



Beyond the Pitch GAMEBOOK



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Foreword

People seeking refuge face many barriers to inclusion. Sports can offer a bridge across linguistic, cultural, and political gaps. Recognizing a need for awareness among NGOs and sports clubs, the 'Beyond the Pitch' project aims to build capacity through a gamebook.

The gamebook serves as a tool for coaches and professionals working with people seeking refuge and includes essential information on how to run trauma-informed sports sessions, as well as information on Child Protection and Safeguarding. Furthermore, it offers practical solutions to language barriers and other challenges displaced populations face, and lists 17 ready-to-use games in detail for coaches to implement.

Developed by

This gamebook is developed by Oltalom Sport Association as part of the EU-funded project Beyond the Pitch, which is a collaboration between Lighthouse Relief, Association Sport for All Suceava and Oltalom Sport Association.



Lighthouse Relief fills gaps in humanitarian protection for people seeking refuge. In Greece, where approximately 90,000 asylum seekers struggle to meet their basic needs, we extend a safety net to some of the most vulnerable. Lighthouse Relief runs a Sport4Development programme since 2018 for people living in refugee camps in Greece.



Association Sport for All Suceava (AJSPT Suceava) is a non-profit organization located in Northern Romania. AJSPT collaborates with public institutions and NGOs at regional, national, and international levels. With over 300 members and active volunteers, their objectives encompass promoting the benefits of sport and physical education, organizing inclusive sport activities and building capacity of sport educators.



Founded in 2005, Oltalom Sport Association fosters inclusion and integration through sport in Budapest and the rural areas of Hungary, by providing free sporting activities to disadvantaged children, adolescents and adults, by organizing 8-10 Fairplay Football Tournaments yearly and by providing educational programs which increase the possibility of integration and employability through the acquisition of different skills.

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Introduction

"Children need this war to end and peace to be sustainable so that they can regain their childhood, return to normalcy and begin the process of healing and recovery. Until this happens, prioritising psychosocial and mental health services for children is absolutely essential. These services must include age-appropriate measures to provide care and affection, to build resilience, especially for older children and adolescents, to give them the chance to voice their concerns."

- Catherine Russell - Executive Director of UNICEF

In the adult world, wars are made by adults, for adults. Except in the adult world, there are children. With minds and bodies not yet fully grown. Besides physiological needs such as food, water, rest, children need safety and security, love and belonging, self-esteem and self-actualization. Daily routines and play-based activities can serve as a tool to provide these needs for children.

Forced displacement has an effect on the families, on the groups of pupils, on the teachers who guide them. And this is also because the biggest barrier to communication and socialisation remains the language even after multiple years of displacement. It is hard to teach, to have demands and expectations as a teacher or coach from a child who is still a stranger to your words, but certainly even harder to bear is the very lack of opportunity for the child to express themselves and be understood, to receive understanding and encouragement in the language in which they have grown up.

Beyond the language barrier, which is certainly the most visible, there are sometimes other barriers to effective interaction. Barriers that are unseen and perhaps insufficiently realised and understood even by adults who have made it their mission as educators to interact with children. These are psychological barriers, barriers that are harder to see and even harder to understand. Because it's not just children who find it hard to understand what they don't know, it's adults who find it hard to recognise things they haven't experienced, however much they may want to empathise and support.

Children can suffer from post-traumatic stress caused by war, or children can face trauma because they have been unwillingly separated from a parent, children who have seen their room filled with rubble or heard other people's houses collapse, or simply children who suffer because they see their parents struggle. But it is a reality of our times, a reality that adults, and especially educators working with children, have a duty to understand as best they can by informing themselves and seeking appropriate ways to reach the minds and souls of these children.

Trauma caused by the imminence of war or forced separation from loved places and people can manifest itself in many ways. Its severe manifestations can take forms such as aggression, fear, nervousness, insecurity, which can result in frequent outbursts of anger and disobedience. Just what a teacher or coach does not want to see in the classroom or on the sport field. However, trauma does not always have to manifest itself with rebellion and opposition, it can manifest itself as withdrawal, isolation, lack of desire to get involved in tasks as well.

Other times children, who are affected by trauma from war, play with others and do not seem to carry any suffering with them. But this does not mean that they do not suffer, only that they mask their emotions very well, they control their inner storm very well, but it can surface at any time.

Trauma-informed Approach

It is important for teachers, coaches and educators to be aware of how trauma and inner suffering can manifest itself in children and young adults so that behaviors that are often considered 'socially inappropriate' are addressed in a way where one avoids retraumatization.

The risk of post-traumatic stress disorder (PTSD) is higher in children over the age of 5, especially in adolescents who understand what is happening in their war-torn home country. Mental health experts say that although many adolescents and children will not experience PTSD, people who have been forcibly displaced are more likely to develop problems in emotional-behavioural regulation or face difficulties adjusting and accepting the new situation. Major changes in life patterns and lifestyles inevitably generate worry, insecurity and complications in the daily behaviours of children who become witnesses of suffering and experience the fear of losing loved ones or even their own lives.

Here are some of the symptoms, which educators need to be aware of if they want to help, of children who have lived or are living with war-related fears:

- **Increased anxiety.** When a person is in a dangerous situation, the brain goes into a state of alert and will be extremely sensitive to anything that can be interpreted as a sign of danger. Even ordinary stimuli, such as some sounds or movements, can be interpreted as dangerous. This sensitivity often remains active even after the danger has passed. As a result we can see how children are more easily frightened, have difficulty concentrating and sleep disturbances, some may develop separation anxiety. Their biggest fear, regardless of age, is that something bad might happen to their parents, and many will try to hide this.
- **Post-traumatic stress disorder.** Important and dangerous situations are often the easiest to remember. And that's because it's important to learn quickly what to beware of. Everything we experience during the event can be stored deep in our memory: sights, sounds, tactile sensations, smells, tastes. And all these memories can come back and make us relive the traumatic situation. When these memories come back spontaneously, concentration is impaired and we find it hard to learn new things. It is therefore important for children to learn strategies to control such memories.
- Another common reaction to trauma is **avoidance**. Specific situations or stimuli can make children feel frightened. This will cause them to withdraw from activities they used to enjoy and live an increasingly restrictive life. At

the same time, they will become more agitated because they are in a constant state of alert.

- **Sorrow and mourning.** Some children have witnessed the death of relatives, friends, or neighbors. All have had to leave their homes, their schools and their sense of security. All of these naturally lead to emotions of sadness, loss and grief. Children have the ability to move in and out of such emotions relatively quickly, but there is a risk, especially for them, of withdrawing into themselves when such emotions become too strong. Parents can help them regulate the intensity of their emotions so that they can gain more and more control over them by explaining what has happened and what is happening next and what war really means.
- **Irritation and anger.** It is normal and understandable for young children to feel anger at what is happening. Their anger may be directed at those they hold responsible, at parents who failed to protect them, at other people or even at themselves. Sleep disturbances and difficult living conditions only aggravate these emotions.
- **Self-reproach and guilt.** Children often blame themselves for things they have done, said, or thought, and often these feelings of guilt have no basis in fact. Such emotions can lower their self-esteem, so many children say they feel they are worthless because they have lost everything. In such situations it is important to remind them how valuable they are and that there is hope for a better future.
- **Difficulty concentrating and remembering.** Intrusive memories, fear of everything new and uncertainty about the future make it difficult for children to learn new concepts, especially in a school environment.
- **Sleep disorders.** Sleep quality suffers when the child is restless and confused. Sleep may be fragmented, insufficient or too long, masking the inner suffering of the refugee child.
- **Physical symptoms.** Children may experience headaches, abdominal pain or pain in other areas of the body. However, such symptoms should not be ignored and blamed on anxiety, but should be referred to a specialist.
- **Social relationships affected.** In most cases, refugee status causes children to lose direct contact with their friends, with the exception of social networking. Some refugee children can make new friends easily, while others refuse social contacts to protect themselves from further possible loss. Life

as a refugee can be a sad experience with friends or other acquaintances lost.

- **Other reactions.** Some children may regress to behaviours from younger ages. For example, they may leak urine or faeces, or talk like a younger child. It is important to remember that such regressive behaviours are transient and it is necessary to be patient and not get angry. Some children may become very active, for with physical movement it helps them to stop thinking about things going on around them.

