



Co-funded by
the European Union



SPORT FOR UNITY

THE GAME THAT CONNECTS

**A practical guide to inclusion, diversity and
acceptance through sport
Manual for coaches and physical education
teachers**

ERASMUS-SPORT-2024-SSCP-101184015

**Sport for Unity and Equality - Building Bridges by
Learning, Understanding, and Accepting**



SPORT FOR UNITY

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

This manual was developed within the Erasmus+ Sport project
**Sport for Unity and Equality – Building Bridges by Learning, Understanding, and
Accepting**

(Project number: 101184015)

Project duration: 18 months (2024–2026)

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



**Co-funded by
the European Union**

BENEFICIARIES

- DSR SUPERKID, CROATIA
- GYMNASTICS CLUB ZAPREŠIĆ, CROATIA
- ASSOCIATION POPOLI INSIEME ODV, ITALY
- SPORT EVOLUTION ALLIANCE CRL, PORTUGAL



TABLE OF CONTENTS

1. INTRODUCTION TO THE MANUAL	4
1.1. About the <i>Sport for Unity</i> project.....	4
1.2. Purpose of the manual	5
1.3. Values promoted by the manual	6
2. THEORETICAL FRAMEWORK	6
2.1. Social Inclusion Through Sport.....	6
2.2. Migration and Sport.....	7
2.3. Discrimination in sports environments.....	8
2.4. Creating a safe and supportive environment	8
3. WORKSHOP METHODOLOGY	9
3.1. General principles for working with children and youth	10
3.2. Education through movement – sports activities as key tool	11
3.3. Structure of a workshop - Practical model	13
4. TOOLS AND MATERIALS FOR WORKSHOP IMPLEMENTATION	19
5. WORKSHOPS FOR ADULTS	20
6. MONITORING AND EVALUATION OF WORKSHOPS	22
7. RECOMMENDATIONS AND PRACTICAL TIPS	25
7.1. Safe and trust-based spaces are a precondition for inclusion.....	25
7.2. Workshops must be adapted to the specific group context.....	26
7.3. Reflection is central, not optional.....	26
7.4. Inclusion requires active facilitation, not neutral moderation	26
7.5. Time and continuity matter	27
7.6. Sustainability depends on facilitator development and organizational support.....	27
8. ANNEX	29
8.1. Example of the games	29
8.2. Example of the Quiz.....	32
8.3. Example of creative material.....	34

1. INTRODUCTION TO THE MANUAL

1.1. About the *Sport for Unity* project

This manual was developed within the Erasmus+ Sport project **Sport for Unity and Equality – Building Bridges by Learning, Understanding, and Accepting** (*Sport for Unity*). The project was implemented as a **Small Collaborative Partnership in the field of sport**, aiming to strengthen social inclusion, acceptance of diversity, and equal opportunities through sport and physical activity.

The project brought together organizations from the fields of sport, education, and work with refugees and migrants and was implemented across different European contexts. Its activities involved:

- ✓ sports clubs,
- ✓ schools and physical education teachers,
- ✓ associations and organizations working with children, young people, refugees, and migrants.

The main objectives of the project:

1. To promote **social inclusion of children and young people with refugee and migrant backgrounds**,
2. To **strengthen the capacities of coaches, teachers, and professionals** working with diverse groups,
3. To **reduce prejudice and discrimination** through education and experiential learning,
4. To use sport as a **tool for connection, cooperation, and building a sense of belonging**.

Why **SPORT** as a tool for social inclusion?

Sport has a unique potential to bring children and young people together regardless of their language, cultural background, or social status. Through shared activities and common goals, sport

enables learning primarily through experience rather than only through discussion, allowing participants to understand inclusion, cooperation, and respect in a practical and meaningful way. By encouraging teamwork, fair play, and mutual support, sport creates opportunities for positive interaction and relationship-building among participants. At the same time, it offers a safe and natural space in which differences can be encountered, explored, and accepted in a constructive manner. For these reasons, sport represents a powerful, accessible, and effective tool for promoting social inclusion in schools, sports clubs, and community settings.

1.2. Purpose of the manual

The purpose of this manual is to provide **practical, concrete, and easy-to-use tools** for adults working with children and young people in diverse environments.

Who is it for?

- ✓ Coaches and sports educators
- ✓ Physical education teachers
- ✓ Sports clubs and sports organizations
- ✓ Associations and organizations working with children and youth
- ✓ Volunteers and professionals in sport working with refugees, migrants, and socially vulnerable children.

