inclusivity.

TIPS FOR FACILITATORS

- Emphasize that there are no right or wrong answers.
- Create a safe space by setting ground rules (e.g., respect for others' positions).
- Be mindful of the group's emotional responses and debrief thoroughly.

VARIATIONS

- Use visuals (cards or drawings) instead of statements for younger participants.
- Adapt statements to reflect specific themes or local contexts.

REFERENCES

<https://www.vantagecircle.com/>

ATTACHMENTS

Suggested statements list:

- "I have more than three pairs of shoes."
- "I have access to the internet at home."
- "I have been on vacation with my family."
- "I sometimes worry about having enough food at home."
- "I have been teased because of my clothing."
- "I can talk openly about my family traditions at school."
- "I have felt excluded because of my appearance."
- "I have access to a personal device like a phone or tablet."
- "I have had someone help me with my homework."
- "I celebrate holidays that are recognized by my school or community."

Suggested roles list:

- A child whose family owns multiple businesses
- A child living in a rural farming community
- A child whose parent is a factory worker
- A child living in a single-parent household
- A child attending an elite private school
- A child experiencing homelessness
- A child whose family recently immigrated
- A child who lives in a large extended family
- A child from a wealthy family who travels often
- A child whose parents are unemployed
- A child who lives in a rented apartment in a city
- A child living on a family-owned boat
- A child with parents who are doctors
- A child from a household dependent on social welfare
- A child living in a war-torn region who recently relocated

→ 5.5.4 | Stereotype Swap

Age Group	Time	Group Size	Themes	Complexity Level
13-15	60-120 min	8-15	Multiculturalism	Medium

OBJECTIVES	- Identify and challenge stereotypes. - Understand the impact of prejudice. - Encourage perspective-taking.
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZATION	Participants share and discuss stereotypes they have encountered or experienced, then work in pairs to "swap" perspectives and create stories that challenge these stereotypes.
NECESSARY RESOURCES	- Paper and pens - Flip chart or whiteboard for group notes
STEP BY STEP INSTRUCTIONS	- Start with a group discussion: - What are stereotypes? - How do they affect people? - Ask participants to write down stereotypes they have faced or witnessed. - In pairs, exchange one stereotype and brainstorm ways to challenge it (e.g., by creating a story, drawing, or role-playing). - Pairs present their work to the group. - Facilitate a discussion: - How did it feel to "swap" perspectives? - What did you learn from this activity?
TIPS FOR FACILITATORS	- Ensure a supportive atmosphere for sharing sensitive experiences. - Be prepared to address challenging emotions or questions.
VARIATIONS	- Use small group discussions instead of pairs. - Include multimedia elements (videos or photos) to inspire storytelling.
REFERENCES	inspired by https://thinkpsych.com/

ATTACHMENTS

Stereotype Prompts:

- "Girls are not good at sports."
- "Boys should not cry."
- "People from rural areas are less educated."
- "Teenagers are irresponsible."
- "Certain jobs are only for men or women."
- "People with disabilities are not independent."
- "Immigrants do not contribute to society."
- "Wealthy people are always happy."
- "Older people cannot learn new skills."
- "All young people are tech-savvy."

→ 5.5.5 | Tokri (The Basket)

Age Group	Time	Group Size	Themes	Complexity Level
6-8 years old 9-12 years old	30-60 min	3-8	Multiculturalism	Low

OBJECTIVES

- Understanding different realities and promoting empathy.
- Reflection on how to support and integrate a child in similar conditions.

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZATION

This activity involves watching a stop-motion film about an Indian family, followed by a reflective discussion to help children understand and appreciate the differences between their own realities and those of others.

NECESSARY RESOURCES

- Computer
- Projector
- Internet connection
- [Video link](#)

STEP BY STEP INSTRUCTIONS

1. Watch the chosen stop-motion film "Tokri (The Basket)", available on Youtube, as a group,

TIPS FOR FACILITATORS	ensuring everyone has a comfortable viewing environment. Joint viewing of the film.
	2. Facilitate a discussion with open-ended questions: • What did you think of the video? What emotions did the video evoke in you? • What do you think the basket symbolizes in the story? • How different are your living conditions from the girl in the video? • How does the video highlight the importance of empathy and understanding? • What would you do to help her? What small steps can you take in your community to make a difference?
	The facilitator should create a safe and supportive space for sharing, ensuring that all participants feel comfortable expressing their opinions openly.
	After this main activity, the facilitator can ask the children to draw or write about their own family life and compare it to the family in the film.
	Edukino (2022)
VARIATIONS	
REFERENCES	
ATTACHMENTS	-

