



**NEETS
NEED
SPORT**

103 NNS TRAINING METHODOLOGY FOR YOUTH WORKERS / YOUTH CENTERS



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Theoretical framework

Over the past decades, a large body of research has demonstrated the beneficial impact of sport in shaping soft skills, the factors that fundamentally determine the success of individuals in the labor market. This is a very important aspect, especially for a target group characterized by inadequate family background, housing poverty, or lack of access to quality schooling.

It is also important to see the trend towards non-formal education as a way to find opportunities for the inclusion of vulnerable groups through education, as opposed to the frontal and formal frameworks of the past. These newer directions provide ample scope for sport to play a more complex role in developing social skills of young people, beyond its health-promoting role.

The aim of this manual is - in addition to providing a certain theoretical background - to enrich the toolbox of professionals working with young people, in particular, young people from disadvantaged backgrounds.

Why is sport an excellent tool to increase the employability of young people?

Sport and physical activity have always played an important role in the education of young people. It is enough to look at the historical examples of Athens and Sparta: in both city-states, sport played an important role in the process of raising youth. It was no different in Egypt, and later in Rome, either: in different ages, it was recognized that sport, the understanding, and learning of the rules of certain forms of movement, had a beneficial effect on personal development.

On the one hand, these activities served to educate young people and strengthen the community, and on the other, to prepare them for the military, which had previously been an essential aspect.

The Nobel Prize-winning Hungarian physician Albert Szent-Györgyi summarized the role of sport in building and educating society as follows:

“Sport is primarily an intellectual concept. A sports team is a miniature image of society, a match is a symbol of the noble struggle for life (...) Sport teaches you in a short time, through the game, the most important civic virtues: solidarity, self-sacrifice, total subordination of self-interest, perseverance, the will to act, quick decision, self-awareness, absolute fairness, and, above all, the principle of fair play, the rules of noble combat.”¹

¹ <https://www.citatum.hu/idezet/7926>

The above quotation contains the most important elements that make sport capable of providing disadvantaged young people with the skills to become useful members of society and lead successful lives, even in inadequate housing and educational conditions.

- **A miniature image of society**

Young people from disadvantaged family backgrounds, living in housing poverty find it much harder to acquire the social skills that can help them to progress in school, work and establish a healthy, balanced family life. One of the main reasons for this is that, in the adverse circumstances described above, NEET young people find it difficult to develop positive role models to follow.

Sport - and team sports in particular - can create and reproduce situations that help to develop social skills, thus repairing previously established deficiencies. Within the team, equal but different roles and responsibilities are developed, all of which are necessary to achieve collective success. Regular sporting activities can thus develop young people in protected situations, on a regular basis and under appropriate supervision.

It is important to note, however, that team sports are by no means the only successful sport-based way of working with NEETs. Most individual sports excel in developing skills such as discipline, tolerance of monotony, or, for example, perseverance, which are also important skills for succeeding in education and in the labour market.

- **A noble struggle for life**

Sport is also a great way to teach athletes to fight the good fight. One can be competitive in many different ways. Sport is one of the best mediums to learn to respect the opponent and learn to deal with victory and defeat. Within the NEET groups, there is always a higher proportion of young people who do not acquire the skills to assert their interests and stand up for themselves more effectively. Sport helps to address these socialization deficits, even at an older age.

- **The most essential civic virtues**

- solidarity:

Solidarity, in sociological terms, is a shared, mutual commitment and responsibility between members of a given community. In the case of communities and families living under economic and housing

constraints, it is always more difficult to develop a framework in which everyone is always aware of their own responsibilities and can expect the same from other members of the community. Being part of a team, where roles are also more or less fixed, provides an excellent "model railroad" for building solidarity.

o self-sacrifice, total subordination of self-interest:

Being part of a team is not so different from being part of a larger community, such as society. As citizens, we have rights and responsibilities just as much as when we are part of a sports team. For people from disadvantaged backgrounds, daily routines and regular tasks are often not established. In the absence of positive patterns, often over generations, young people growing up in these circumstances lack confidence and security that their basic needs will be met. For such young people, meeting their own needs often becomes a priority, while giving up these interests for the well-being of the community is a challenge for which they might have no patterns. Playing sport, being part of a team can be a great help in such a situation, because in small steps and in less crucial situations, the NEET young person can experience that by giving up immediate individual interests, the wider community (the sports team) often benefits, which ultimately benefits him/her as a member of the team.

o perseverance:

Learned helplessness is a state that occurs after a person has experienced a stressful situation repeatedly. They come to believe that they are unable to control or change the situation, so they do not try — even when opportunities for change become available. NEETs are characterised by school failure and early school leaving. One main reasons for this is that they do not learn to cope with the failure they have already experienced. It is characteristic of these young people that they easily lose enthusiasm, giving up their goals after a few unsuccessful attempts.

By playing as part of a team, young people can practise all this in a playful environment, without any serious, immediate consequences, if they fail.

o the will to act, quick decisions

Sport typically takes place in fast-paced conditions, which not only demand physical efforts but also challenge athletes mentally. In sport, as in everyday life, quick decision-making often determines whether a team will be successful or not. Here too, sport provides athletes with skills that they can use in many other areas of life - education, the labour market, starting a family.

- self-awareness

For the success of both group and individual, it is important for team members to be aware of their own capabilities and shortcomings. This is how the team can set realistic goals, and how individuals and the team as a whole can learn from any mistakes or errors.

- the principle of fair play

Fair play is the idea of playing a game with fair means and behaving fairly toward our opponents. Fair play means respecting the rules, the opponent, the referee's decisions, the crowd and the spirit of the game, team spirit, loyalty, and self-respect in victory as well as in defeat.

It establishes an approach that empowers individuals to reflect on their own actions, enabling them to develop and succeed, on and off the pitch.

Key competencies for life-learning

Professional Ethics of youth workers and organizations

The values and principles to guide the work of youth workers are mainly the following:

- Independence and professional freedom
- Moral, social and professional responsibility
- Moral and professional integrity
- Confidentiality
- Promotion of the interests of young people
- Respect for personal autonomy
- Intellectual honesty
- Decent and balanced attitude
- Encouraging diversity
- Taking responsibility for own training to improve the quality of work with young people

The work of youth workers and youth organisations needs to be attractive, enjoyable and facilitate the interaction of young people with other young people, adults and older people, so that young people have the opportunity to develop social-emotional competences, learn to form and maintain social relationships and cooperate with them without being influenced by cultural, social or other differences.

However, youth workers do not have sufficient circumstances to develop their skills to solve young people's ethical problems. Ethics is an important factor in the training process of young people and often this topic is treated superficially by youth workers and youth organisations, so that the professional relationship with young people is often turned into a personal relationship.

As there is no youth worker code of ethics, it is recommended that the development of and compliance with youth worker ethical requirements should be made and followed up by youth workers themselves, taking into account the field of activity in which they work and the nature of their community of practice.

Facilitation, coaching, training – what are the differences?

Coaching, facilitation and training are common ways of working to help people become more effective.

The main reasons why organisations hire external trainers, coaches and facilitators are:

- A great way to find expertise for programs, projects and people not needed for day-to-day delivery.
- An important third-party perspective that comes to the table without bias.
- Willing to experiment with new and different techniques (such as Design Thinking).
- Can engage deep expertise in a particular area as needed.