When developing a sport training for children that face or have faced displacement, it is important to get to know the participants and consider whether they display any behavior that can be a sign of trauma and to what degree and to adapt the training accordingly. For example, if you have children in your session that struggle concentrating, focus on games that do not require extensive explanations. If you have children that struggle to regulate their emotions, be aware of elements of your training that have potential for conflict and focus on highlighting good coping mechanisms on how to handle frustration in the games, thus creating a welcoming and inclusive environment.

Creating Welcoming Environments

Introduction to the Concept

The United Nations Convention on the Rights of the Child (UNCRC) underscores the necessity of prioritizing children's best interests in every decision and action affecting them, ensuring their rights to an adequate standard of living for holistic development, and emphasizing the importance of education and leisure in their growth. This principle is foundational in recognizing every child's right to participate in cultural, artistic, and recreational activities, underscoring the critical nature of inclusivity in enabling access to these rights. Understanding the barriers that prevent children and young people from engaging in these activities is essential for addressing exclusion effectively.

For instance, research from the UK indicates a significant drop-off in sports participation among girls post-primary school, attributed to concerns about judgment, confidence issues, and the impact of menstruation. Additionally, children with disabilities and LGBTQ youth face substantial barriers to participation in sports, contributing to feelings of exclusion and lower life satisfaction. These challenges are compounded for individuals facing discrimination based on multiple intersecting identities, highlighting the need for an intersectional approach to inclusivity.



Inclusivity refers to the practice or policy of including people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities, belong to minority

groups, or face economic disadvantages. The term is often used in social, educational, and workplace contexts to emphasize the importance of creating environments where diverse individuals are welcomed, respected, and valued.

Inclusivity aims to ensure that everyone has equal access to opportunities and resources, and that their voices are heard and considered in decision-making processes. This approach involves acknowledging and addressing the barriers that can prevent full participation in society or any specific community or organization. Addressing barriers and creating an inclusive environment can foster a sense of belonging and acceptance, positively impact mental health and well-being, and encourage the development of self-esteem and confidence. Inclusivity in sports can serve as a powerful tool for social inclusion, bridging divides and fostering cohesive communities.

Adopting an Intersectional Lens

Creating inclusive spaces requires a nuanced understanding of the diverse experiences and challenges faced by participants, necessitating an intersectional approach. This perspective recognizes the compounded effects of multiple forms of discrimination and emphasizes the importance of not prioritizing one need over another. By considering the specific barriers and supports needed for inclusion, organizations can more effectively address the unique needs of each participant. Research has shown that people seeking refuge run into the following barriers or challenges:

- **Lack opportunities due to legal barriers;** In some countries it is not possible for someone that is still in the asylum process to sign up for a sports club or to have access to medical insurance. NGOs aim to fill the gap, but often due to lack of funding there are fewer sustainable ongoing programmes.
- **Accessibility of opportunities;** Arriving in a new country may make it difficult to find opportunities. Often finding recreational opportunities is neither a priority for social services that assist people seeking refuge.
- **Transportation;** It might be difficult to reach sport trainings for those that have limited access to means of transportation.
- **Cultural barriers and lack of inclusive practices;** A sports culture of alcohol at and after sporting events may not fit with someone's religious and cultural expectations. Cultural barriers also disproportionately affect the participation of women and girls.
- **Parental consent;** Parents might be hesitant to sign up their children for sports if they have no time to accompany them and are unfamiliar with the context. For girls this could be an additional challenge.
- **Racism and discrimination;** if refugees feel targeted or unwelcome they are unlikely to want to participate in sport and recreation programmes outside their own friendship group or ethnic community.

- **Financial barriers;** People might not be able to afford to cover the cost of equipment or a membership to a sports club.
- **Lack of time;** People might have other commitments in navigating arriving in a new country and recreation might not be a priority.

Characteristics of an Inclusive Space

At its core, an inclusive space is welcoming to all, providing physical, emotional, and cultural inclusion. Such spaces allow individuals to express their authentic selves, contributing to their personal development and well-being. Inclusive environments are characterized by a diversity of participants, enhancing the creativity and impact of programs for children and young people.

Strategies for Fostering Inclusivity

Promoting inclusivity involves active engagement with children and young people, encouraging their input in creating safe and welcoming spaces, and addressing their well-being. Organizations should strive to understand participants' lived experiences, ensure open lines of communication for expressing concerns, and commit to fostering a culture of diversity, equity, and inclusion. Additionally, ensuring representation in policies and procedures, using accessible language, and obtaining consent from families and communities are critical steps in ensuring that every child and young person feels included and safe.

In summary, inclusivity is shaped by its context, and its implementation requires a concerted effort to understand and address the diverse needs of children and young people, ensuring their right to participate fully and authentically in sports and recreational activities.

How?

- **Empathy in Action:** Approach your players with empathy, creating a welcoming environment that encourages their enthusiasm for each session.



→ The trainer may greet each player by name with a warm smile at the



beginning of each session.

- The trainer may spend a few moments talking to each child about their week, their interests, or any challenges they might be facing.

- **Universal Participation:** Make sure activities include all participants actively, eliminating instances of anyone being left out or enduring lengthy waits.



- To prevent cliques and ensure everyone gets to interact, the trainer may frequently mix up the teams during games. They may use a random selection method to divide players, thus avoiding the tendency of picking teams based on skill or popularity.
- Recognizing that players have varying skill levels and challenges, the trainer may modify activities to match their abilities. Pay special attention in cas of mixed-gender groups.
- Even when activities involve waiting turns, the trainer may keep all players engaged by setting up parallel activities like dribbling around markers or practicing passing in pairs.
- Throughout the practice, the trainer may actively communicate with every player, offering guidance and positive reinforcement. He may ensure their feedback is specific and constructive, tailored to each child's efforts and improvements.
- At the end of each session, the trainer may hold a team huddle where every player is encouraged to share their thoughts about the practice. This not only fosters a sense of community and inclusion but also gives the trainer insights into how they can further adapt their coaching methods to better serve their team.

- **Active Engagement Principle:** Adhere to the principle where players are actively engaged in playing for at least 80% of the time, with the remaining 20% dedicated to understanding the rules and discussing the game's lessons. Employ gradual skill-building exercises to facilitate learning through play.



- The trainer may start each session with a quick, dynamic warm-up that immediately gets the kids moving. Following the warm-up, he / she spends a few minutes reviewing the rules and safety warnings of each game prior to playing. One game can be played various times with mixed teams.

- **Cultivating Patience:** Exercise patience, allowing players ample time to grasp the rules and devise their own strategies for overcoming challenges.



- Understanding that each child learns at their own pace, the trainer may tailor their instructions to match their individual needs, ensuring no one feels rushed or left behind.
- If a game is played various times, that allows children to practice repeatedly and build confidence before moving on to a new game to learn a new skill.

- **Empowerment through Autonomy:** Encourage players to tackle challenges independently. Recognize that your solutions may not always suit their needs. Promote an environment where players feel comfortable exchanging ideas.



- Once a week, the trainer may designate a portion of the practice to be led by the players themselves. During these sessions, a rotating group of players plan and lead drills or a part of the session under the trainers's supervision.
- The trainer may regularly hold team meetings where players can voice their opinions about games, tactics, and even team management.

They can even come up with their own game ideas or variations for the games regularly played. They actively encourages quieter players to share their thoughts and ensures that all suggestions are considered and discussed by the team.

- He / she encourages players to coach each other in pairs or small groups. This peer coaching not only helps players understand the game from a different perspective but also builds a supportive community within the team.
- At the end of each practice, he / she asks players to reflect on their performance and write down one thing they did well and one thing they could improve on.

- **Embracing Errors:** Accept that mistakes are inevitable, both for you and your players. Use these moments as valuable learning opportunities.