→ 5.5.6 | Self-portrait

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	120-240 min	3-8	Self-concept and self-esteem	Medium

OBJECTIVES	• Reflect on the difference between who we are and who we want to appear to be in front of others. • Learn to accept differences.
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BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	Promote self-confidence and mutual trust among children.
	Sometimes, the way we see ourselves and how others see us is different. It is important to be aware of this and not forget who we truly want to be.
NECESSARY RESOURCES	- Smartphone - Computer - Projector
	- Begin with a discussion about how people sometimes present themselves differently to fit in or be accepted. - Each child is invited to take two self-portraits: "How I think others see me" "How I really am." - The photographs can be taken at home and presented in the next session, or they can be taken during the session. Props can be used. - During the presentation session, all participants share and explain their photos.
TIPS FOR FACILITATORS	The facilitator should be open to different types of presentations and create a comfortable atmosphere in the classroom, allowing each student to talk about themselves.
VARIATIONS	Instead of photographs, young people can be asked to draw or paint their self-portrait.
REFERENCES	Edukino (2022)
ATTACHMENTS	-



→ 5.5.7 | Express Yourself

Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old	30-60min	3-8	Communication	Medium

OBJECTIVES

- Encourage to express children's feelings, ideas, and creativity through painting and writing
- Reflect on past situations where communication was the key element.

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

In this "Express Yourself" activity, children will have the freedom to choose the medium they prefer to express themselves, either through painting or writing, reflecting on communication. However, this activity can also be used for other themes.

NECESSARY RESOURCES

- Paper
- Paints, markers, crayons
- Pens or pencils
- Magazines, scissors, glue for collage (optional)

STEP BY STEP INSTRUCTIONS

1. Introduction: Begin by discussing different forms of communication with the children (e.g., verbal, non-verbal, body language, facial expressions, etc.). Explain how communication helps us share thoughts, feelings, and ideas with others. Also explain that in this activity, children will have the option to choose whether they prefer to draw/paint (express through painting) or write (express through writing).
2. Express through Painting: Ask the children to think of a time when they communicated with someone, whether through words, gestures, or emotions. Invite them to express how that situation made them feel using colours, shapes, and images. They can paint or draw a scene that represents a communication moment (e.g., a conversation, an argument, or a peaceful interaction). Some questions that may help them to reflect:

- What emotions do you feel when you communicate with others?
 - What colours or shapes can represent how you communicate?
 - How can you show different emotions through your artwork?
3. Express through Writing: For children who are comfortable with writing, ask them to write a short story or poem that focuses on an experience where communication was important. It could be a happy conversation with a friend, a misunderstanding, or a situation where they learned something through communication. If they prefer, they can also write about how communication can be used to solve problems or express feelings. Some questions that may help them to reflect:
- How can words help you connect with others?
 - Can you remember a time when you had a misunderstanding because of unclear communication?
 - What message would you want to share with others through your writing?
4. Sharing & Reflection: Once the children have completed their artwork or writing, give them the opportunity to share their creations with the group. Encourage them to explain what they communicated through their work and how they feel communication plays a role in their daily lives. Reflection questions:
- How does art or writing help you express your thoughts and feelings?
 - How can you make sure your communication is clear and respectful?
 - What did you learn about yourself through this activity?

TIPS FOR FACILITATORS

Support the children in developing the activity, staying alert in case any negative situation or emotion arises.

VARIATIONS

This artistic expression activity can be applied to any theme that one wishes to discuss and reflect upon.

REFERENCES

Inspired by Lucas (2022)

ATTACHMENTS

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5.6 Closure



→ 5.6.1 | Circle of Reflection

Age Group	Time	Group Size	Themes	Complexity Level
9-12 years old, 13-15 years old	5-30 min	3-8, 8-15, 15+	Group management	Low

OBJECTIVES	Encourage participants to share their insights and feelings.
BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	Participants sit in a circle and share one thought, feeling, or insight from the session, promoting closure and connection.
NECESSARY RESOURCES	None
STEP BY STEP INSTRUCTIONS	- Invite participants to sit in a circle. - Explain the reflection prompt: "Share one thing you learned, enjoyed, or found meaningful today." - Go around the circle, giving each participant the opportunity to share. - Thank everyone for their contributions and participation.
TIPS FOR FACILITATORS	Ensure a non-judgmental atmosphere. Facilitators should encourage everyone to participate but respect individual comfort levels.
VARIATIONS	- Use a talking stick or object to signify whose turn it is to speak. - Offer alternative prompts (e.g., "One word to describe today").