Facilitation: Working with groups to help them use their own collective resources to achieve their collective goals. Generally, facilitation does not require subject matter expertise. The facilitator's role is to help the group manage the knowledge they have to achieve the desired outcomes (decision, action plan, conflict resolution, etc.).

A facilitator helps participants to lead conversations and meetings to ensure that the desired outcomes are achieved. Some facilitators lead meetings or group discussions, others lead focus group discussions, and others have techniques they have been trained and authorized to apply.

Coaching: Working with individuals to help them use their personal resources (knowledge, character, wisdom) to achieve their own goals. Generally, coaching does not require subject matter expertise, although some coaches also do mentoring.

A coach provides 1:1 coaching, with the task of asking questions and listening to participants. They use a discovery process to help participants focus on their strengths and opportunities. Although the process uses specific tools and techniques, the results are unique to each client.

Many people hire a personal coach to help them through changes and address any barriers they may have to success. The conversation between a coach and participant is less about skills and more about self-confidence and getting rid of negative self-talk.

Training: Working with groups to support them with the coach's personal resources to achieve their collective (or individual) goals. Training generally requires subject matter expertise and includes a transfer of knowledge and/or skills.

Trainers manage the process and content. They normally bring subject matter expertise or have specific content they cover and need to ensure that participants leave with a set of learning objectives. They organise their own workshops to deliver turnkey or customised training courses.

The key differences between facilitation, coaching and training are highlighted in the following chart:



2

Interpretation of the graph: On the OX axis, knowledge is divided into internal and external, and on the OY axis it is an individual or group challenge.

Some problems may require a strict facilitation approach, so we might locate them in the top left corner of the graph, while others may need mentoring or coaching.

² <https://www.iaf-world.org/site/global-flipchart/9/coaching-training>

Developmental stages of youth

Transferable skills

“Transferable skills are skills that are relevant and helpful across different situations and areas of life. Such skills are often seen as a crucial factor adding to the employability of individuals.”

Transferable skills can serve NEETs in many different spheres of life. Typical areas, by life stage, include peer communities, educational institutions, the workplace, and, of course, the family.

Workers involved in youth support programmes through sports activities have the role of creating the learning context that fosters the learning process of young people, a process focused on the formation of skills, acquisition of knowledge, skills and behaviours.

Personal development is a continuous process of assessing qualities and setting goals, and the role of sport is to build young people's personalities. Thus through sport young people can train their personal qualities:

- perseverance,
- determination,
- motivation and endurance,
- social skills,
- self-confidence and discipline,
- leadership.

Organised sport has many psychological and social benefits for children and young people. This is because young people benefit from the social side of being in a team and the involvement of other children and adults.

By using sports activities, we can help improve skills such as:

- developing the ability to concentrate;
- increased ability to work in a team;
- development of a spirit of fair play;
- increased self-confidence;
- developing social skills;
- development of self-discipline;
- build motivation, ambition and long-term commitment;
- enhancement of competitive skills
- enhancing the ability to handle success or failure
- coordination, organisation, decision-making skills
- time management skills.

Motivating young people to learn!

Sources of motivation for young people: identifying the needs and goals that motivate young people

Social relationships: young people come to group activities to make new friends or to be together with friends, peers, etc;

Reference group expectations: young people engage in these types of activities at the insistence of an authority, at the recommendation of others, at the suggestion of friends;

Refuge or stimulation: to escape boredom, to avoid routine at home or school, and thus find motivation to participate in group activities;

Interest: most young people learn from a set of needs or seek new information to satisfy their curiosity; It is very important to give a clear purpose and set of objectives to learning.

Emotional intelligence

Definition of emotional intelligence

There are a number of scientific approaches to emotional intelligence, as follows:

- "A set of non-cognitive (emotional and social) capabilities, competencies, and skills that influence one's ability to cope successfully with demands and pressures" (Bar-On, Reuven)³.
- "Emotional intelligence is the set of skills we like to think of as being on the other side of the report card from academic skills" (Maurice Elias)⁴
- "The mental ability we are born with gives us the emotional sensitivity and potential for emotional management skills that help us maximize our health, happiness, and long-term survival" (S. Hein)⁵
- "The ability to monitor one's own and others' feelings and emotions, discriminate between them, and use this information to guide one's thinking and actions" (J. Mayer and P. Salovey)⁶

Bar-On refers in his writings to 5 specific dimensions of emotional and social intelligence, as follows:

1. intrapersonal emotional intelligence - means competencies and skills related to the self;
2. intrapersonal intelligence - signifies interpersonal skills and functioning;
3. adaptive emotional intelligence - signifies coping skills through effective problem solving;
4. emotional intelligence of effective stress management;
5. emotional intelligence of general state of mind - represents the ability to enjoy life.

The study of emotional intelligence in young people is relevant, with the aim of identifying "strengths" and "weaknesses" characteristic of the training and specialisation process in various fields.

Principles of emotional intelligence

Emotional intelligence is increasingly relevant to organisational and personal development, as the principles of emotional intelligence can provide a new way of understanding and assessing people's behaviours, management styles, attitudes and interpersonal skills as well as human potential.

In the 1990s, writer and researcher Daniel Goleman developed the five principles underlying emotional intelligence:

Awareness of one's own emotions - being self-aware and the ability to recognize an emotion while experiencing it;

Managing your own emotions - the ability to manage emotions in a constructive way;

³ <https://livewell-counseling.org/Our-Services/Emotional-Intelligence-EQ-i>

⁴ <https://www.edutopia.org/maurice-elias-emotional-intelligence-and-family>

⁵ http://www.rac-coaching.com/?page_id=27

⁶

https://www.researchgate.net/publication/227644180_Trait_Emotional_Intelligence_Behavioural_Validation_in_Two_Studies_of_Emotion_Recognition_and_Reactivity_to_Mood_Induction

Motivation - managing one's emotions to achieve a goal;

Recognising the emotions of others - empathy and social awareness;

Relationship management - social skills and the ability to manage the emotions of others.

The benefits of emotional intelligence

- Increased performance
- Improved motivation
- Increased innovativeness
- Confidence
- Effective leadership
- Effective teamwork⁷

▪ **Measuring emotional intelligence**

The value of emotional intelligence of young people is estimated by determining the totality of evaluations, interpretations, impressions, related to the person. To a large extent, these estimates are determined by the social environment, interpersonal relationships, previous experiences, belief and value systems that take the form of an inner dialogue. The significance of emotional intelligence awareness helps to understand how inner dialogue influences feelings, actions and reactions, requiring them to be changed according to different circumstances.

Taking into account the above, we can say that young people with a high level of emotional intelligence will perform well in personal activities, such as:

- intense active leadership,
- self-awareness,
- work-life balance,
- establishing and maintaining relationships,
- the ability to make decisions and achieve goals
- confronting problems and directing change itself.

The BarrOn scale is one of the most popular tools to measure emotional intelligence. This method applies to people over 16 years of age and is a self-assessment method.

The administration time of the BarrOn scale is 30 minutes and consists of 133 items that assess the following personal characteristics:

1. own emotional knowledge
2. assertiveness

⁷ <https://www.tsw.co.uk/blog/leadership-and-management/daniel-goleman-emotional-intelligence/>

3. self-esteem
4. self-actualization
5. empathy
6. interpersonal relationships
7. social responsibility
8. problem solving
9. flexibility
10. reality testing
11. stress tolerance
12. impulse control
13. optimism
14. happiness

Achieving performance, especially in sport, is mostly due to emotional skills and competences. We can conclude that these emotional competences are twice as important as technical or intellectual competences, so we can say that emotional intelligence is an essential competence in the training, coaching or facilitation process.