- At the start of the season, the trainer may introduce drills that are specifically designed to challenge players in ways that likely lead to mistakes. For example, they sets up a dribbling course with tight turns and obstacles. When players fumble, they uses these moments to pause and explain that it's crucial to accept errors and recognize that mistakes are unavoidable, for both the trainer and the players. They may suggest to view these instances as important chances for learning.
- During team meetings, the trainer may show video clips of professional soccer players making mistakes in games. They discusses how these players responded, the consequences of their errors, and how they learned from these experiences. This reassures the players that everyone, even the best, can make mistakes and that the key is how one responds and learns from them.
- After a player makes a mistake in a game or practice, the trainer may ask them to analyze what happened on their own first. they prompt them with questions like, "What do you think went wrong?" or "How could you handle this differently next time?"
- The trainer ensures that feedback is always constructive and focused on improvement, not criticism. After discussing what went wrong, the trainer always follows up with what went right or how improvements could be made.
- Perhaps most importantly, the trainer may openly acknowledge their own mistakes in coaching decisions or practice plans. They might say, "I think the drill I chose today was too advanced for where we are right

now. Let's adjust it so we can all benefit more." This modeling shows their players that it's okay to be wrong and to admit it openly.

- **Engaging Queries:** Stimulate your players' thought process by asking insightful questions about the game, enabling them to draw parallels to real-life situations on their own.



- The trainer may pause the game after a notable play and ask the team to initiate discussions: "Why do you think that game worked well?" or "What could we have done differently to stop the other team from winning?"
- The trainer may use real-life situations to make the game more relatable. For example, after a player misses a catch, they might ask, "How does it feel when we miss something important, like an assignment deadline? What can we do in both cases to prepare better next time?"
- At the end of practice sessions, the trainer may hold a team huddle where they poses open-ended questions like, "How can the games we practice here help us in other areas of our lives?" or "What have we learned today that goes beyond the pitch?"
- The trainer may incorporate reflective practice into their coaching by asking players to journal briefly after games and practices. Questions like, "What was the most challenging part of today's game and why?" or "What skill do you feel you've improved on and what evidence do you have?" guide players to self-assess and acknowledge their own progress and challenges.

- **Respectful Representation:** Steer clear of stereotypes and demeaning portrayals that reinforce prejudices.



- The trainer may make a point to use examples of athletes from various backgrounds when discussing successful strategies or motivational stories. They carefully selects examples that showcase a

wide range of skills, backgrounds, and personal stories, ensuring no single group is stereotyped or consistently highlighted in one specific role or attribute.

- During team meetings the trainer may use language and imagery that reflect the diversity of their team and community. They avoid using sports analogies or descriptions that could reinforce gender stereotypes or cultural clichés, focusing instead on language that uplifts and includes all players.
- During practices and games, the trainer may make sure to give equal playing time and opportunities to all players, regardless of their background or skill level. They avoid making assumptions based on players' physical appearances or backgrounds, instead assessing each player on their merits and potential.
- If the trainer hears team members using stereotypes or making biased remarks, they address it immediately in a constructive manner. They explain why such remarks are harmful and provide clear, positive alternatives that promote respect and understanding.

- **Accessible Communication:** Utilize straightforward, age-appropriate language that's inclusive and non-offensive, fostering a space of mutual respect and appreciation.



- The trainer may use straightforward language that is easy for young athletes to understand. For instance, instead of using technical terms like "anaerobic capacity," they talk about "running fast and hard for a short time."
- After explaining a game, the trainer may ask the players, "Can someone explain back to me what we're going to do?" This not only checks their understanding but also encourages interaction and active participation.
- The trainer may make sure to use language that does not single out or exclude any group. For example, instead of using gendered terms like "guys" they opt for "team" or "everyone".
- The trainer may foster a communicative environment by encouraging the players to ask questions and share their thoughts. They regularly say, "There are no silly questions. If you're wondering about something, chances are someone else is too."
- Understanding the wide age range they are dealing with, the trainer may adjust their tone, terms, and examples to be age-appropriate and engaging for their young audience. They use metaphors and analogies that resonate with their interests and experiences, making complex concepts more relatable.

- **Awareness of Cultural Differences:** Show sensitivity towards cultural diversity, recognizing the rich tapestry of backgrounds among your players.



- The trainer takes the time to learn the correct pronunciation of each player's name and teaches the team to do the same. Respecting how to say someone's name correctly is a fundamental way of showing respect for their identity and culture. Also they may read about the basic information that is worth knowing about different cultures.
 - The trainer may incorporate celebrations of different cultural events into their program's calendar. For example, they might organize a small event for Diwali or have a special acknowledgment for Black History Month, where athletes can share something about their culture if they choose.
 - In their communications, the trainer may ensure to use language that is inclusive and respectful of all cultural backgrounds. They are careful with their choice of words, phrases, and examples, ensuring they are universally respectful and considerate.
 - Recognizing that dietary restrictions can vary greatly due to cultural and religious reasons, the trainer may ensure that any food provided during team events is inclusive. They include options that are vegetarian, halal, kosher, or allergy-friendly, ensuring that no player feels excluded during team meals or celebrations.
 - The trainer may hold regular one-on-one meetings with their athletes to understand their personal and cultural needs better. This direct communication allows players to express any cultural considerations that might affect their training or participation, such as prayer times, fasting periods, or specific attire requirements.
 - The trainer may make a point to highlight and discuss the achievements of athletes from a variety of cultural backgrounds, both in professional sports and within their own community.
- **Championing Universal Respect:** Highlight the importance of mutual respect among players, celebrating cultural diversity and promoting an inclusive atmosphere where every individual's heritage is respected and valued.



- At the start of the season, the trainer may organize a workshop where the team collaboratively establishes norms and values centered around respect and inclusion. During this session, players discuss what respect means to them and how they can demonstrate it in both their interactions and competitions. The team agrees on a charter that highlights the importance of mutual respect, celebrating each other's successes, and supporting one another during challenges.
- The trainer may dedicate part of the training session to 'cultural awareness moments' where players are invited to share something about their heritage, whether it be a story, a traditional practice, an important personal item or a home-made snack / sweet.
- The trainer may emphasize the importance of respectful communication both on and off the field. They also encourage players to speak up if they feel disrespected or notice disrespectful behavior among peers.
- Aware that not all players' families may be fluent in English, the trainer may provide important team communications in multiple languages. This ensures that all families can stay informed and involved in the team's activities and successes, promoting an inclusive atmosphere.



- **Encouraging Feedback:** Regularly invite participants to share their insights and recommendations, valuing their contributions to the program.



- The trainer may set up a feedback box where players can anonymously drop their suggestions or concerns. This



allows them to express their thoughts freely, especially if they are shy or hesitant to speak up in front of others. The trainer may review these notes weekly to understand the players' needs and make adjustments to the program.

→ Every few months, the trainer may send out a digital survey to players and their parents asking for feedback on various aspects of the program, from coaching methods to the scheduling of practice sessions. The surveys include questions on what they like, what could be improved, and any new ideas they might have for the program.

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- **Adaptability in Rules:** Recognize and accommodate varying levels of experience with the sport or game among participants. Maintain flexible rules and promote adaptability to ensure everyone feels included and able to participate comfortably.



→ The trainer may encourage peer mentoring by pairing experienced players with novices. This not only helps newer players learn faster but also fosters a sense of responsibility and leadership among older or more skilled players. It promotes a team spirit centered on mutual help and improvement.

→ After each game or practice, the trainer may hold a quick feedback session where players can suggest changes or variations they think would make the game more fun and inclusive.

→ The trainer may make a point to celebrate all forms of success. They acknowledge good defense, teamwork, effort, and improvement, which reinforces that everyone's contributions are valuable, regardless of skill level.

- **Positive Encouragement:** Prioritize positive reinforcement and constructive criticism, acknowledging efforts and progress rather than focusing solely on competition. This approach fosters a supportive community and enhances self-confidence.



→ The trainer may consistently praise the effort and improvement of his / her players. For example, they might say, "I'm really proud of how you

kept your focus during that last play," or "Your serves have gotten much stronger over these past few weeks."