REFERENCES ATTACHMENTS	Use a “mood thermometer”, asking “how did you feel today?”. Facilitators can create this thermometer by defining a scale or searching on the internet.
	afterschoolmatters.org
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→ 5.6.2 | Highlight Reel

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	60-120 min	3-8, 8-15, 15+	Self-concept, self-esteem	Medium

OBJECTIVES BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON NECESSARY RESOURCES STEP BY STEP INSTRUCTIONS	- Reinforce key lessons from the session. - End on a positive and celebratory note.
	Participants collaboratively create a "highlight reel" by recalling and recording key moments from the session. This activity helps consolidate learning and leaves participants with a sense of accomplishment.
	- Smartphone for recording - Large paper or whiteboard (if necessary) - Markers (if necessary)
	- Divide participants into small groups and ask each group to discuss their favorite moments or key lessons from the session. - Groups write or draw their highlights on paper. - Record the reel in small groups. - Bring the groups together to share their contributions. - Compile all highlights on a single sheet or board and display it.





TIPS FOR FACILITATORS VARIATIONS REFERENCES ATTACHMENTS	6. Conclude by thanking participants and emphasizing the collective effort and achievements.
	Facilitators may use creative prompts (e.g., "What made you smile today?" "What's one thing you'll take away?"). And don't forget to celebrate each group's contribution to foster positivity.
	• Create a digital highlight reel using a collaborative tool (e.g., a slideshow or Padlet). • Incorporate photos or drawings for a more visual summary.
	inspired by https://thelincolncenter.com/
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→ 5.6.3 | Goal Token

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	5-30 min	3-8	Understanding children Group management	Low

OBJECTIVES BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	• Encourage participants to reflect on their experiences and set meaningful goals. • Foster a sense of shared growth and inspiration within the group. • Conclude the session on a thoughtful and positive note.
	"Goal Token" is a reflective closing activity where participants write down a personal goal or takeaway from the session on a small card. These cards are shuffled and redistributed anonymously among the group, allowing each person to leave with a token of inspiration from a peer. The activity reinforces personal growth and the interconnectedness of the group's journey.





NECESSARY RESOURCES

- Small blank cards or pieces of paper (one per participant).
- Pens or markers.
- A decorative bowl, box, or bag for collecting the cards.

STEP BY STEP INSTRUCTIONS

1. Introduction (5 minutes):
 - Explain the purpose of the activity: to reflect on the session and set goals inspired by the experiences they've shared.
 - Provide examples of goals or takeaways, such as:
 - "I will try to trust others more".
 - "I learned the importance of clear communication".
 - "I will take small risks to step out of my comfort zone".
2. Writing Phase (5 minutes):
 - Distribute cards and pens to all participants.
 - Ask them to write one goal or takeaway from the session on their card. Encourage honesty and positivity.
 - Once finished, they fold the card to keep it anonymous and place it in the bowl or bag.
3. Shuffling and Distribution (5 minutes):
 - Mix the cards thoroughly in the bowl.
 - Each participant draws one card at random, ensuring they don't pick their own.
 - Ask them to silently read the goal they received and reflect on its meaning.
4. Sharing and Closure (5 minutes):
 - If time allows, invite participants to share the goal they received and how it resonates with them (optional).