Counseling young NEETs

Young people play an important role in the structures of society, but as can be seen they are one of the most vulnerable socio-demographic groups in the labour market. Marginalised young people are more vulnerable because of their social and educational deficits.

Stimulating education and training, creating real opportunities for integration into the labour market, combating discriminatory practices and active measures to reduce the unemployment rate are powerful mechanisms that foster and stimulate inclusion.

As part of studies and efforts to support young people, the issue of NEETs has become a central one in the last decade, aimed at drawing attention to the precarious situation of young people and the medium and long-term consequences, both at individual and societal level. Impressive resources and know-how have been developed over the last decade to support this vulnerable group, given the status of young people as strategic development capital in the medium and long term.

Solutions to prevent or improve the situation of NEETs

Public policy, educational, employability, social and cultural solutions need to be informed. Investigative and public policy approaches need to be carried out specifically for each type of public policy, but we will focus on educational policy and the integrated approach. Dedicated investigative studies are needed to answer questions such as:

- a) what has been the impact of public policy measures for youth, what measures need to be maintained, adjusted, initiated, reconsidered to remove structural obstacles, to improve impact;
- b) how to design and implement a more balanced transition from school to the labour market for young people;
- c) what curricular reconsiderations need to be designed and implemented in the education system to prepare young people for the transition to a productive life, to address the skills and awareness gap among young people, while preparing them for an unpredictable future;
- d) what institutional partnerships should be developed on an ongoing basis to connect young people with support services, to facilitate access for young people to multiple opportunities for personal development, self-discovery and shaping academic, life and career choices;
- e) how resources can be most effectively allocated to reduce the quality gap between schools to ensure equal access to quality education relevant to each young person;
- f) what training teachers need to implement educational measures to prevent NEETs;
- g) how we cultivate young people's aspirational capacity, growth mindset, confidence and self-esteem;

In addition, by acting preventively for young people who are at risk of dropping out of school or who have already dropped out, solutions can be found for collaboration between the education system

and the social protection and employment services, so that these categories of young people can also be advised on the complementary facilities available to them to continue their education or find a job. There must be constant cooperation between the education system and employment agencies, and young people must be made aware of the facilities available to them as they make the transition from school to the labour market, on a regular basis and in various educational contexts and forms (career counselling classes, non-formal education activities during 'Other Week', for example, especially in the senior classes, etc.). All teachers (headteachers) should provide these opportunities for pupils, through subject-specific approaches or by working with school and/or employment counsellors. Such measures should be specifically stipulated as compulsory for all schools. Only such mutual information activities would greatly increase awareness of facilities such as the Youth Guarantee and increase the take-up rate, i.e. reduce the rate of "lost" NEETs in national statistics.

Counselling for young people is desirable to cover a wider spectrum, from socio-economic regulations and existing support facilities for young people, to career counselling, business start-up counselling, (re)qualification and complementary resource offers for young people to access; identification of further training needs, etc. Counselling activities should be addressed to both young people and their families, especially when talking about those under 18. Quality provision of these services requires not only training of teachers and counsellors, but also training of specialists from employment agencies, local and county government specialists coordinating educational activities, in order to facilitate cooperation between the various relevant actors in the public, private and civil society sectors.

Games

The following games present activities that youth workers from the participating organisations have successfully used in their work with young people with fewer opportunities. Most of them are movement-based activities, designed to playfully develop certain social skills. We have tried to collect games that do not require expensive equipment and are feasible in most locations. As keeping the attention of the target group is not always easy, we also tried to make the games a light, fun activity for the participants. In order to facilitate the work of the youth workers using the games, for each game we indicate the tools needed, the space requirements of the activity, the optimal number of participants, the appropriate playing time, and possible questions that could help to initiate a dialogue with the participants at the end of the game. At the end of the descriptions, we also briefly describe the aspects that we consider important issues and social skills that the game has brought to the surface.

GAMES FROM ROMANIA

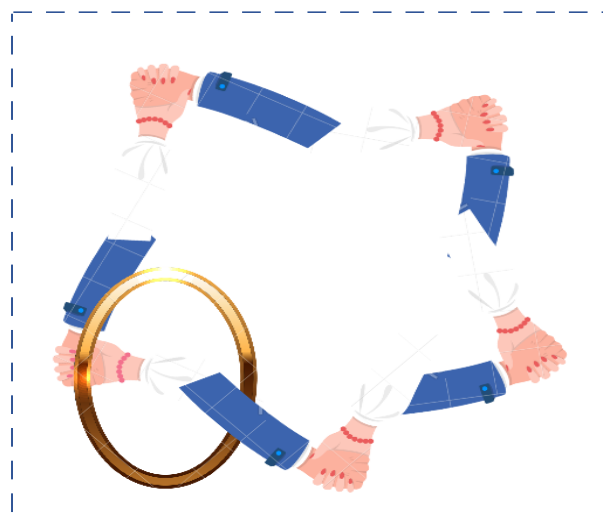
Let's cross the circle!

MATERIALS

- 1-5 pcs. wooden circles with a diameter of 1-1.5 m (or knotted straps)

THE SOCIAL SKILL(S) DEVELOPED BY:
THE SOCIAL SKILL(S) DEVELOPED BY:

TEAM COOPERATION
ENCOURAGING
COORDINATED ACTIONS
PROBLEM SOLVING



DESCRIPTION OF GAME

Players gather standing, in a circle, facing the center, holding hands. The instructor removes two hands and inserts a circle / strap, after which the hands rest. The task is to move the circle / strap along the entire row of players, without spreading your hands, until it reaches the place where it left. On the second pass, the instructor inserts another circle / strap and so on.

RULES OF THE GAME

The facilitator can choose two or three rounds of play, through which he inserts a new strap or circle each time, depending on how he considers that the degree of difficulty for the group will increase.

USEFUL HINTS

If necessary, players should be reminded that they are playing a creative team game, and that they should consider organizing themselves accordingly (keep their hands together throughout the game, pay attention to the trainer's instructions, follow the movements of the other players on the team, follow the movements of the circle, etc.). It is worth playing two or even 3 rounds. The higher the difficulty level, the better the game objectives will be achieved, such as improve critical things, creative solving, to work as a team.

QUESTION TO START CONVERSATION

- How was this activity for you?
- Did you manage to complete the task?
- How did you feel during the exercise? Was it difficult? Easy? Why?
- What did you learn from this activity?

FROM PITCH TO LIFE

The work environment represents teamwork. Young people need to learn how to work together in a team, to be solution-oriented and to use their creativity as much as possible in identifying solutions.