How to use this manual?

This manual is designed to be used as:

- a **practical guide** for planning and delivering workshops,
- a **source of inspiration** for developing your own activities,
- a collection of **ready-to-use and tested workshops** that can be adapted to different age groups and contexts.

All activities and methods presented in this manual are based on practical experience gained through the Sport for Unity project and can be used independently or as part of a broader program.

1.3. Values promoted by the manual



2. THEORETICAL FRAMEWORK

This theoretical framework provides a **foundation for the practical part of the manual**. It is intentionally brief and non-academic, focusing on concepts that are directly applicable in everyday work with children and young people.

2.1. Social Inclusion Through Sport

Social inclusion refers to creating conditions in which **every child feels welcome, valued, and able to participate fully**, regardless of background, language, gender, abilities, or socio-economic

status. Inclusion does not mean that children must adapt to existing systems. Instead, it means that **systems, environments, and practices adapt to the needs of children.**

Why is sport a powerful tool for inclusion?

Sport enables communication beyond words, making it especially valuable in groups where language barriers exist. Through shared movement and joint activities, it helps build trust and strengthens team cohesion, allowing participants to connect with one another in a natural and meaningful way. Sport also plays an important role in reducing social barriers, as it brings people together around common goals and experiences rather than differences. By offering opportunities for participation, achievement, and recognition, sport strengthens self-confidence and supports the development of a strong sense of belonging.

Coaches and physical education teachers are not only leaders of activities but also important role models for children and young people. Through their behavior, communication, and attitudes, they shape the group atmosphere and influence how participants relate to one another. As such, they play a key role in creating inclusive environments and in preventing exclusion, discrimination, and unequal treatment within sports and educational settings.

2.2. Migration and Sport

Children with refugee or migrant backgrounds are not a homogeneous group, as their experiences vary depending on factors such as age, country of origin, migration pathways, family situations, and previous access to education or sport. Despite these differences, many children face similar challenges when entering sports environments, including language barriers, cultural differences, and feelings of insecurity or not belonging.

Sport can play an important role in supporting integration by offering a structured yet flexible environment in which children can gradually connect with others. Through regular participation in sports activities, children have opportunities to build friendships, learn shared rules and cooperation, and develop a sense of belonging to a team and the wider community.

2.3. Discrimination in sports environments

Discrimination in sports environments can take many different forms and often occur subtly, through everyday interactions and practices. In the context of sport, discrimination may be based on ethnic or racial background, gender, socio-economic status, or physical and mental abilities. These forms of discrimination can appear individually or in combination, making some children and young people particularly vulnerable to exclusion. In practice, discrimination in sport is often expressed through exclusion from games or activities, stereotyping, mocking, or unequal treatment. This may include children being consistently chosen last for teams, being assigned different roles based on assumptions rather than abilities or being given fewer opportunities to participate. Even when such behavior is unintentional, it can have a strong negative impact on children's experiences in sport.¹

Research and practice show that discrimination can have serious consequences for children and young people. Experiences of exclusion and unequal treatment can negatively affect children's self-confidence and motivation to participate in sport and physical activity and may also impact on their mental well-being and sense of safety and belonging. Over time, this can lead to withdrawal from activities and reduced engagement in physical education and sport.²

2.4. Creating a safe and supportive environment

Creating a safe and supportive environment is a fundamental responsibility of adults working with children and young people in sports and educational settings. Adults, including coaches and physical education teachers, play a key role in shaping the atmosphere of the group and in setting clear expectations for behavior. They are responsible for establishing clear and shared rules, encouraging cooperation and mutual respect, and responding immediately and appropriately to any form of inappropriate behavior. Setting clear rules is an essential part of creating safe environments. Rules should be simple, clearly communicated, and adapted to the age and needs of the children. When children understand what is expected of them and what behaviors are not

¹ Council of Europe (2016). *Combating Discrimination in Sport*.

² UNICEF (2019). *Sport for Development and Peace: Building Inclusive Communities*.

acceptable, they feel more secure and are better able to participate confidently in activities. Consistence in applying rules is just as important as the rules themselves.

A zero-tolerance approach to discrimination, exclusion, and offensive behavior is crucial for maintaining an inclusive environment. Such behavior should never be ignored or minimized, even when it appears subtle or unintentional. Timely, calm, and consistent reactions from adults send a clear message that discrimination is not acceptable and that everyone has the right to feel safe and respected.³

3. WORKSHOP METHODOLOGY

(Experience-based methodology developed)

The workshop methodology presented in this manual is based on the practical experience of all project partners and was developed through direct work with children, young people, coaches, teachers, and volunteers in different educational and sports contexts.