TIPS FOR FACILITATORS	• Conclude by emphasizing the collective growth and the value of taking these goals forward.
	• Encourage participants to write something meaningful and actionable. • Assure everyone that the process is anonymous to promote openness. • If someone is uncomfortable sharing their card, respect their choice. • Use a calm and reflective tone to set the mood for the activity.
	• Group Goal Display: Collect the cards and display them on a board or wall as a visual reminder of the group's aspirations. • Personal Envelope: Instead of redistributing the cards, have participants seal their own in an envelope to revisit later. • Guided Themes: Ask participants to focus on a specific theme, such as trust, communication, or inclusion. • Virtual Adaptation: In online settings, participants can share goals via a shared document or digital platform.
VARIATIONS	
REFERENCES	Similar exercise: leadersofleaders.ca's Spotlight reflectionTeam Building Activity – Stoplight Reflection – Leaders for Leaders
ATTACHMENTS	

→ 5.6.4 | Group Cheer

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	5-30 min	15+	Group management	Low

OBJECTIVES

- Celebrate the group's efforts and achievements during the session.
- Foster a sense of unity and camaraderie.
- Conclude the session with energy and positivity.

BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

"Group Cheer" is a high-energy closing activity that helps participants bond through collective creativity. The group collaborates to create and perform a unique cheer or chant that encapsulates the key moments, themes, or accomplishments of the session. This activity reinforces group identity and leaves participants feeling uplifted and connected.

NECESSARY RESOURCES

- Open space for the group to stand and move freely.
- Optional: Markers and a whiteboard or flip chart for brainstorming cheer ideas.
- Music or drumbeats (optional) to add rhythm to the cheer.

STEP BY STEP INSTRUCTIONS

1. Introduction (2–3 minutes):
 - Explain the purpose of the activity: to celebrate and summarize the session with a fun and energetic group cheer.
 - Highlight that the cheer should reflect the group's collective experience, achievements, or themes from the day.
2. Brainstorming (5–7 minutes):
 - Gather participants in a circle or semi-circle.
 - Facilitate a quick brainstorming session by asking questions such as:
 - What was the most fun part of today?



TIPS FOR FACILITATORS

VARIATIONS

- What did we accomplish together?
 - What words or phrases describe our group?
 - Write down their suggestions (if using a board or flip chart) and encourage creativity.
 - Choose a few key phrases or words to include in the cheer.
 - 3. Creating the Cheer (5 minutes):
 - Work with the group to decide on a structure for the cheer, such as:
 - A rhyme or chant (e.g., "We're the best, we passed the test!").
 - A call-and-response format (e.g., Leader: "Who are we?" Group: "The Dream Team!").
 - A simple rhythmic clap or stomp combined with the words.
 - Practice the cheer together to ensure everyone is comfortable with the rhythm and words.
 - 4. Performance (2–3 minutes):
 - Perform the cheer as a group, encouraging energy, enthusiasm, and loud voices.
 - Optionally, record the cheer to share with participants later as a memory.
-
- Encourage inclusivity by ensuring everyone has a chance to contribute ideas.
 - Keep the energy high and celebrate creativity, even if the cheer is simple or silly.
 - Adapt the cheer's complexity based on the age and dynamics of the group.
 - Use body movements or gestures to make the cheer more engaging.
 - If participants are shy, lead the cheer yourself and gradually involve them.
-
- Theme-Specific Cheer: Tailor the cheer to a specific theme from the session, such as teamwork, trust, or communication.





REFERENCES

- Cheer-Off: Divide the group into smaller teams to create their own cheers and perform for each other.
- Musical Cheer: Add background music or beats for rhythm and excitement.
- Memory Cheer: Incorporate specific moments or jokes from the session into the cheer.
- Silent Cheer: Perform the cheer using only gestures and movements for a unique twist.

Similar exercise: [beunite.com: Team chant](https://beunite.com/team-chant)

ATTACHMENTS

Example of rhyme pairs:

- Achieve / Believe: "We achieve because we believe!"
- Win / Begin: Example: "We play to win, let's begin!"
- Team / Dream: Example: "One big team with one big dream!"
- Try / Fly: Example: "We'll always try, together we fly!"
- Play / Day: Example: "It's time to play, we own the day!"
- Goal / Whole: Example: "Our goal is clear, let's give it our whole!"
- Strong / Long: Example: "We're strong, we'll last all day long!"
- Best / Quest: Example: "We're the best on this quest!"
- Fun / Run: Example: "Let's have some fun, join the run!"
- Fast / Blast: Example: "We're fast, let's have a blast!"
- Shine / Line: Example: "It's time to shine, right on the line!"
- High / Sky: Example: "We aim so high, straight to the sky!"
- Way / Okay: Example: "We know the way, we'll be okay!"
- Move / Groove: Example: "Let's move and groove, we're in the groove!"