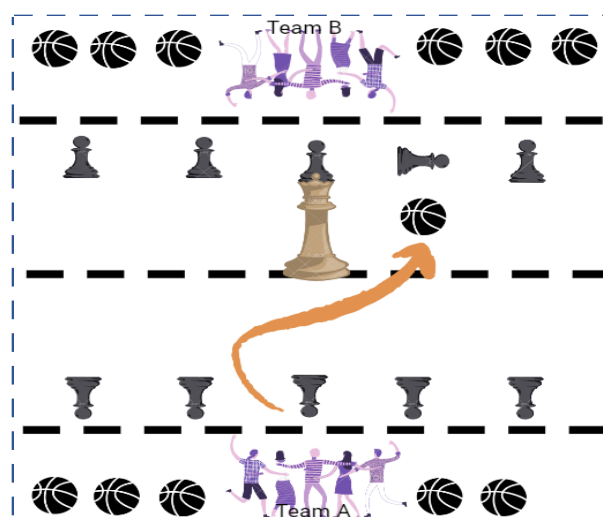
King's land

MATERIALS

- 10 pieces of plastic bowls (can be handmade, using pieces of cardboard)

THE SOCIAL SKILL(S) DEVELOPED BY:

COORDINATED ACTION
PLANNING SKILLS
ROLE IN A TEAM



DESCRIPTOION OF GAME

The game can be played outdoor.

1. Choose the playing space and mark the corners with stakes (play on the ground, grass, sand)
 2. Place the bowling pins and the king on the playing surface as follows: the king in the middle, thus delimiting two playing fields, and the pieces 5 on each small side of the court, at equal distances.
 3. Two teams will be formed, A and B, each with between 1 and 6 players. They are each behind the bottom line of their own field, so behind the bowling alleys.
 4. The goal of the game is for each team to build a strategy as good as possible in order to better defend their field and the king. This will consist of how they will build their own land and how they will arrange the pieces.
 5. The players of team A throw the 6 cylindrical pieces in turn, trying to tear down the pieces of the opponents - but not the king! The throw is made by holding the piece at one end, from the bottom (similar to throwing a bowling ball, not like a stone), and the piece is allowed to rotate during the throw only vertically (so not as a helicopter propeller).
 6. The demolished pieces are thrown by the members of team B into the field of team A, where they are raised to the place where they stopped. If they are thrown out, the throw is repeated once; on the second mistake, team A chooses where to put the piece in its own field - but not on the bottom line or at a distance of less than 30 cm from the king. If a piece on team A's bottom line is torn down by kubb pieces thrown by team B, it is lifted back into place.
 7. It is the turn of team B to throw the 6 cylindrical pieces. If they tear down kubb pieces on the bottom line of Team A, they will have the same fate as their own. However, if the pieces that belonged to team B are demolished (point 6), they are taken out of play.
- Team A throws their own kubb pieces from the bottom line, knocked down by opponents, on the field to team B, then throws with cylindrical pieces, etc
- When a team manages to knock down all the pieces in the opponent's court, they try to knock down the king. If a team knocked down the king illegally (he hadn't finished tearing down all the opponent's pieces), no matter what kind of pieces - kubb or cylindrical - he lost.

RULES OF THE GAME

The first team to regularly knock down the king wins.

USEFUL HINTS

The trainer can facilitate the game in the beginning stage using storytelling. He can create a story that includes the two teams as the inhabitants of a territory, ruled by a king. Participants can name their territory, and give a name to their king. Subsequently, the way they build these territories will ensure the chances of success of the team. Then he can introduce into the story the competition between the two territories.

QUESTION TO START CONVERSATION

- How was this activity for you?
- Did you manage to complete the task?
- How did you feel during the exercise? Was it difficult? Easy? Why?
- What did you learn from this activity?

A work environment means both competitions, but it is important to build the best work strategy for a project and implicitly team support. It is also important to know our skills and discover the roles in which we perform best with others and to encourage the development of the initiative.

Team Roles

MATERIALS

- A volley ball

THE SOCIAL SKILL(S) DEVELOPED BY:

DEVELOP SOCIAL COMPUTENCIES
 VALUE OF INCLUSION
 UNDESTAND AND REFLECT ON
 YOUR BEHAVIOUR AND BEHAVIOUR
 OF OTHERS
 TEAM BUILDING



DESCRIPTOION OF GAME

Organise the participants into 2 teams of 5 depends if the numbers are greater than 10 participants.
 Step 1- Explain to participants that they must play volleyball in their teams and that the objective is to win. Explain how to play. Demonstrate the rules and boundaries to participants.
 Ask the participants what the rules of the game are. At this stage simple rules such as double dribble and travelling with the ball will come out. (Play for 10 minutes)
 Stept 2 – After you observ the groups and their strategy of game you can Introduce some role play to the game to show how the game will use. Each participant will receive a short note with a role play. These can include: “no dribbling, only females can score/ only male score, one or two of the team member must touch the ball, only dribble with weak hand, only score with weak hand, you are not interested about the game, you are very competitive, only score outside the key, being selfish, pass to the other team, yell at those who make a mistake, try to include everyone, only pass to one person, be a referee, coach the team, be over enthusiastic, etc” (Play for 10 minutes)

The debrief should be done only at the end of the game, otherwise you may break the flow of the activity.

RULES OF THE GAME

First round give the coach an overview about each participant. You can chose what kind of role play or profile to put on those notes. The purpose it's to give the participants the experience to be in a different profile of what they was in first round, and to see how they deal with the situation and to finde a way to win the game.

USEFUL HINTS



Let the participants pick the roles or if you know the group well and you are sure you can handle the situation then roles can be given to the participants to reflect on their own behaviour – if this is undertaken then caution must be used to ensure there that participants are not overly frustrated with the role they have been given.

QUESTION TO START CONVERSATION

- What was happening in the first part?
- Were the instructions clear?
- How was the second part for you?
- How did you cope with limitations?
- How did you feel?
- Did you feel more included in the game then in the first part?
- Did the team work well?
- How did you feel in your roles?
- How did you perceive the behaviour of others?
- How did you adapt your communication and behaviour towards them?
- What do you think why they behave like that?
- Do you behave in that way in some situations in everyday life?
- What did you learn out of this game?
- Would you do something differently next time?

FROM PITCH TO LIFE

In the professional environment it is important to adapt our communication and to learn how to work with different styles of work, to observe our own style of work and learning.

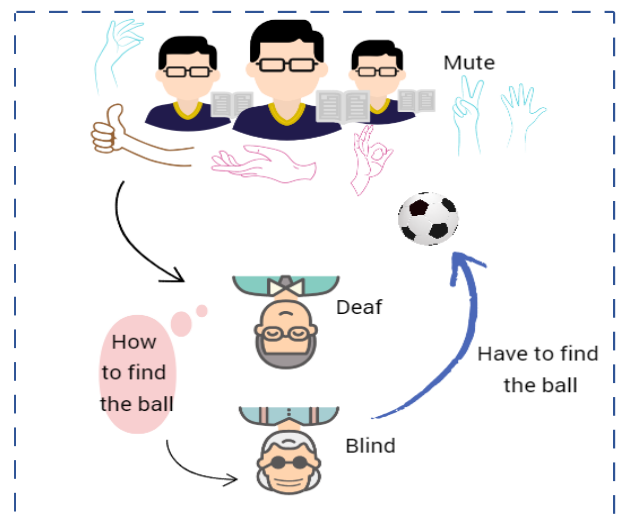
Three monkeys

MATERIALS

- 1 chair
- An object/ball

THE SOCIAL SKILL(S) DEVELOPED BY:

COMMUNICATION SKILLS
INITIATIVE
COLLABORATION
CREATIVE SOLVING



DESCRIPTION OF GAME

We need three participants: a "blind", a "deaf" and a "dumb". The mute can be several people, even the whole group. The dumb, of course, is not allowed to speak, his mouth cannot move, he is only allowed to gesture. We blindfold him. The deaf will be the intermediary between the dumb and the blind. The space must be divided into three. On one side must be hidden an object for the mute, for example: a ball. The blind man will have to find her. On the other side is the silent group. Opposite the mute person or the whole mute group stands the deaf. The blind man can only move behind the deaf. The deaf are not allowed to return, they are only allowed to look at the mute. The deaf person must describe to the blind the way to the ball based on the gesture of the mute. The mute sees the movement of the blind man. The deaf person must give directions to the blind man based on the gesture of the mute. The game ends when the blind man finds the ball.