The approach combines **sport, movement, reflection, and dialogue** and is designed to be flexible, inclusive, and easily adaptable to various settings such as schools, sports clubs and community organizations. Across all partner activities, workshops were designed as **experiential learning processes**, where children and young people learn about inclusion, diversity, and equality primarily through participation and shared experience, rather than through lectures or theoretical explanations.

OBJECTIVES OF THE WORKSHOPS

³ UNESCO (2015). *Quality Physical Education: Guidelines for Policy-Makers*.

Introduce	introduce the concept of migration in a simple and accessible way
Encourage	encourage reflection on diversity and individual differences
Promote	promote empathy, cooperation, and respect among students
Strengthen	strengthen group cohesion and a sense of belonging
Support	support inclusion through experiential learning methods

3.1. General principles for working with children and youth

A key principle of the methodology is *age-appropriate design*. Activities are adapted to the developmental stage, attention span, and social skills of participants.

- ✓ For *younger children (ages 6–9)*, workshops focus on short, playful, and dynamic activities with clear rules and frequent changes. Movement-based games, simple cooperation tasks, and visual or creative elements are particularly effective.
- ✓ For *children aged 10–13*, activities can be slightly more complex and include short moments of discussion and reflection connected to the games.
- ✓ With *adolescents (aged 14–16) and adults (18+)*, workshops allow more time for discussion, critical thinking, and reflection on real-life situations related to sport, fairness, discrimination, and belonging.

Across all age groups, *learning through play and experience* proved to be essential. Activities such as cooperative games, partner exercises, and team challenges allow children to experience inclusion or exclusion directly and then reflect on these experiences in a guided way.

A **participatory approach** is central to the methodology. Children are encouraged to express their opinions, share experiences, and actively shape the workshop. This approach was used consistently in all partners' workshops.

Reflection after activities is another crucial methodological step. Even short reflection moments help children connect physical experiences with broader concepts such as cooperation, fairness, respect, and inclusion. Reflection can take different forms, including circle discussions, simple questions, drawing, or non-verbal feedback. This approach aligns with international recommendations on quality physical education and inclusive sport-based learning.



(Educational workshops for children: School of Graphics, Design and Media Production; Sports summer camps – Zagreb, Croatia)

3.2. Education through movement – sports activities as key tool

All partners emphasized that the strongest learning outcomes occur when workshops combine **movement, cooperation, and dialogue**.

Movement-based activities help break down barriers, especially in groups with language diversity. For example, during Superkid school workshops and summer camps, sessions began with a simple movement game such as:

“**Move if...**” Children move freely around the space and respond to statements like:

- ✓ *“Move if you like playing sports.”*
- ✓ *“Move if you have ever been new somewhere.”*
- ✓ *“Move if you enjoy playing in a team.”*

Practical experience showed that this approach at the beginning of this type of workshop is well received also when working with adults. This activity immediately creates interaction, highlights similarities, and reduces initial tension.

Cooperation is developed through **team-based and partner tasks**. For example: use of paired and small groups where children support each other while practicing basic gymnastics elements such as roles, balance tasks, or trampoline exercises, naturally encouraged trust, responsibility, and mutual support, particularly in mixed groups.

Dialogue is introduced gradually, usually after physical activities, when children are more relaxed and open. Partners found that reflection worked best when it was short, concrete, and connected directly to the game or task. Balancing play and key messages is essential. Activities remain playful and enjoyable, while facilitators guide children toward recognizing inclusion-related messages through reflection questions rather than explanations. This combination also reflects best practices in sport-based education and social inclusion highlighted by UNESCO and the Council of Europe.⁴

⁴ (UNESCO (2015). *Quality Physical Education (QPE): Guidelines for Policy-Makers*. UNESCO Publishing.)

3.3. Structure of a workshop - Practical model



Based on the experience of all partners, each workshop follows a **simple and flexible four-step structure**, which can be adapted to different age groups and settings.

Workshop duration: 60 – 90 minutes (depends on the participants age)

Number of optimal participants: 10 – 15

1. Introduction and Warm-up (15 minutes)

The workshop begins with a short introduction and a warm-up activity designed to create a safe and relaxed atmosphere. Ground rules such as respect, listening, and cooperation are briefly introduced.