	• Pace / Race: Example: "Keep the pace, we'll win the race!" • Flow / Go: Example: "We've got the flow, now let's go!" • Fight / Bright: Example: "We fight with might, we're shining bright!" • Fast / Last: Example: "We'll go fast and make it last!" • Rise / Prize: Example: "Together we rise, aiming for the prize!" • Try / High: Example: "When we try, we soar so high!" • Strong / Wrong: Example: "We stay strong, we can't go wrong!" • Done / Fun: Example: "When we're done, we've had some fun!" • Game / Aim: Example: "This is our game, and we've got aim!" • Score / More: Example: "We'll get the score and so much more!" • Heart / Start: Example: "We play with heart, right from the start!"
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→ 5.6.5 | Positive Affirmation Circle

Age Group	Time	Group Size	Themes	Complexity Level
6-8 years old 9-12 years old 13-15 years old	5-30 min.	8-15	Self-concept and self-esteem	Low

OBJECTIVES	• Reinforce positive self-image. • Encourages children to recognize and appreciate qualities in themselves and others. • Promotes a supportive environment and helps build self-esteem through peer validation and self-affirmation.
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BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON	In this activity, participants will engage in a reflective exercise to think about both themselves and their peers. In a circle, they will express something positive about themselves as well as about others in the group.
NECESSARY RESOURCES	None
STEP BY STEP INSTRUCTIONS	1. Have the children stand in a circle. 2. Explain that each child will take turns stepping into the center of the circle. 3. When a child is in the center, the others will take turns saying one positive thing about that child. Encourage them to focus on personal qualities, abilities, or kind actions they've observed. 4. After everyone has said something positive, the child in the center will say "Thank you, I am..." and complete the sentence with a positive self-affirmation. 5. Continue until all children have had a turn in the center.
TIPS FOR FACILITATORS	-
VARIATIONS	-
REFERENCES	Korkiamäki & Elliott O'Dare (2021)
ATTACHMENTS	-

→ 5.6.6 | The Web of Communication

Age Group	Time	Group Size	Themes	Complexity Level
13-15 years old	30-60 min	8-15	Communication	Medium

OBJECTIVES	Reflect on the importance of communication and teamwork in group management, reinforcing key concepts covered in the session.
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BRIEF DESCRIPTION OF THE ACTIVITY AND CONTEXTUALIZON

NECESSARY RESOURCES

- Increased self-awareness and appreciation of effective communication in groups.

In this activity, the children will have to share what they have learned in the session, while creating a communication network as they pass the ball of yarn between their classmates.

- A ball of yarn or string

STEP BY STEP INSTRUCTIONS

1. Gather the children in a circle and explain that they will participate in an activity that symbolizes how communication connects us in a group.
2. The facilitator starts by holding the end of the yarn and sharing one key takeaway from the session (e.g., "I learned that listening is important in teamwork").
3. The facilitator then throws the ball of yarn to another participant while holding onto the string.
4. Each child who receives the yarn should share their thoughts about the session, something they learned, or how they felt about the activities.
5. They then pass the yarn to another child while holding onto a part of the string, creating an interconnected web across the group.
6. Once everyone has spoken, the facilitator highlights how the web represents connections within a group and the role of effective communication in strengthening relationships.
 - Discuss how miscommunication or lack of participation could break the web, emphasizing the importance of clarity, listening, and teamwork.
7. The facilitator can guide the children with reflective questions such as:
 - What did you enjoy the most about today's session?
 - How did working as a group help us achieve our goals?





TIPS FOR FACILITATORS VARIATIONS REFERENCES ATTACHMENTS	• What are some challenges we faced when communicating with each other? • How can we improve our communication skills in future activities? 8. Finally, the children gently lay the web on the floor, symbolizing their shared experiences and the importance of cooperation in maintaining strong group dynamics. This web can be hung on the wall or placed in a place the child prefers.
	Facilitator should create a safe sharing environment.
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	Goleman (2006)
	-



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Appendices

Appendices

Session Plan

Intervention:		
Module:	Facilitator:	
Session No.:	Session Duration:	Date:
General Objectives of the Session:		
Session Topics:		

Time	Session Component	Activities	Materials and resources
	Opening circle/ Icebreaking		•
	Large group activity		•
	Break/ Snack		•
	Small group activity		•
	Closure		•



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