RULES OF THE GAME

The game ends when the blind man finds the ball.

USEFUL HINTS

The game is recommended from the age of 12. The game will only work if each participant follows the rules.

Ideal location: Enclosed space

The goal of the game is to increase the efficiency of communication within the group. Another goal is to strengthen collaboration. The game is recommended for those groups that want to improve their collaboration between their members. The game can be applied in order to pragmatically demonstrate communication channels.

QUESTION TO START CONVERSATION

- How did you feel in the role of the person to be led?
- To the Deaf: How easy or difficult did it seem to you to convey the directions?
- The Dumb : How did you find the guidance?
- How could you have solved the task more efficiently, faster?

FROM PITCH TO LIFE

Empathy is one of the most important social skills when working with people. It is important that in a work environment we learn to have an inclusive attitude and to understand the qualities and how to offer support to others.

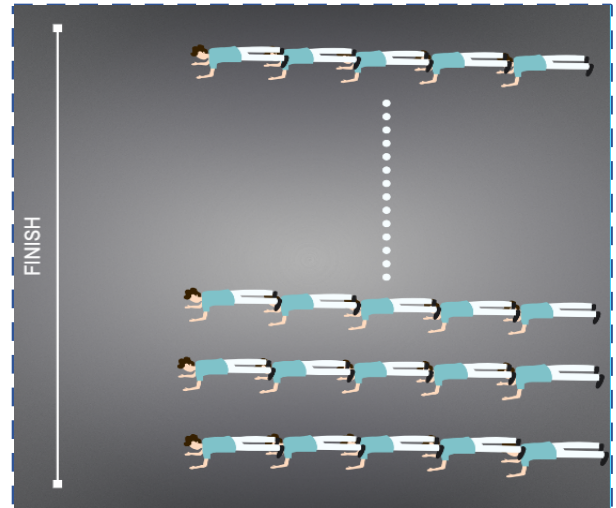
The caterpillar race

MATERIALS

- No materials need

THE SOCIAL SKILL(S) DEVELOPED BY:

TEAM COOPERATION
COORDINATION
PROBLEM SOLVING
TEAM WORK
TRUST WITH OTHERS



DESCRIPTION OF GAME

The activity will take place on a circular route with a length of about 100 meters, without obstacles. The participants form the caterpillars, uniting in teams of five people each. The first four will sit on the ground face down, leaning on their hands. The first participant puts his feet on the shoulders of the next and so on. The last participant in the series will support himself with his hands and knees. The first caterpillar to reach the finish receives 10 points, the next 9 and so on.

Establish a series of rules for the game before starting the activity for the participants. Carefully explain the tasks and how it is necessary to behave on physical safety. Make sure that the space in which it takes place is a safe one, in order to avoid possible accidents. The activity can take place in the same room.

RULES OF THE GAME

The first caterpillar to reach the finish receives 10 points, the next 9 and so on.



USEFUL HINTS

Establish a series of rules for the game before starting the activity for the participants. Carefully explain the tasks and how it is necessary to behave on physical safety. Make sure that the space in which it takes place is a safe one, in order to avoid possible accidents. The activity can take place in the same room.

Motivate the participants and encourage them to offer support in group work.

QUESTION TO START CONVERSATION

- What was the task?
- Did you manage to complete the task?
- How did you feel during the exercise?
- Was it difficult? Easy? Why?
- What did you learn from this activity?
- Was it hard or easy to get a better time after each lap?
- What were the ideas that helped you complete the task in a better time?
- Who contributed to the group's success?

FROM PITCH TO LIFE

The work environment represents working with others and in collaboration with others. Young people need to learn to trust themselves and others and how to establish collaborative realities; that will support them in their activity.

GAMES FROM SPAIN

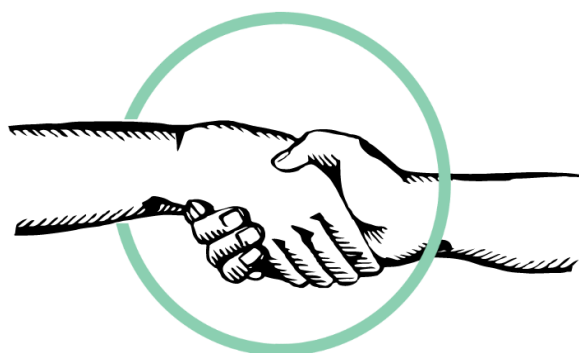
The circles of circles

MATERIALS

- 1 Hula Hoop (one for each team)

DEVELOPED SOCIAL SKILL(S):

TEAMWORK
COMMUNICATION
ASSERTIVENESS



DESCRIPTION OF GAME

Participants gather in different teams (of 4/6 participants). Each participant has to hold the hand of the partner next to him or her, making a circle. One of them takes the hula hoop and places it between two participants so that the hoop is between their arms. After this, they will have to try to pass the hula hoop through all the participants, making them move their legs, head and arms so that the hoop can pass through them.

RULES OF THE GAME

When the hula hoop is driven through the participants, the facilitator can't give indications. After the game starts he/she can give participants 3 minutes to elaborate their strategy to drive the hula hoop through the team as fast as possible.

USEFUL HINTS

Making groups of the same size will help them to synchronize better with the strategy. Make sure that everyone cooperates and supports each other during the activity. Those who have more flexibility or ease in moving the hula hoop across their bodies can encourage and guide those who do not.

QUESTION TO START CONVERSATION

- Did you have any problems trying to pass the hula-hoop through your teammate?
- How did you set up your strategy as a team to complete the game?
- Did you set different roles in your team (e.g. who communicated the most, leadership, etc.)?
- Do you think you could have completed the task even faster? How?

FROM PITCH TO LIFE

Feeling the support of your teammates when you are performing an individual action, like passing the hula hoop through your body, can improve your self-confidence and adaptability in acting out of comfort zone.

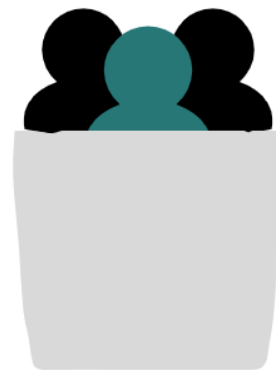
The biggest race sack

MATERIALS

- Sack (one for each team)

DEVELOPED SOCIAL SKILL(S):

PROBLEM SOLVING
CONFIDENCE
COMMUNICATION





DESCRIPTION OF GAME

Pair up the participants. Each pair will have a bag that they can both fit in. The pairs will then set off from the starting line - the start and finish lines can be marked on the ground with tape, for example. The distance should not be longer than 100 meters. The pair must communicate and cooperate continuously to reach the finish without falling. The team that finishes first wins.

RULES OF THE GAME

Each pair will start from the starting line. Everyone must be completely inside the sack. None of the participants may be in direct contact with the ground, if this happens (f.e. if they fall or touch the ground with their hands) they will have to return to the starting line.