- Instead of general compliments, the trainer may give specific feedback that helps their players understand what they're doing right. After a drill or game, they might point out, "The way you communicated with your teammate during that play was excellent," or "I noticed you were really paying attention to your positioning today, great job!"
- When the trainer needs to correct or suggest improvements, they may use the "sandwich" method—wrapping constructive criticism between two positive comments. For instance, they might say, "Your energy today was fantastic, and if you keep your hands just a bit more steady when setting, you'll be even more effective. You're really improving quickly, and I love seeing that!"
- The trainer may foster a team culture where players are encouraged to support and praise each other. During practices, they might organize peer-review sessions where players point out something they admire about each teammate's performance.
- Every small victory or milestone achieved by a player is celebrated. The trainer may have a "Player of the Week" who is recognized not just for skill but for things like most improved, best attitude, or most supportive teammate.

Structure of a Training

What should we take into account when preparing and choosing games? To ensure the activity runs smoothly, we must take into account:

Skills and abilities - It is important to understand what group of children or young adults you are training. For example, some games need to be adapted to suit people with certain disabilities. Some participants may have conditions such as arthritis, asthma, indigestion, or fractures that can affect their ability to participate in some games, especially those that require them physically. Furthermore, certain behaviours of children, as discussed in a previous section, need to be taken into consideration. For example, do games take a long time to explain, or is there lots of teamwork required which can be difficult and create frustration when putting players together with different skill levels.

One way to resolve any issues related to opt-out is to ask participants why they decided so. However, a condition such as those described above can greatly prevent someone from participating in most or all activities if they have not been adapted. That's why it's important to discuss with participants on the very first break about anything that could make it complicated to participate in physical games.

Comfort - There must be enough space to carry out the activity, sometimes requiring several rooms. You should know that you won't be disturbed and it's a good idea to provide a message system for participants, such as notes on the

door that won't disturb them during a game. Thus, you will give participants spiritual peace.



Comfort might be more important for some groups than others. For example for groups of girls or women. Always check with your participants where they would be most comfortable or if they are okay with a location.

Age - Activities are appropriate for all ages, although presentation, prepared materials and examples may need to be varied and account for cultural differences related to different age groups.

Degree of risk - The degree of risk that participants are asked to take is very important. For example, doing something that they might not be comfortable with because they have never tried it, or that certain sports, games or terminology can be triggering. Always recognize that risk-taking is implicit and later thank participants for agreeing to such a risk. The group contract (*see following section*) will have a major influence on risk-taking.

Safety - The excessive enthusiasm of some group members can make them forget about the safety of other colleagues. A good way to prevent such situations, especially in physical activities, is to ask participants to take off their shoes, or put their shoes on depending on the location, and remove sharp objects or other things they might get hurt with. However, all teachers must be familiar with the fundamental principles and practices of first aid and must know where they can get professional assistance at any time.

Attitudes - Participants come to a course with certain attitudes and expectations. These will form the cultural environment of the course, which may promote or prohibit some games. For some participants, cultural considerations will be more general, and others may feel uncomfortable participating in activities involving physical contact with someone of the opposite gender. It is good to inform yourself in advance about the cultural / religious specifics of the group members.

Authenticity - You must have a justification for organising a game, which you will be able to offer to the participants. Many games have multiple objectives and the extent to which they can be achieved depends on the nature and level of the teacher's intervention during the discussion phase.

Materials - It is important to have all your work materials on hand. The teacher's credibility can be seriously undermined if they have to leave the room to make copies or bring some items needed for the activity. Therefore, the necessary materials are listed in the notes of each exercise.

How to make games work

There are ten ways people can be encouraged to take part in games.

1. Group contract - A training session is a relationship between the teacher and participants and, as in any other relationship, the ground rules will be established. An effective way to encourage people to participate fully is to inform them of what will happen and facilitate discussion of the ground rules.

A group contract should contain provisions on 4 important aspects:

A. Privacy

Which ensures that all personal information disclosed during the session remains confidential among participants. It encompasses any sensitive data shared that could be personal, professional, or pertaining to opinions and beliefs expressed during the training. The purpose of the privacy provision is to create a safe space where participants feel secure in sharing information without fear of it being exposed outside the group. This includes respecting the boundaries of what can be shared beyond the session, possibly regulating the use of recording devices and social media, and maintaining anonymity when discussing case studies or personal experiences.

B. Responsibility

Which obliges all parties to engage in the learning process actively and respectfully. It defines the participants' duty to prepare for sessions, contribute to discussions, complete assignments, and adhere to timelines. For the teacher, responsibility includes delivering the content effectively, facilitating a constructive and inclusive environment, and being responsive to participants' needs and feedback. This provision ensures that everyone involved is accountable for their part in making the training successful.

C. Coercion

Which establishes that participation in activities should be voluntary and that no participant should feel forced to engage in any exercise or disclosure that they are uncomfortable with. It emphasizes the importance of consent and choice in educational settings, safeguarding participants from pressure or undue influence from the teacher or peers. This helps in fostering a respectful and ethical learning environment where decisions and participation are based on individual comfort and consent.

D. Clarification

Which ensures that all aspects of the training—such as objectives, methods, schedules, and evaluation criteria—are clearly communicated and understood by

all participants. It allows for questions and discussions to ensure that there are no misunderstandings about the expectations and the content of the training. Clarification helps in minimizing assumptions, reducing confusion, and enhancing the effectiveness of the training by ensuring that both the teacher and the participants are aligned in terms of goals and procedures.

Anyone who is unsure of the reason for carrying out a particular exercise should be encouraged to ask the teacher for explanations if they feel the need.

2. Context - "An out-of-context text is a pretext": this statement is also applicable to games that must be firmly fixed in the learning objectives relevant to the session. When participants learn other things during the activity, it should be recognized and appreciated.

3. Demonstration - It is always useful for a teacher to demonstrate an exercise in front of the participants, both to imitate it and to check its understanding. This tactic can also be a strategy to communicate a game and its rules non-verbally to navigate a language barrier.

4. Feedback - Feedback will influence how participants accept the idea of further involvement in other games.

5. Natural choice - The terms by which a game is introduced are important. It must be proposed by the teacher. In some cases, the teacher may be vaguely intentional about the goals of learning the game, but they should never be imposed on the group.

6. Rhythm - The pace at which a game unfolds must correspond to the group. For example, often after a dynamic game participants will need to restore their breathing.

7. Presentation - How a game is presented is crucial. There are some members of the group, usually managers, to whom the idea of "play" may provoke reactions of irony or non-acceptance, but they will be happy to engage in a "managerial exercise", carried out to demonstrate a specific purpose, such as helping translate an exercise to children that speak the same language, being a coach or referee. Children and young people will like the idea of a game better.

8. Receiving feedback - Asking for feedback will build rapport and enhance acceptance of further offers of games and activities. In this way, participants will be motivated to ask for feedback from their colleagues and the facilitator.

9. Duration - Setting the time limits of an exercise can be very reassuring for group members and any uncertainty they may have over the game. Try to make the watch visible to them too, for example by fixing a magnet clock to the back.

10. Imitation of the teacher - The teacher rightly cannot expect full participation of the group in an activity in which they do not take full part. At the same time, the teacher will be careful not to give the "right answer" - that is, not to be the one who offers the solution.

E.g. Imagine a soccer coach who wants to improve the teamwork and passing skills of their players. According to the principle, the coach should actively participate in drills and games during practice, rather than just giving instructions from the sidelines. By doing so, the coach demonstrates the desired behaviors and techniques firsthand, which not only shows the players that their coach is fully committed, but also provides a live example for them to emulate.

However, while the coach participates, they must be careful not to dominate the game or make all the strategic decisions during practice matches. Instead, the coach might deliberately hold back at times, allowing the players to explore different strategies and find solutions on their own. This way, the coach avoids giving the "right answer" directly but fosters a learning environment where players feel empowered to try new things and make decisions independently.

By being part of the activity and simultaneously refraining from solving every problem for their team, the coach effectively encourages learning, initiative, and self-reliance among the players.

Games

Ice-breakers

1. Hello!
2. Mingle-mingle
3. Pairs Football
4. Move if you...
5. Fisherman (tag)
6. The little train of the name
7. Chain-link story
8. Cone swap

Trust-building games

9. Compass
10. Circle of trust
11. Car and driver

Team-building games

12. Flag game
13. The shoemaker
14. Tricolor tag game
15. Chain tag
16. Collect your colour
17. Kangaroo competition

Icebreaker games

Why are they important?