Examples:

Icebreaker and Movement-Based Activity

The workshop began with an icebreaker activity based on movement around the classroom. Students responded to questions by moving through space, which allowed them to express their preferences in a non-verbal way.

Questions included:

- “What is your favorite food?”
- “What are your hobbies?”

- “What is the furthest place you have ever visited?”
- “Which place was the most beautiful for you?”

This activity helped reduce initial tension, activated the group, and allowed students to recognize similarities and differences among themselves in a playful way.



(Workshop for physical education teachers: Introduction team building activity, DSR Superkid, Zagreb, Croatia)

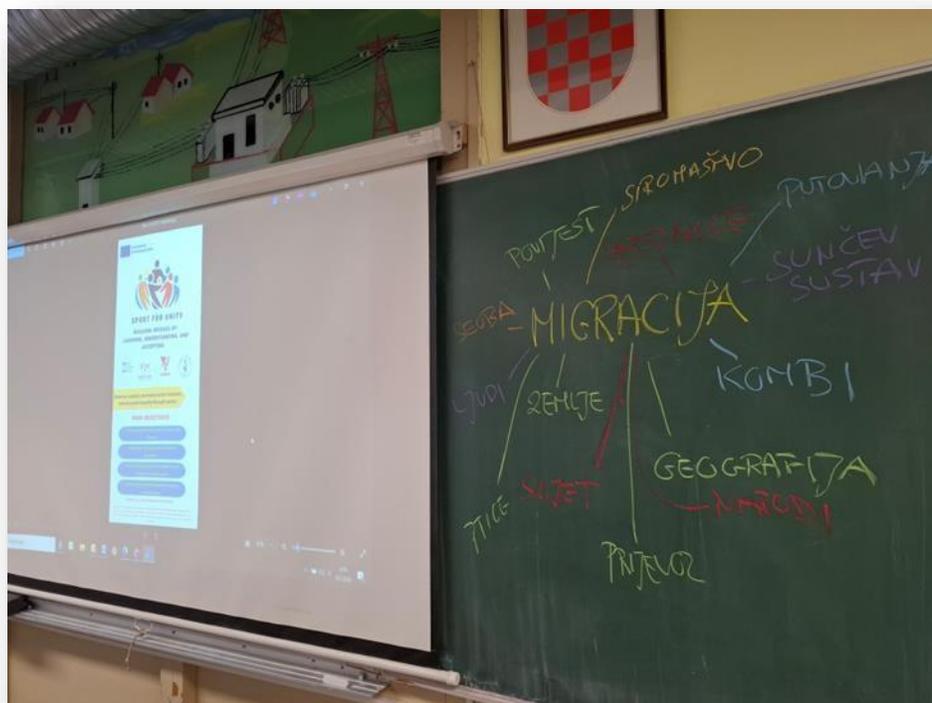
2. Main activity (Sports game or task) (15 -20 minutes)

The main activity addresses the core theme of the workshop (inclusion, diversity, migration, fair play). These activities allow children to experience inclusion and cooperation in practice rather than talking about them abstractly.

Examples:

- ✓ *Brainstorming on topic (association game)*

A brainstorming activity (“brainstorming storm”) was conducted around the term **migration**, using colored chalk on the board. Students were encouraged to freely share associations and ideas related to migration. This was followed by a short interactive game titled “*What is the first thing that comes to your mind when I say migration?*”. The activity supported open expression and showed that children already possess diverse knowledge and perceptions related to the topic.



(Workshop for children: brainstorm game – migration – elementary school OŠ Augusta Cesarca Krapina, Croatia)

✓ *Family migration history activity*

Students were invited to reflect on migration within their own families by raising their hands in response to questions about whether their parents, grandparents, or relatives had moved:

- within the same town,
- to another city or place,
- within the same county.

This activity helped normalize migration as a common life experience and increased children’s understanding that movement and change are part of many personal and family histories.



(Workshop for children: family migration history game – elementary school OŠ Augusta Cesarca Krapina, Croatia)

✓ *“Passport” Game and Diversity Activity*

It all depends... on your passport!

How many places can I go without a visa?

How powerful is my passport?

How can I get a visa?

How long can I stay in another country?

Click on the passport

NB. You can't decide where you are born, and the strength of your passport also depends on factors such as international relations, the country's socio-economic situation, and its wealth

One of the key activities of the workshop was the **“Passport” game**, which introduced the idea that people experience different levels of freedom of movement depending on their country of

origin. The activity was followed by a creative task focused on diversity and individual strengths. Each student:

- cut out a paper hand from colored A4 paper,
- wrote down one **positive personal quality or talent**,
- contributed their hand to a collective display.