The only way to move is by jumping, walking is not allowed.

The first team to reach the finish line wins.

USEFUL HINTS

It is important to add pressure to the race. This can be reached by adding more pairs, time limits, etc. Adding pressure is important because it puts participants in a role where they are confronted with their limitations and have to act outside their comfort zone.

QUESTION TO START CONVERSATION

- How did you feel when you had to solve a specific problem as a team?
- How did you develop your strategies as a team to complete the game?
- How did you feel when you had to complete the task faster than the other teams?
- Do you think you could have completed the task even faster? How?

Cooperation is a fundamental condition for social coexistence. As well as enabling more effective teamwork, it is also essential for carrying out daily tasks.

The circus

MATERIALS

- A ball

Developed social skill(s):

CONCENTRATION
TEAMWORK
FACING NON-COMFORT ZONE
COORDINATION



20'



20x40



5-15



8- 50



DESCRIPTION OF GAME

The participants form pairs. Each pair is given a ball and each member of the pair is given a role, which changes every 3 minutes. In one role (called the "magician"), the goal is for the participant to get as far as possible on top of the ball, while the role of the other pair (called the "coach") is to give the "magician" strategies to achieve this goal

RULES OF THE GAME

Each role changes every 3 minutes. "The magician" may not touch the ground with any part of his/her body, nor use any object to lean on or hold onto. Furthermore, the "coach" may only explain the strategy. He/she must not show it, he can only explain it in words.

USEFUL HINTS

For the first role reversals, it is worth giving the pairs more time so that the "coach" can better understand the essence of the task. This will help him/her to strategise and communicate more effectively with the "magician".

QUESTION TO START CONVERSATION

How did you feel as the "magician" and how did you feel as the "coach"?

How did you feel doing a difficult task where you were not in control?

In the role of the "magician", how much of a problem was it for you to trust the advice of the "coach"?

As a "coach", was your communication style more directive or orienting?

FROM PITCH TO LIFE

Facing difficult situations can generate frustration. To deal with frustration during a task or situation it is sometimes important to change your perspective and have another point of view. So, changing your role during the game will help you understand that maybe you have to use another perspective to look for a solution.

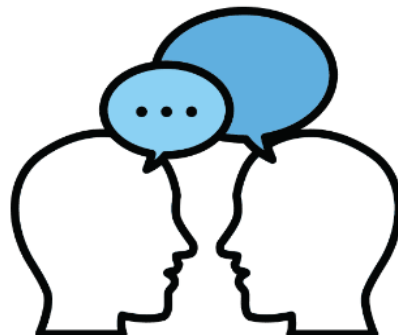
The bomb shelter exercise

MATERIALS

- Paper with the scenario explained (one for each team)

DEVELOPED SOCIAL SKILL(S):

CONCENTRATION
TEAMWORK
ASSERTIVENESS
COMMUNICATION





DESCRIPTION OF GAME

To start the game, teams of 4-8 members should be formed. The game starts by placing the participants in the following hypothetical scenario (described in a paper that will be given to each team):

"The world is coming to an end. There is a bomb shelter built and adequately stocked to allow six of the individuals listed below to survive the nuclear bomb attack and live to rebuild society. You and your team have been chosen to select the six people from the list who will continue the human race. Choose wisely! Start by individually ranking who should survive (1-6; 1=highest priority) and who should not (7-13; 13=lowest priority)".

After presenting the situation, each team must decide by total consensus which six people from the following list will occupy the air-raid shelter:

1. A 30-year-old Military man who is an expert in survival but cannot have children.
2. A Chief of Police who loves children and hates homosexuals.
3. A 21-year-old prostitute on welfare.
4. An agricultural scientist who is a secret member of the Ku Klux Klan.
5. A water purification expert who is a lesbian.
6. A long-time business leader and philanthropist who supports education, ecology and human rights.
7. A construction and materials engineer who was convicted of spousal abuse and released for good behavior.
8. A disabled Afro-American geologist (in a wheelchair) who is good at using rocks and fossil fuels as natural resources. The geologist refuses to leave his 3-year-old twin sons.
9. The geologist's twin sons.
10. A 45-year-old dance teacher from Beverly Hills with a penchant for the latest fashions.
11. An old native American medicine man, who is known as a spiritual healer.

12. A talented Islamic school teacher who refuses to teach non-Muslims.
13. A 25-year-old Catholic priest who does not recognize other religions.

RULES OF THE GAME

Participants are gathered in different teams. Each participant will have to try to help his/her team reach a consensus by using leadership, teamwork, and strategies. The time allowed for negotiation and selection is 30 minutes. If this time elapses unsuccessfully, there will be no survivors and humanity will become extinct.

QUESTION TO START CONVERSATION

How did you feel having to make decisions as a team in an extreme situation?

Did you establish any strategies to make decisions?

Did you detect different roles in your team? (f.e. communication styles, leadership on decision-making, etc.)

FROM PITCH TO LIFE

Communication and assertiveness are key in any team decision-making process. Actively listening and considering others' points of view are needed skills in our society.

GAMES FROM THE UK

Human Knot

MATERIALS

n/a

DEVELOPED SOCIAL SKILL(S):

COLLABORATION
PROBLEM SOLVING
CLEAR COMMUNICATION
GROUP COHESION



DESCRIPTION OF GAME

With the group standing in a circle, each player takes their right hand and grabs a hand across from them in the circle. They then do the same with their left hand, making sure to grab the hand of someone new who is not next to them. When all hands are connected, the circle should resemble one big mess of hands that the team must work their way out of without letting go. Together players will have to bend, twist, and coordinate with one another to untangle the knot. After untangling, players will be standing once again in a regular circle, without any joined hands in the middle.

RULES OF THE GAME

Players must remain interlinked until untangled. If the group is really stuck, it may be the case that 2 players must briefly unlink in order to continue untangling the larger group knot. This allows two players to drop hands to complete one move. After this move, they must rejoin hands. To complete the challenge, teams must get as far as possible towards untying their knot.

USEFUL HINTS

Players may have to operate at different heights in order to go over or under certain links in detangling the knot. Sometimes it's impossible to untie the knot or there may be two loops left in the circle.

QUESTION TO START CONVERSATION

- What were the different stages of problem solving as a group?
- How did communication improve or become clearer as the exercise progressed?

FROM PITCH TO LIFE

We are often placed in difficult positions and unexpected situations throughout life. Addressing these challenges together in a collaborative way can help us feel more empowered to overcome them.

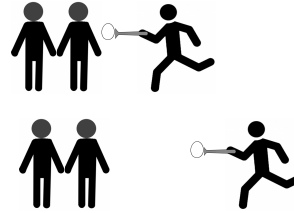
Egg Balance Relay Race

MATERIALS

- 4-7 plastic or metal spoons
- 5 eggs or ping-pong balls

DEVELOPED SOCIAL SKILL(S):

FAIR PLAY
TEAMWORK



DESCRIPTION OF GAME

There will be 3 teams. Each player in TEAM 1 and TEAM 2 will be given a large spoon which they will use to carry the egg during the relay race. All teams will agree on a start line and designated spot which each player must walk to and reach while balancing their egg before returning back to their team at the start line. TEAMS 1 and 2 will line up at the start line and the relay will start.