- The presence of others can significantly impact an individual's performance and behavior. Icebreaker games can reduce anxiety and discomfort that people might feel in a new group by encouraging interaction in a low-stakes, friendly environment. This makes individuals more comfortable and can enhance their performance in subsequent group activities.
- Icebreaker games can help develop a sense of group cohesion. By engaging in shared activities, individuals start to feel a sense of belonging and unity. This cohesion is crucial for teamwork and collaboration, as it fosters mutual support and facilitates more effective communication among group members.
- Effective communication is fundamental in any group setting. Icebreaker games often involve activities that require participants to share information about themselves, listen to others, and engage in dialogue. These games can help break down barriers to communication and improve interpersonal skills.
- Icebreaker games can create a sense of psychological safety—a shared belief that the team is safe for interpersonal risk-taking. By starting with activities that encourage openness and vulnerability in a controlled environment, individuals may feel safer to express ideas and opinions later in the group's lifecycle.
- Learning is enhanced when individuals are actively involved in a hands-on experience. Icebreaker games often involve problem-solving tasks that require creative thinking and adaptability. Participants learn from these experiences in a direct, engaging way that can be more impactful than passive learning styles.
- Sharing personal information with others can lead to more meaningful connections and trust-building. Many icebreakers encourage self-disclosure in a structured way, allowing participants to reveal information about themselves at a comfortable pace, which can lead to deeper interpersonal relationships.
- For many, entering a new group can trigger social anxiety. Icebreakers can ease this anxiety by providing structured interactions that have clear guidelines and objectives. This structure can help alleviate the uncertainty and unpredictability that often accompany new social situations.



1. Hello

Aim or Skills developed: introduction, first contact

Age: all

Nr of players: 8-16

Material: none

Description and rules:

The participants sit in a circle. One person walks around the circle and lightly taps another participant on the shoulder. The touched person begins to move around the circle in the opposite direction, until the two meet. They greet each other three times by saying their first names, then continue their way in the opposite direction around the circle, running to reach the free place. The one who runs out of space goes around the circle again. The game continues until each person has participated at least once.

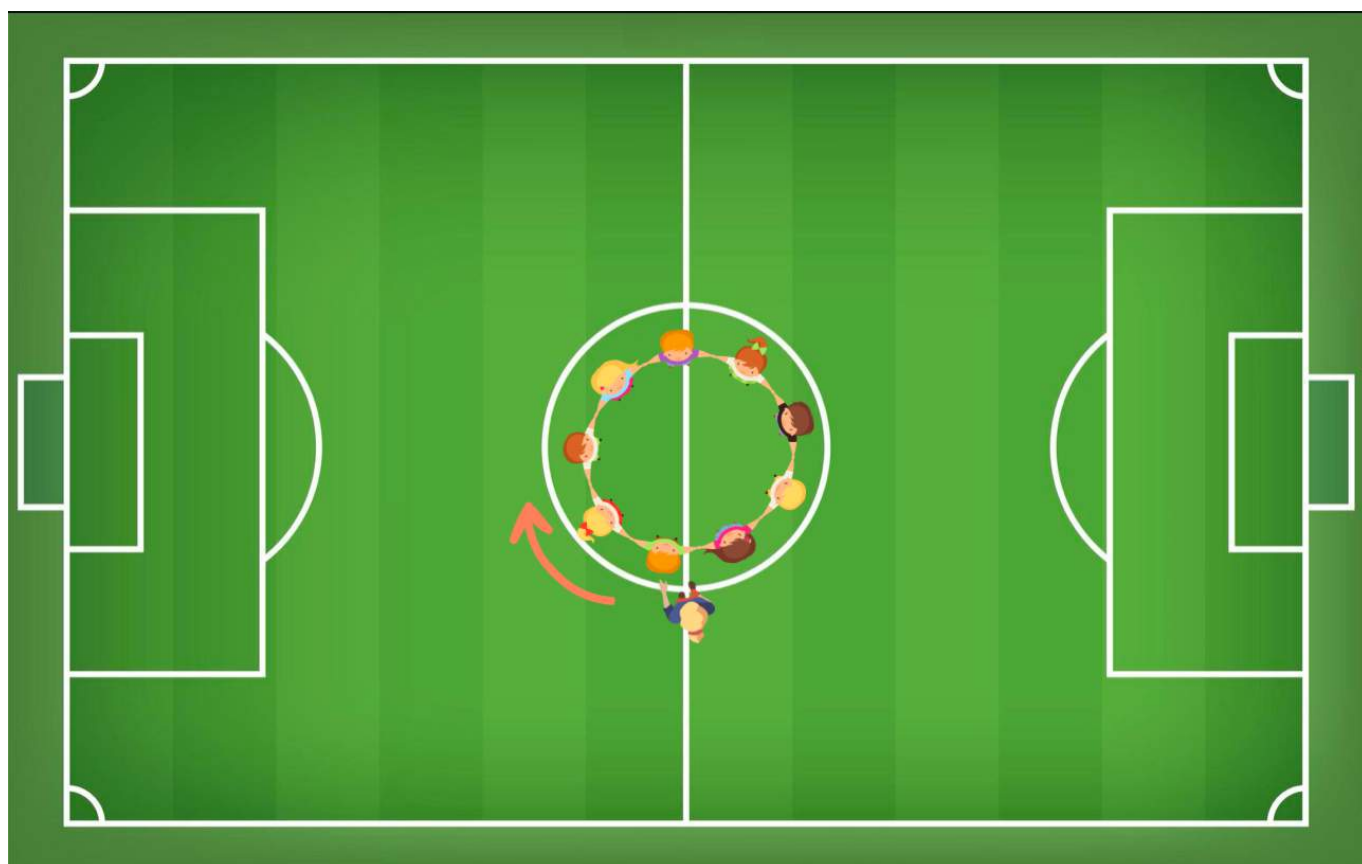
Variation: In case the children know each other's names already, they can name for example their age, or their favorite subject in school, or their favorite athlete etc.

Safety warnings: define the direction of walking and running in order to avoid clashes