The final visual composition highlighted that diversity enriches the group and that everyone contributes something valuable.



(Workshop for physical education teachers and trainers: Passport game, DSR Superkid, Zagreb, Croatia)

3. Reflection and Discussion (15 minutes)

After the main activity, participants sit in a circle for reflection. Reflection is guided by simple, open-ended questions such as:

- *How did you feel during the activity?*
- *What was easy or difficult?*
- *How did the group help each other?*

- *What would you do differently next time?*

Reflection can be also supported by storytelling or real-life examples, such as listening to the story of a refugee athlete, which helped connect sport with broader social realities.



(Workshop for children: Sport summer camps and elementary school OŠ Augusta Cesarca Krapina, Croatia)

4. Conclusion and Key Message (10 minutes)

The workshop ends with a short summary linking the activity to the main message (inclusion, equality, fair play). Evaluation is often done through simple methods such as a **thumbs-up gesture**, drawing, or a short verbal check-in.

This structure proved effective across different contexts, from classrooms and gyms to larger public events, and supports both engagement and learning.

4. TOOLS AND MATERIALS FOR WORKSHOP IMPLEMENTATION



Workshops across the project were designed to be **low-cost and easily adaptable**. Basic sports equipment such as balls, cones, hoops, and mats was combined with simple materials like paper, markers, and tape. Workshops were successfully implemented in classrooms, outdoor spaces, and community rooms. Communication tools included circle discussions, gestures, drawing, and movement-based responses (e.g. thumbs up/down).

(Picture: workshop for children: summer camps DSR SuperKid, Croatia)

Partners frequently used:

- ✓ Paper hands or cards for creative reflection,
- ✓ Chalk or flipcharts for brainstorming,
- ✓ Visual symbols to support children with language barriers.
- ✓ Digital tools – online games for example *Kahoot – quiz*; *Passport ability*



(Workshop for volunteers and trainers: Passport game, Popoli Insieme, Padova, Italy)

5. WORKSHOPS FOR ADULTS

(Coaches, Teachers, Professionals)



(Workshop for trainers and physical education teachers: Zagreb, Croatia on the right, Lisboa, Portugal on the left)

Workshops for adults focused on **self-reflection, awareness, and practical application.**

Workshops typically started with an introductory activity, such as:

- ✓ Short quizzes on migration and inclusion,

- ✓ Sharing personal experiences from practice,
- ✓ PowerPoint presentation, theoretical definition of the key elements (migration, regulations in their country, passport and visa information).



(Example of PowerPoint slide for workshops for trainers and physical education teachers)

MIGRATIONS

Forced migrant
A general term describing someone who leaves their country because of wars, invasions, uprisings, or natural disasters. There are two categories of refugees:

Internally Displaced People (IDPs)
Who does not cross the national border and remains within their own country

Externally Displaced People
Who is forced to leave their country, becoming (in some cases) a refugee.

Asylum seeker
Someone who seeks refuge in a foreign country and whose application for protection has not yet been accepted or rejected

Refugee
A person who has been forced to migrate (forced migrant) due to reasons of race, religion, nationality, gender issues, membership of a particular social group, or political opinion, and who, after applying for asylum in a foreign country, has been granted international protection (asylum).

WORDS TO KNOW

FORCED MIGRATION

(Example of PowerPoint slide for workshops for trainers and physical education teachers- KEY WORDS)

Group work and case study analysis were used to explore situations like discrimination in teams or communication challenges with children from migrant backgrounds. Reflection and discussion allowed participants to exchange perspectives and develop inclusive strategies applicable to their daily work.

6. MONITORING AND EVALUATION OF WORKSHOPS

Monitoring and evaluation were integral parts of the *Sport for Unity* workshops and were designed to be **practical, age-appropriate, and easy to implement** in school, sports club, and community settings. The main purpose of evaluation was not only to measure outcomes, but also to support reflection, learning, and continuous improvement of inclusive practices.

Different evaluation methods were used for **children and adult participants**, considering their age, role, and workshop context.

Partners used:

- thumbs-up/thumbs-down feedback,
- short questionnaires for older children and adults,
- observation of group behavior during activities.

Indicators of success included increased cooperation, reduced conflicts, and greater participation, especially among quieter or newly included children.