RULES OF THE GAME

Once the first player returns to the line, he or she passes the egg onto the next player in line using only the spoons. Teams continue until each player has done the relay and returned to the start line. If an egg drops during the relay, teams will be given 1 replacement egg.

TEAM 1 will play the game by the above rules.

TEAM 2 will get a “special” set of rules. Specifically, TEAM 2 is allowed to transfer the eggs using their hands, and they will also receive 2 replacement eggs. These rules are secret to the other teams.

TEAM 3 will observe while the other 2 teams play.

USEFUL HINTS

Have TEAM 1 discuss as a group their strategy while TEAM 2 receives their “special” set of rules in secret.

Once TEAM 1 and TEAM 2 have finished the relay, all teams will discuss the game. First, TEAM 3 will describe what they saw. Then everyone will discuss the following questions:

QUESTION TO START CONVERSATION

- What happened during the game? Were players in Team 1 unhappy and/or confused?
- What happens when there are not the same rules for everyone?
- Why do you think we need rules? What are the consequences of not having rules for traffic, safety, and even the workplace?

FROM PITCH TO LIFE

An equal and fair set of rules are critical to not only sports but also social cohesion and creating order throughout society. Without these rules we risk resorting to chaos and unequal treatment towards different social groups.

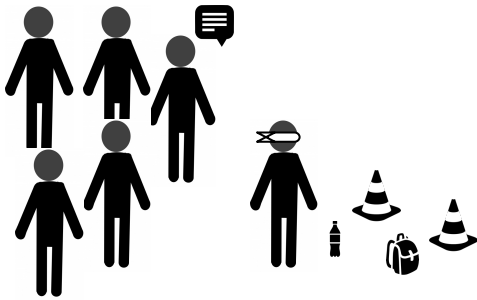
Minefield

MATERIALS

- 1 blindfold
- various objects found around the room i.e., cups, pens, handbags, etc.

DEVELOPED SOCIAL SKILL(S):

LEADERSHIP
 COMMUNICATION
 LISTENING
 CRITICAL EVALUATION



10-15 20x40 3-10 all



DESCRIPTION OF GAME

All players will work together as 1 team. Players will together select 1 individual to be the team leader and 1 to be blindfolded who will navigate an obstacle course. After the selected individual is blindfolded, the group will silently arrange random items of varying size in a general path in front of them, making sure not to announce location of any items so that the blindfolded individual can hear. Once all the items are placed, the leader will verbally instruct the person who is blindfolded in a path around the objects placed on the floor. The goal of the game is for the individual who is blindfolded to successfully pass through the course of objects without touching any of them and for the team as a whole to effectively overcome a challenge through the process of evaluating multiple factors.

RULES OF THE GAME

Those who are not the team leader are not allowed to give instructions and are not allowed to verbally communicate with the leader if they wish to do so, and therefore cannot speak to each other or the individual who is blindfolded. If any objects are touched, the individual will need to start over and the

USEFUL HINTS

group will need to rearrange the objects in a new, random way on the path until it is successfully traversed. Each time the team resets they are allowed, but not required, to switch leaders.

The team may use nonverbal communication (i.e., gesturing, mouthing, or hand signs) with one another to change the obstacle course or strategize how to deliver directions to the individual who is blindfolded.

QUESTION TO START CONVERSATION

Upon completion of the course, the group will discuss the following questions:

- How did you decide as a group who would be the leader?
- Were the instructions of the leader clear enough for the person who was blindfolded to follow?
- How were either the instructions or the obstacle course adapted to overcome the challenge?

FROM PITCH TO LIFE

Being able to lead and give clear directions or actively listen and follow them are applicable to all professional and personal situations. We need to also learn to adapt our communication style and reflect on our strategies depending on the people involved and situations taking place.

GAMES FROM HUNGARY

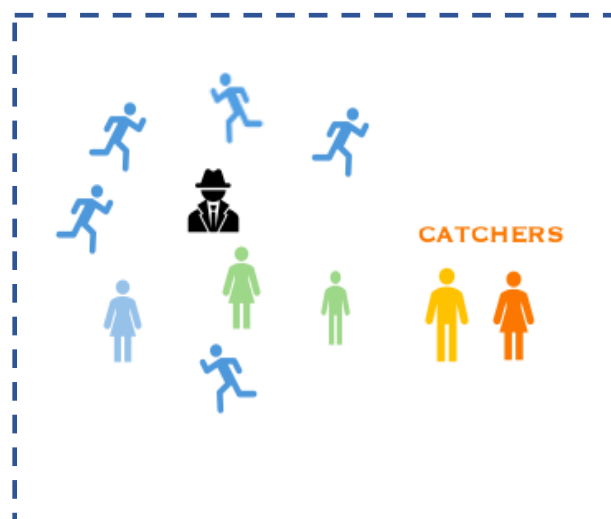
James Bond

MATERIALS

- bibs

SOCIAL SKILL(S) DEVELOPED:

COMMUNICATION
TEAMWORK
ATTENTION TO DETAIL
CONCENTRATION
APPROPRIATE PHYSICAL CONTACT



DESCRIPTION OF GAME

Basic tag game. Two or more players separate from the team at the start of the game; they become the catchers. If they catch someone, the player freezes and has to stay motionless. Meanwhile, the rest of the team will choose a James Bond from among themselves, who will be able to free those caught by the catchers by using certain preconceived signals. The goal of the catchers is to identify the signs as quickly as possible, and use them to catch James Bond.

RULES OF THE GAME

The signs used by James Bond must be visible. Anyone caught must remain motionless. They can only continue the game if James Bond releases them. If there is only one James Bond in

the game, he/she can free themselves. If there are more than one James Bond, they can only release one another. If all James Bonds are caught at the same time, the game is over.

USEFUL HINTS

As time goes on, if necessary, it is worth letting the catchers know that the aim is not only to catch the players; by identifying the signal they are using. They can be much more effective if they focus their attention primarily on eliminating James Bond.

QUESTION TO START CONVERSATION

- Why did you choose that particular sign? Was it a good choice?
- How did it feel as you became fewer and fewer over time?
- If you were playing again, would you change the signal? If so, for what and why?
- Have you discussed any common tactics with the other catcher? How did the tactic work?
- How did it feel when you were left alone as a catcher? What did you change about your tactics then?

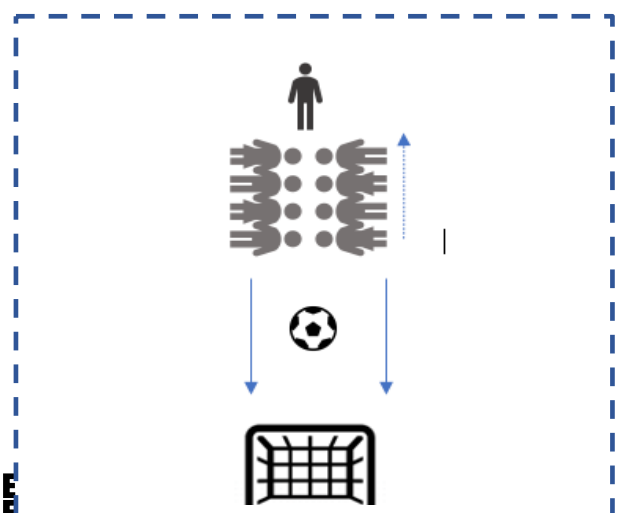
FROM PITCH TO LIFE

A common set of signals is important for communication. To be successful, it is important to interpret the signals in the same way.