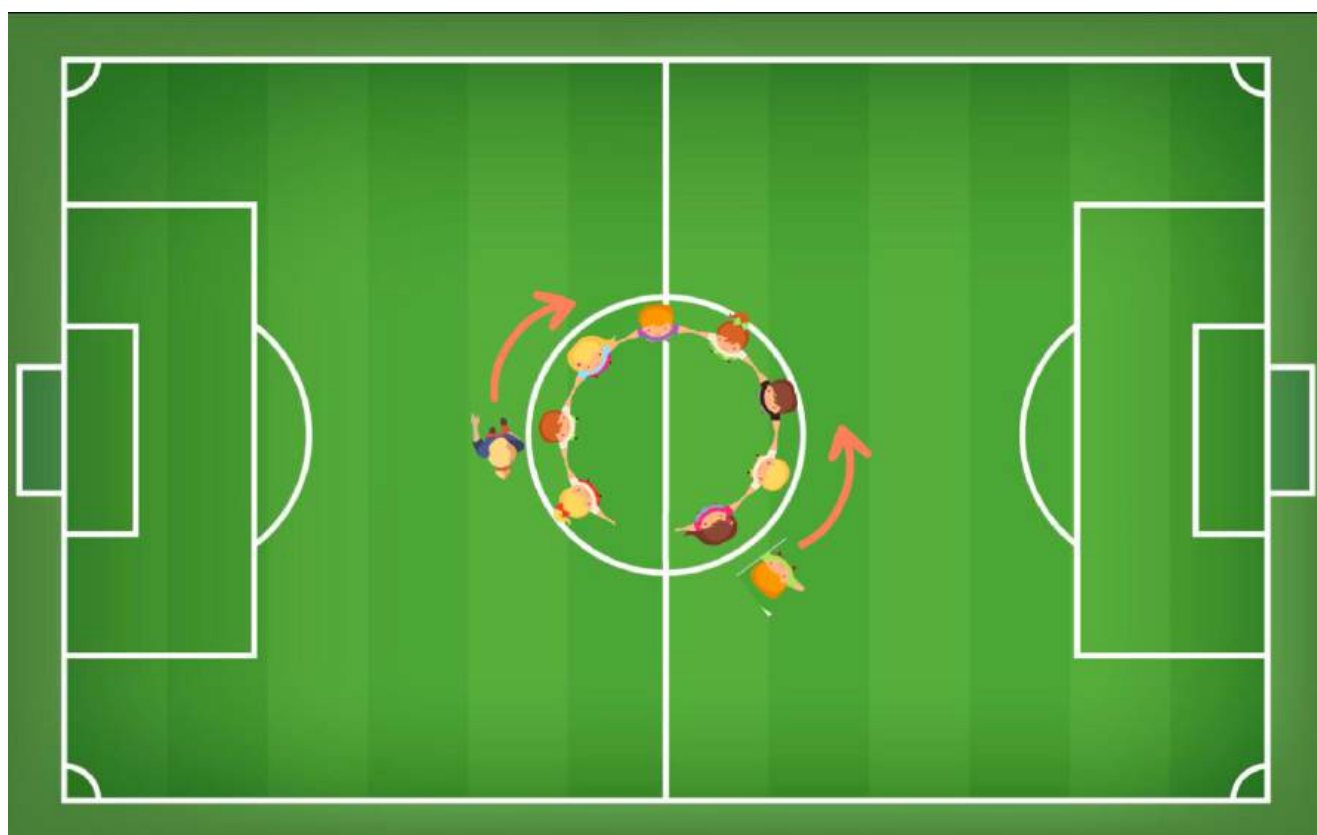


In case of a language barrier, the game can be explained by two coaches who illustrate the game with using limited words and with body language instead.

Step 1



Step 2



2. Mingle-mingle

Aim or Skills developed: comfort, socialization

Age: 7-18

Nr. of players: 15-25

Material: If needed, cones to mark out a space for the players to jog around

Description and rules:

Players jog around singing "Mingle Mingle" and when coach announces a number (i.e. "4") they get into groups of that number as quick as possible. If players are comfortable the last or incomplete group can do a fun exercise (i.e. push-ups, dance or goal celebration).

Variations:

- A. Players find solutions without touching each other.
- B. The coach doesn't announce the numbers, but shows the numbers with fingers.
- C. Players find solutions without speaking or using their voice.
- D. Mathematics: "6 minus 1" (players form groups of 5)

Safety warnings: define the direction of walking and running in order to avoid clashes

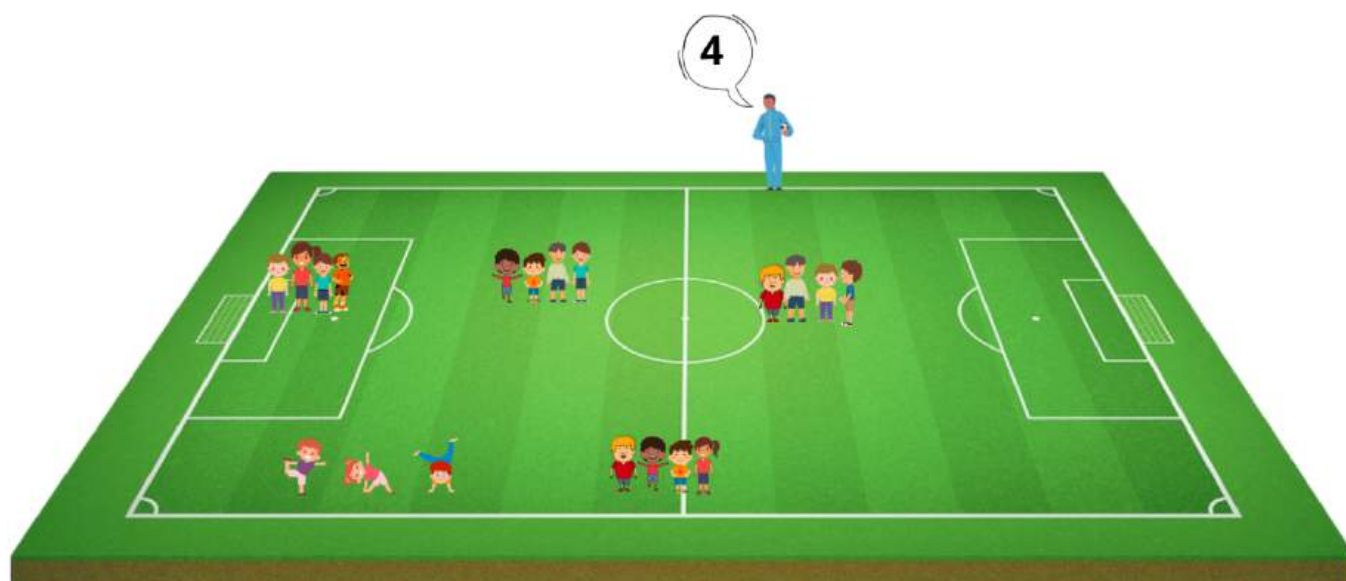


In order to help children feel welcome and to share a bit of their language and culture, the coach and other kids can learn the numbers in the different languages of the children.

Step 1



Step 2



3. Pairs football

Aim or Skills developed: warm-up, communication

Age: 6-18

Nr. of players: 10-20

Material:
● 2 goals

Description and rules:

A traditional game of football with one goal on each end line, but players are in pairs and cannot let go of each other's hand. If a pair stops holding hands, then it is a foul and the other team has a free-kick.

The bigger the field is, the more people can play.

Variations:

- A. Try playing with groups of three people instead of two.
- B. One person in each pair is blindfolded/keeps the eyes closed.

Safety warnings: make sure to avoid clashes. It can help to establish before the start of the activity to establish clearly if contact is allowed or not.



Be aware that 'holding hands' in a game could be more challenging for certain ages when working with children of different cultural backgrounds and genders. A bib can be held by both players if that helps to make them feel more comfortable.

The game



Variation A



4. Move if you...

Aim or Skills developed: communication, socialization

Age: 11-19

Nr. of players: odd number of players

Material: none

Description and rules:

Players form a circle. One player is in the middle. The player in the middle shouts *Move if you.... e.g are wearing a blue shirt! / have brown hair / have been to another country.* . Then all pairs of players move even if only one of them is wearing a blue shirt. They run into the middle of the circle, everyone finds another partner, and the player left without a partner shouts the next "Move if you..." statement.



*If the content transitions to more sensitive issues such as emotions, experiences (i.e. Move if you have lost a friend or family member; if you have experienced violence; if you don't like something about yourself; if you have ever been bullied or bullied someone etc.) - in some of these scenarios the group might find value in some dialogue before continuing to play. **Note:** avoid such transitions if not played with a professional staff!*

Variations:

- A. If players already feel comfortable in each other's company, they can play alone and in this case when they hear a statement that refers to them, they have to move to the middle and then immediately find an empty place. The person who doesn't manage to find an empty space and stays in the middle will make the next statement.

Safety warnings: make sure to set the tone of statements suitable for the group (don't get too personal at the first meetups)

The game: Step 1



The game: Step 2



Variation A



5. Fisherman (tag)

Aim or Skills developed: energiser

Age: 6-18

Nr. of players: 8-20

Material:

- cones to mark the line of the section
- if played with balls, as many balls as players

Description and rules:

Mark an approx. of two meters and full track wide section in the middle at the half-way line with a tagger who is the fisherman. The players = fish have to get across the section, but whoever is caught has to stay inside the section, so as the game goes by, more and more fishermen will be inside the section trying to catch fish

Variations:

- Each player can get a ball and have to dribble across the line. Instead of getting tagged, the fisherman could 'tap' away the ball.

Safety warnings: make sure to avoid clashes



Before the game, identify 'safe areas' where the fish can get tagged, such as the arms, shoulders or back. Or a bib can be used as a 'tail' (such as in Flag Football). This could limit the physical contact.

The game



Variation A



6. The little train of the name

Aim or Skills developed: socialization

Age: 6-12

Nr. of players: 8-16

Material: none

Description and rules:

The participants stand in a circle. A volunteer, the "locomotive", imitating respective sounds and movements, walks in a circle and stops in front of a person. If he knows his first name, he pronounces it out loud, simultaneously making the gestures of a traffic light with a barrier at the railroad crossing. Then he turns his back to the participant and he "clings" to the first, like a new "wagon". Together, the "train" moves around the circle to another participant. The whole "crew" shouts the first name of another person who integrates and continues on his way. The game ends when all participants are on the "train".