6.1. How to Assess Workshop Effectiveness

✓ Pre- and Post-Workshop Questionnaires (Adults)

For workshops with adult participants (coaches, physical education teachers, volunteers), **structured questionnaires** were used at the beginning and at the end of the workshops. These questionnaires focused on:

- participants' previous experience with inclusion and diversity,
- attitudes towards migration, discrimination, and equality in sport,

- self-assessment of confidence in responding to inclusive or challenging situations.

Comparing pre- and post-workshop responses allowed facilitators to identify changes in awareness, understanding, and attitudes among participants.

✓ Child-friendly evaluation methods (children and young people)

For children and young participants, evaluation methods were adapted to be **simple, non-intrusive, and engaging**. Instead of written questionnaires, facilitators used:

- non-verbal feedback methods (e.g. *thumbs up* gesture at the end of the workshop),
- short guided questions during reflection circles,
- visual and creative expression (drawing or selecting symbols to express feelings).

They allowed children to express their impressions without pressure and provided immediate feedback on how they experienced the activities.

Observation of behavior and group dynamics

Facilitators observed:

- levels of participation and engagement,
- interaction between participants,
- cooperation within mixed groups,
- reactions to diversity and differences.

6.2. Indicators of Success



(Workshop for physical education teachers: Questionnaire at the beginning, DSR Superkid, Zagreb, Croatia)

Based on the experience of all partners, several qualitative indicators were identified as signs of successful workshops. **Increased cooperation among participants** was observed through mutual support during activities, shared use of equipment, and more open communication within teams, particularly in mixed groups.

Another important **indicator was a reduction in conflict and exclusion**, as children became more comfortable interacting with peers from different backgrounds over the course of the workshop.

Greater participation, especially among quieter or initially reserved children, was also noted, with more active involvement in games, discussions, and reflection activities. Together, these indicators confirmed that combining sport, structured activities, and reflection creates positive conditions for inclusion, engagement, and mutual respect.

 **Co-funded by
the European Union**

 **SPORT FOR UNITY**

Questionnaire for project participants (Trainers, Coaches,
and Instructors)
Social inclusion and discrimination

1. Do you have any experience as a trainer/coach with people with different cultural backgrounds?
 Yes
 No

2. How confident do you feel in creating an inclusive environment for young people with migrant backgrounds?
 (Please circle or tick one option)

1 Not confident at all
 2 Slightly confident
 3 Moderately confident
 4 Very confident
 5 Extremely confident

3. What challenges have you encountered when coaching or training migrants/refugees/youngsters with migrant backgrounds?
 (Please tick all that apply)

Language barriers
 Different cultural expectations regarding sports and training
 Lack of parental/family support
 Limited access to resources (equipment, facilities, etc.)
 Difficulties in building trust or communication
 Different levels of prior sports experience or skills
 Time/schedule conflicts due to work, school, or family obligations
 Other: _____

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

 **Co-funded by
the European Union**

4. In your opinion and experience, what are the specific barriers that prevent young migrants from fully participating in sports?

5. What strategies could be used to turn these barriers into opportunities?

6. Have you received any training on diversity and inclusion in sports?
 Yes No
 If not, would you find it helpful? _____

7. How do you handle conflicts or misunderstandings related to cultural differences in a sports setting?
 (Please circle one option)

I try to avoid the conflict and hope it resolves itself
 I discuss the issue directly with the individuals involved
 I involve other team members to help mediate
 I ask for support from management/organization
 I use established guidelines or conflict resolution strategies
 Other: _____

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

(Example of Survey used in the workshops: adults)

7. RECOMMENDATIONS AND PRACTICAL TIPS

7.1. Safe and trust-based spaces are a precondition for inclusion

One of the most important lessons learned is that meaningful engagement in inclusion workshops is only possible when participants feel safe, respected, and heard. Establishing clear ground rules at the beginning of each workshop—such as mutual respect, confidentiality, and openness—proved essential.

Facilitators learned that safety must be actively maintained throughout the workshop. Subtle signs of discomfort or exclusion (e.g. silence, withdrawal, hesitation to speak) require timely and sensitive intervention. When a trust-based atmosphere was successfully created, participants

were more willing to share personal experiences, reflect on sensitive topics, and engage in honest dialogue.

7.2. Workshops must be adapted to the specific group context

Experience confirmed that inclusion workshops cannot follow a one-size-fits-all approach. Differences in age, background, prior knowledge, and professional roles significantly influence how participants engage with content.

Workshops were most effective when methods were adapted to the group: experiential, playful, and creative approaches worked best with children and young people, while adults benefited from structured inputs combined with discussion, case studies, and exchange of professional experience. Short theoretical explanations embedded within practical activities proved more effective than longer lectures across all target groups.