Squiz and run

MATERIALS

- 1 coin
- 2 blindfolds
- 1 ball
- 1 goal



THE SOCIAL SKILL(S) DEVELOPED BY:

CONCENTRATION

PATIENCE

TEAMWORK

APPROPRIATE PHYSICAL CONTACT



DESCRIPTION OF GAME

Two teams are sitting in a row back-to-back with the opposite team. The teammates are holding hands, and they are blindfolded, except for the last two players (one from both teams). These players are watching the playmaker tossing a coin. If it is „tale” they don't do anything, but if it is a „head”, they squeeze the hand of the next teammate, and the sign has to be passed to the last person. He/she has to get up, and run with the ball approximately 15 meters, and score a goal. The team to accomplish this goal gets a point, and they can move one place forward. So the first one will be the last, last will be the second last etc. If everybody gets back to the same position where they started the team wins the game.

RULES OF THE GAME

If a person runs although it was tale (either because he/she received a wrong signal or misunderstood it) they get a minus point, and they have to move a place back.

With two referees or a selected assistant, it is easier to observe the teams' movements, the way the teammates respect the rules, and the conditions that hinder the teams' success. It is important to reflect on these at the end of the game.

USEFUL HINTS

With two referees or a selected assistant, it is easier to observe the teams' movements, the way the teammates respect the rules, and the conditions that hinder the teams' success. It is important to reflect on these at the end of the game.

QUESTION TO START CONVERSATION

- Was the signal you received from the teammate always clear?

- What did you do if you were not sure?
- How did it feel to be blindfolded and cheered by your teammates without being able to see them?
- How did you feel about your teammate, who accidentally misinterpreted the signal, and brought a wrong decision?

FROM PITCH TO LIFE

There are times in life when we have to make a decision without having all necessary information at our disposal. It is important to interpret the information we have correctly and it is crucial to get/ask for/accept help.

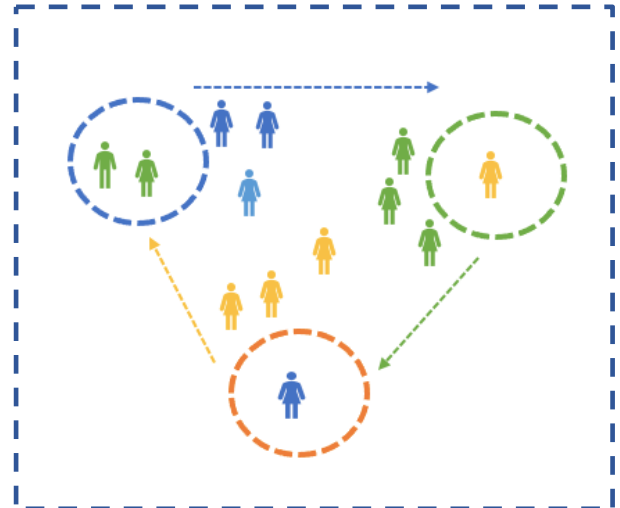
Three colored catcher game

MATERIALS

- bibs (min. 3 colours)
- cons

SOCIAL SKILL(S) DEVELOPED:

COOPERATION
STRATEGIC THINKING
SELECTIVE ATTENTION



DESCRIPTION OF GAME

A more complicated tag game. There are three teams on the field at a time, distinguished by bibs of three different colours. The players of a given team can only catch players belonging to one of the other two teams (e.g. red can catch blue, blue can catch yellow and yellow can catch red). Each team has a castle on the pitch where they keep their prisoners. The castles are about 3 metres in diameter and can be surrounded by cons. The game ends when all members of one team become prisoners. In this case, either the other two teams win, or, if we want a more competitive game, the team with more free players left is the winner.

RULES OF THE GAME

If someone is caught, he/she must go to their opponent's castle. Only a high-five from one of their teammates can free him/her. No one can be caught in their own castle. As time progresses, if necessary, the referee can make the players aware that they may even form an alliance with one of the teams, depending on whether there is one or two winners.

USEFUL HINTS

If necessary, players should be reminded that they are playing a tactical game, and that they should consider organizing themselves accordingly (who captures the opponent's players, who guards the prisoners, when to free our own teammates and when to capture new ones, etc.).

It is worth playing 2 or even 4 rounds - the main thing is that the number of rounds should be even - so that the chasers become the chased, and vice versa.

QUESTION TO START CONVERSATION

- How did you develop the tactics of the team? Did it work?
- How well did you manage to communicate with your teammates during the game?
- What could have been done to make it work better?
- What was it like to be a chaser and what was it like to be chased?

FROM PITCH TO LIFE

There are situations where we are involved in several roles at the same time. Communication and quick decision-making may be more important than ever in such situations.

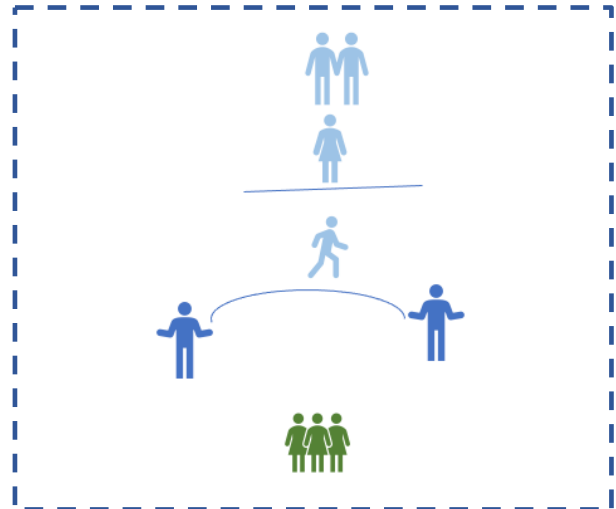
Magical Gate

MATERIALS

- a 20 m. long rope
- blindfolds

THE SOCIAL SKILL(S) DEVELOPED BY:

CONCENTRATION
TRUST
TEAMWORK
BELONGING TO A COMMUNITY



■

GAME DESCRIPTION

Two facilitators swing a long rope, from one side of which the players must cross over to the other without being touched by the rope. If it does happen, the whole team has to start the game again. The goal is to get the team (as a whole, not individually) to the other side. The more experienced members of the team therefore must encourage and give good advices to the less experienced ones.

Ways to make the game more complicated: Players can also be blindfolded, which emphasises the trust-boosting nature of the game. The game can be further complicated by allowing the rope to spin only once, without someone passing under it.

RULES OF THE GAME

If the rope touches a player, the whole team must restart the game.

USEFUL HINTS

- Watch your team and only increase the difficulty of the game when the basic version is no longer too challenging.

- Measure the time of each round and give feedback to the team on how well they did under the new conditions.

QUESTIONS TO START CONVERSATION:

- How did it feel when the team had to start their run again because of you?
- How did you feel about the player who made you restart the game?
- How did the game affect the team?
- What could you have done to complete the task even faster?
- In real life, do you ever get so anxious about completing a task that it gets in the way of your performance?

PITCH TO LIFE

An atmosphere of trust normally reassures people, who feel better and perform better under such conditions. Challenges are necessary for a team or a community to develop cooperation and trust through joint activities.



**NEETS
NEED
SPORT**

103 NNS TRAINING METHODOLOGY FOR YOUTH WORKERS / YOUTH CENTERS