Variations:

- A. Every participants's name can be repeated before the new wagon joins, which develops memorizing skills
- B. The facilitator can add a Rock-Paper-Scissors element to make it more engaging for older players: Have the players spread out a bit. When the game starts, players will mingle and play Rock Paper Scissors with each other. If a player loses, they become a wagon on the train of the winner and cheer the name of the player who is the 'train'. The player who won will continue to mingle and play Rock Paper Scissors with other players. If they win, the loser will join the train behind them and continue cheering the name of the person in front. If they lose, they, and anyone in their train, will join the train of the winner and cheer the name of the person in front of this train. The game ends after the last two trains have played each other and one wins.

Safety warnings: none



7. Chain-link story

Aim or Skills developed: communication, creativity

Age: 6-18

Nr. of players: 8-16

Material: none

Description and rules:

The participants stand or sit in a circle. One of them grab a ball and start off the story by saying something like, "once upon a time there was a baby dinosaur..." Then, pass the ball to someone, who adds the next line of the story before passing the ball again. They keep passing the ball and adding to the story until it comes to an end!

Variations: none



Be aware of language barriers. In case there is a language barrier, some children could feel left out, or might not be fully engaged in the game.

Safety warnings: Be aware of elements of the story that can be triggering for some participants



8. Cone-swap

Aim or Skills developed: communication, creativity

Age: 10-18

Nr. of players: 8-12

Material: 32 cones of 4 colors



Coloured cones are great material to have. Many different games can be played. Such as tic-tac-toe.

Description and rules:

Form two teams and set up cones as per the picture below for both teams. Players stand in a row and they go to the cones one by one the players to swap only 2 cones at a time. The goal is to put all 4 colours in a row either horizontally or vertically. First team that succeeds wins.

Variations:

- A. To make it more challenging, players can only swap two cones that are next to each other.
- B. An obstacle course can be added as well, where at the end of the obstacle course, participants swap the cones.

Safety warnings: none



Trust-building games

Why are they important?

- **Social Exchange Theory:** This theory suggests that relationships are built on a system of costs and benefits where interpersonal interactions are transactions that can lead to rewards or penalties. Trust-building games can increase perceived rewards such as emotional support and cooperation, thereby enhancing the likelihood of positive interactions and reciprocal trust.
- **Psychological Safety Theory:** According to this concept, a safe team climate marked by interpersonal trust and mutual respect is essential for effective team dynamics. Trust-building games can promote psychological safety by creating an environment where team members feel comfortable taking interpersonal risks, such as expressing vulnerabilities or sharing challenges.
- **Tuckman's Stages of Group Development:** This model describes how groups evolve through stages of forming, storming, norming, and performing. Trust-building games can be particularly effective in the "norming" phase, where the development of trust and cohesion helps transition the group into a high-functioning team.
- **Attachment Theory:** This theory posits that the quality of trust and expectation in one's relationships can be traced back to early attachment styles formed in childhood. Trust-building games can help modify these expectations and experiences of trust, particularly in a group setting, by providing positive interactions and dependable relationships.
- **Social Learning Theory:** This theory emphasizes the role of learning through observation, imitation, and modeling. Trust-building games can serve as a platform for individuals to observe and emulate behaviors related to trust and cooperation, thus learning how to engage in and sustain trusting relationships.
- **Cognitive Development Theory:** From the perspective of cognitive theories, such as those proposed by Piaget, trust-building games can enhance cognitive development by requiring participants to solve problems, understand multiple perspectives, and negotiate roles and rules, all of which require a foundational level of trust to effectively engage.



9. Compass

Aim or Skills developed: trust

Age: 10-18

Nr. of players: 8-20

Description and rules:

Participants form pairs and they scatter on the field. The pair that is assigned to start the game will pick one of the pairs at a greater distance, announce to the colleagues which pair they chose, blindfold and start moving towards that exact pair. His partner will walk behind him to prevent clashes with the others standing on the pitch without touching him, but only giving him short directions, instructions to avoid the obstacle. Otherwise partners cannot chat. Targets cannot move, while the pair is trying to approach their target. The blindfolded player may open their eyes when they think they have reached the chosen object. Then the partners will change their roles and the procedure will be repeated.



The game can be played at a clearance of a forest and target can be a tree, a bush or whatever they find in the forest.

Material: 1 blindfolder, cones

Variations:

- A. to make it more difficult, cones can be scattered around the field as obstacles and if the blindfolded players steps on one of them, they have to go back to the starting point

Safety warnings: Be aware of the surroundings when playing in a public space

The game



Variation A



10. Circle of trust

Aim or Skills developed: trust

Age: 8-24

Nr. of players: 10-20

Description and rules:

Divide the group into groups of eight to ten children. Ask each group to stand in a very small circle. One child stands in the centre of the circle, feet next to each other, arms crossed across the chest. The child in the centre falls in different directions and will be supported by the helpers almost immediately, and is then pushed in another direction softly. Give all children a chance to stand in the centre and experience falling.

Material: none

Variations: none

Safety warnings:

The child in the middle have to stand stiff as a board. The children in the circle stand firm to be able to catch the child in the centre in a moment: legs slightly bent, one foot forward, one foot backward. They have their hands at chest height of the child in the centre, and are close (0.5 metres from the child in the centre).



11. Car and driver

Aim or Skills developed: trust

Age: 10-18

Nr. of players: 10-20

Description and rules:

Divide the group into pairs and the middle circle is the starting point. One child is the car, the other child is the driver. The driver stands behind the car. The driver gives signals to the car by touching:

1. Tapping on the back with the index finger = drive.
2. Touching the back with the palm = stop.
3. Touching the right shoulder with the hand = quarter turn right.
4. Touching the left shoulder with the hand = quarter turn left.

Nobody is allowed to talk.

Switch roles after a few minutes. After practicing first, the real activity starts. Now, the car drives with eyes closed and the aim is to get to the 'garage', which can be any of the goals.

Variations:

- A. Scatter around cones in the field as obstacles that also need to be avoided and who steps on any of them have to go back to the starting point.
- B. Make three children stand in a row and with their hands on the shoulders of the person in front of them. The child at the back is the driver. The signal is transmitted by the other children to the front child. Except for the driver, everyone has blindfolds.

Material: blindfolds, cones

Safety warnings:

The driver is responsible for driving safely and avoiding clashes.

The game



Variation A



Variation B



Team-building games

Why are they important?

- **Social Facilitation Theory:** According to this theory, the presence of others in a group setting can significantly enhance performance on well-practiced tasks and hinder it on tasks that are not well learned. Team-building games help familiarize team members with each other, making the environment more comfortable and boosting overall group performance when tackling complex tasks together.
- **Tuckman's Stages of Group Development:** Bruce Tuckman outlined the stages of team development as forming, storming, norming, and performing. Team-building activities are particularly useful in the initial "forming" stage, where members are getting to know each other, and during the "storming" stage, where conflicts might arise. Such activities can help smooth transitions between these stages by fostering understanding and trust.
- **Belbin's Team Roles:** Meredith Belbin's research suggests that successful teams are made up of a diverse mix of roles, including those who are idea-oriented, people-oriented, and action-oriented. Team-building games can help individuals understand their roles within the team and appreciate the roles of others, which is crucial for effective collaboration.
- **Maslow's Hierarchy of Needs:** Abraham Maslow's theory posits that humans have different levels of needs, from basic physiological needs to self-actualization. Team-building games can address higher-level needs such as esteem (feeling respected and valued by peers) and belongingness (being part of a team), which are critical for motivational and satisfaction levels within a team.
- **Self-Determination Theory (SDT):** This theory emphasizes the role of autonomy, competence, and relatedness in fostering intrinsic motivation. Team-building activities can strengthen these elements by empowering team members, enhancing skills, and nurturing close interpersonal relationships.
- **Psychological Safety:** Google's Project Aristotle highlighted psychological safety as a critical factor in the effectiveness of teams. Team-building games can promote a culture of open communication and risk-taking without fear of negative consequences, which is essential for innovative and agile teams.