7.3. Reflection is central, not optional

A key lesson learned is that reflection should be considered a core element of inclusion workshops rather than an additional or final activity. Facilitated reflection enabled participants to connect workshop content with their own attitudes, behaviors, and everyday practices.

Short reflection rounds, guided questions focusing on emotions and group dynamics, and small-group discussions were particularly effective. These methods helped participants identify stereotypes, unconscious biases, and everyday forms of inclusion or exclusion, significantly deepening the learning process.

7.4. Inclusion requires active facilitation, not neutral moderation

The workshops demonstrated that facilitators play an active role in shaping inclusive learning processes. If participants share the same understanding of inclusion or that dialogue will naturally unfold prove ineffective.

Lessons learned highlighted the importance of active facilitation: naming sensitive issues clearly, balancing dominant voices, encouraging quieter participants, and addressing power dynamics within the group. Inclusion workshops require facilitators to be flexible, attentive, and prepared to adapt the workshop flow in response to group needs.

7.5. Time and continuity matter

Another important lesson learned concerns the limitations of time-bound workshops. Inclusion-related topics are complex and emotionally demanding, particularly for adult participants. Short or tightly scheduled sessions often limited the depth of discussion and reflection.

Longer workshops, follow-up activities, or repeated sessions supported more sustainable learning outcomes. Continuity allowed participants to revisit topics, reflect more deeply, and gradually integrate inclusive perspectives into their personal or professional practice.

7.6. Sustainability depends on facilitator development and organizational support

Finally, the implementation experience showed that the long-term impact of inclusion workshops depends not only on workshop design, but also on broader organizational commitment.

Continuous learning, peer exchange among facilitators, and regular reflection on practice were identified as key factors for maintaining quality.

Embedding inclusion workshops within wider educational or organizational strategies strengthened consistency and reinforced key messages over time, supporting lasting attitudinal change and inclusive practices.



(Workshop for children: high school of Graphics, Design and Media Production, Zagreb, Croatia)



(Workshop for children: high school of Graphics, Design and Media Production, Zagreb, Croatia)

8. ANNEX

Note on Materials and Visual Content

All images, illustrations, and practical examples included in this manual were developed collaboratively by the partners of the Erasmus+ project *Sport for Unity* unless otherwise stated.

8.1. Example of the games for educational workshops (adults and children appropriate)

➤ Answering questions by moving around the room

Participants are invited to move freely around space, without following a specific direction. At a certain point, the word “STOP” is called out, and everyone is required to freeze and pair up with the closest person. Each pair then exchanges an answer to the current question, which is asked by the facilitator. Examples of questions include: “What is your favorite food?”, “What are your hobbies?”, and “What is the furthest place you have ever visited, and which place did you find the most beautiful?”

The same activity can be carried out at the end of the sessions, using questions related to the experiences during the activity. Examples include: “During the session, was any particular emotion felt more strongly than the others?”, “What will be taken away from this session?”, and “Is there something that was not known before and was discovered during this activity?”

Each participant may write down the answers received from their partners, question by question. At the end of the activity, a closing feedback moment can be organized, during which participants sit in a circle and read aloud the answers they received from their partners for each question. This encourages self-reflection and mutual listening within the group.

➤ Game: “What comes to your mind when I say migration?”

Participants are asked to say the first word that comes to mind when they hear the word “migration.” The word “migration” is written in the center of the board, and all the words

suggested by the participants are added around it as they are spoken. The aim is to create an immediate visual representation of the concept of migration as perceived by the group. Once the activity is completed, the words are analyzed together with the class, with any stereotypes or prompts for deeper reflection being highlighted.

As an alternative way to make the activity more dynamic, a circle can be formed and a ball can be tossed around. Each time the ball is caught, a word that comes to mind when thinking of “migration” is said. These words can also be written on the board to allow for a later discussion of the meaning of each term.

➤ *Game on family migration history, with raising hands*

Participants are asked to raise both hands if both of their parents are originally from Padua (or, more generally, from the city where the activity is taking place). They are then asked to keep one hand raised if only one of their parents is originally from Padua. Next, participants are asked to raise both hands if both parents are of Italian origin but not from Padua. They are then asked to raise one hand if one parent is of Italian origin and the other is of non-Italian origin. Finally, participants are asked to raise both hands if both parents are of non-Italian origin.

The activity continues in this way, moving further back in the family tree to grandparents and beyond. In this way, it is possible to observe how widespread the experience of migration is among participants’ families, even when it takes the form of internal migration within their own country.

➤ *Migration routes game, with map and post-its*

A map is made available and posting notes in two different colors are distributed. One color represents the countries from which, according to the participants, migrants come; the other color represents the countries where, again according to the participants, migrants end up.

Participants are then asked to take the post of its one color and place them on the countries they believe most migrants come from worldwide. Using the other color, posting notes are placed on the countries that are believed to receive the highest number of migrants.

Once the activity is completed, up-to-date migration data (for example, from UNHCR) are referred to explain that migration flows are a complex phenomenon. It is emphasized that many migrants move to neighboring countries (or sometimes do not even leave their own), challenging the myth that migration only involves certain geographical areas (for example, “they all come from Africa and arrive in Europe”).

➤ *“Passport” game*

Many small passports from different countries are printed (see Attachment 1) and distributed to all participants. Naturally, the passport received cannot be chosen, just as no human being can choose the country in which they are born.

The homepage of the Passport Index website (<https://www.passportindex.org/>) is then shown, and participants are asked what, in their opinion, distinguishes a passport from one country from that of another, such as color, symbols, language, and so on.

“There is one thing that makes them very different from each other, but it isn’t visible...”

Next, passport power is explained (that is, how many foreign countries the passport of a given country allows its holder to enter without requiring additional documents, such as a visa). The stronger a country’s passport is, the more freedom of movement is available to its citizens.

Each participant is then asked to state which country’s passport was drawn at the beginning of the activity. The ranking of that passport is looked up on the Passport Index website (<https://www.passportindex.org/byRank.php>).

Participants may also be asked to think of a place they would like to visit in their lifetime and to check whether, with the passport they received, travelling to that place would be easy or not.

This activity offers an opportunity to reflect on the concept of freedom of movement, a form of freedom that is not the same for everyone and that no one can choose to have or not to have, but which simply depends on where in the world a person is born.

8.2. Example of the Quiz

To introduce the topic of migration and understand how much participants already know about it using digital tool. For example, game platform **Kahoot** - <https://kahoot.it/>

Below are some example questions (some of the incorrect answers are deliberately written in a playful and unrealistic way):

1. **Who is a migrant?**

- A person who moves every day to go to work
- A person who travels a lot
- A person who moves from one place to another and settles there permanently
- A person who keeps moving and travels long distances on foot

2. **Who are student migrants and economic migrants?**

- Someone who goes on Erasmus
- People who migrate with the final goal of “stealing jobs” from others
- People who migrate to be able to study and find better work opportunities
- People who don’t want to study or work and run away to avoid doing it

3. **Who is a forced migrant ?**

- A person who leaves their country because they didn’t like it
- A person who migrates because they are forced to by circumstances beyond their control
- A person who looks for a job they like
- A criminal who runs away to avoid being arrested

4. **Why can a migrant be undocumented?**

- Because they don’t have valid documents allowing them to stay in the country

- Because they steal and deal drugs
- Because they don't have a home
- Because they don't have the right to leave their country

5. **What does the acronym UAM stand for?**

(note: adaptable depending on local terminology and create fake acronym)

6. **What does the word *stateless* mean?**

- A person with dual citizenship
- A person without a fixed residence
- A person who can travel to all countries without documents
- A person without any citizenship

7. **What does an *asylum seeker* do?**

- Asks their own country to protect them from people who threaten their life
- Asks law enforcement to help them because they feel unsafe
- Has had to flee their country and asks another country for protection
- Moves to another country and applies for a residence permit for work

8. **What is an *internally displaced person (IDP)*?**

- A person who visits every place in their country without stopping anywhere
- A person who no longer has a home because of a natural disaster
- A forced migrant who remains within the borders of their own country
- A person who migrates but stays within their own continent

9. **What does it mean if a migrant has become a refugee?**

- It means they fled their country and have been granted protection
- It means they have settled down and found a job
- It means they were in danger in their country and asked for help
- It means someone has welcomed them

(Note: always verify definitions according to the legislation of the country where the activity is conducted)

8.3. Example of creative material - Cutting Template















**Co-funded by
the European Union**

**SPORT FOR UNITY AND EQUALITY – BUILDING BRIDGES BY
LEARNING, UNDERSTANDING, AND ACCEPTING**

ERASMUS - SPORT-2024

ERASMUS-SPORT-2024-SSCP-101184015

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