12. Flag Game

Aim or Skills developed: teamwork

Age: 10-18

Nr. of players: 10-20

Description and rules:

Players form two teams and stand up on their half. At the end of both halves of the field is a circle of 1 m radius made of cones, with a distinguishing 'flag' inside. The objective of the players is to cross into the opponent's half, reach the flag and bring it to their own half, while the opponent's players can catch them. If someone is caught, they have to crouch on the spot, but their teammate can make them free them with a puck. The defending player cannot enter the circle laid out from the cones, only the attacking player. The flag can be passed from hand to hand in the opponent's half, but not thrown. In the same way, it is not possible to return the flag to one's own half by throwing, only by running.

Material:

- cones
- 2 flags = a piece of cloth or anything

Variations:



The game can be build up in different stages if needed and depending on the group. Each week a new element can be introduced. Such as:

Week 1: players play tag on the field and get used to when someone is tagged they crouch down and a teammate has to free them.

Week 2: Introduce the defending and attacking roles. Have only one team try to steal the flag at the time.

Week 3: Play the game as intended with all the elements included.

Safety warnings: avoid clashes

The game: Step 1



The game: Step 2



13. The shoemaker

Aim or Skills developed: teamwork

Age: 10-18

Nr. of players: 10-20

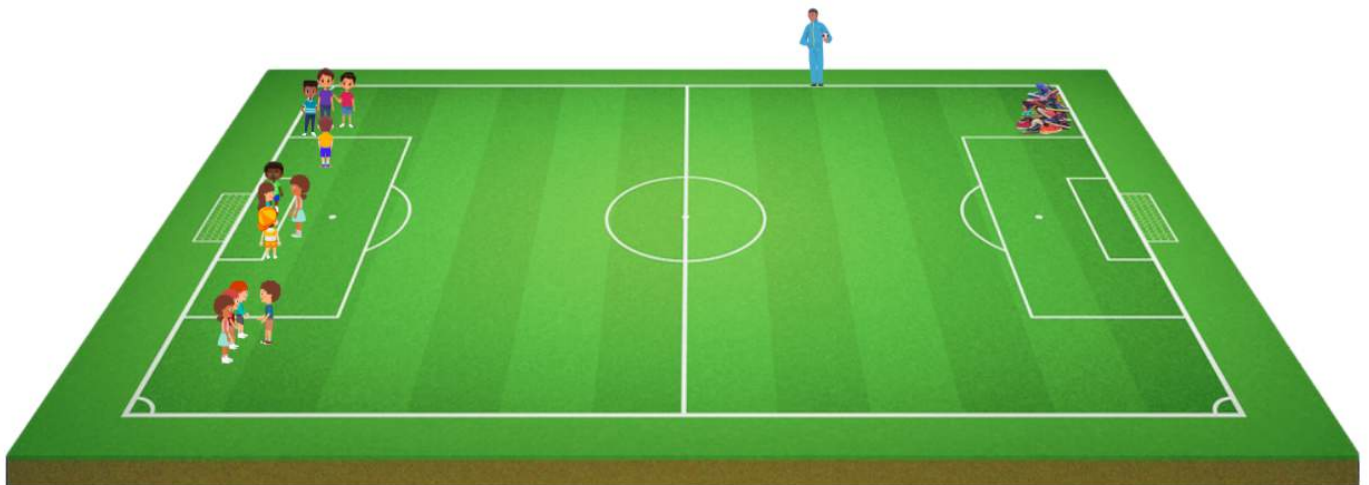
Material: Shoes

Description and rules:

Everyone leaves their shoes in a corner of the room / field. The participants form teams of 3 or more people and place themselves at the opposite wall / line. The goal of the teams is to put on their shoes as quickly as possible. One person from each team will be the 'shoemaker', and everyone one-by-one in their team will describe how their shoes look, and the shoemaker runs and tries to find them one-by-one in the crowd of shoes. If the "maker" brings in another pair of shoes, it will search once more after accumulating more information. The "maker" becomes the observer after finding the right pair, and the owner puts on the shoes and becomes the "maker". The game continues until all members of the group are wearing shoes. Discuss with the participants about the things observed in the communication process between the "manufacturer" and the barefoot person.

Variations: none

Safety warnings: outside temperature of minimum 25 Celsius, so that the children do not catch cold.



14. Tricolor tag game

Aim or Skills developed: teamwork, strategy

Age: 12-21

Nr. of players: 18-24

Material:

- pinnies in 3 colors
- cones or ropes

Description and rules:

Three teams, clearly marked with three different colored markers, chase each other in a specified manner. Ex: blues chase yellow, yellows chase red and red chase blues. Each of the three teams has an approx. 1m radius circle formed by cones or ropes, which is their castle. Everyone inside the circle is protected. If someone is caught, the opponent takes them to their own castle, from where their teammates can release them with a pash.



One of the best games, because tactics are needed, since the person one is chasing can catch the person from whom they have to escape, so everyone have to constantly watch everyone.

Variations: in every round switch roles

Safety warnings: make sure to avoid clashes and establish 'safe zones' for tagging.

The game: Step 1



The game: Step 2



15. Chain tag

Aim or Skills developed: teamwork, problem solving

Age: 6-16

Nr. of players: 8-18

Material:

● optionally one or more balls

Description and rules:

Start with two taggers holding hands. Taggers stay connected by holding hands. If they tag a player or a player leaves the field, that player joins the chain of taggers. The game ends when everyone is tagged.



Bibs/pinnies can be used instead of holding hands.

Variations:

- A. Start with two separate taggers (not holding hands)
- B. add one or more balls. The player with the ball is safe. The ball(s) can be passed around. You can have the rule that if the ball goes out of bounds it is lost.

Safety warnings: make sure to avoid clashes

The game:



Version A



Version B



16. Collect your colour

Aim or Skills developed: teamwork, speed

Age: 6-18

Nr. of players: 12-18

Material:

- 10+ cones of 4 colours
- pinnies of 3 colours

Description and rules:

Spread out all the different colour cones in the middle circle. Players are clearly marked with bibs, each team has to collect the same colour cones from the center and bring it to their 'house' as fast as possible. In the case of 3 teams, the white cones can be taken by every team. First teams to collect all their cones wins.

Variations:

- Define a number of cones to be collected by each player. E.g. all cones need to be collected by each player taking home 3.

Safety warnings: Avoid clashes.



17. Kangaroo competition!

Aim or Skills developed: teamwork, speed

Age: 8-14

Nr. of players: 10-20

Material:
● balloons

Description and rules:

Divide the participants into pairs. Each pair receives an inflated balloon. One participant (with the balloon) must stand at the side of the field, while their partner stands on the opposite side, also at the sideline. Now the person holding the balloon will place it between their knees. Once placed between the knees, the balloon cannot be touched. At the trainer's signal, the participants with the balloon will jump like kangaroos to the opposite side of the pitch. After they reach their destination, they pass the balloon to their partner, without using their hands. After the exchange has been carried out, the other person must jump with the balloon between the knees to the opposite side of the pitch past the sideline.

Variations: n/a

Safety warnings: n/a



Discuss with the participants what made this exercise difficult or easy? If you have time, you can repeat the race, but this time giving the pairs time to think about the tactics used and the methods of improving the results.



Example of a session

Beyond The Pitch PREPARATION FORM



Co-funded by
the European Union

Date: Tuesday, 26 March 2024

Facilitators: 4

Theme(s) of the session: Social rules

Number of children at the location/on the participant list:

Boys	Girls	Total	Age group
17	14	31	6-9

Planned Games

Check-in (20 min)	Free play + Circle and Explanation of the rules We start the activity with 'free play', this allows the facilitators to set up the field and for the children to release some their energy. After 15 minutes, we call the children and sit down in a circle. We repeat this each training in order to create a routine that the children get used to and they know, when it is circle time, we start the training. We explain the rules of the session: • Being good teammates (no cursing and no fighting, etc.) • Being respectful (listening to the coaches, keeping the space clean, etc.) • ..
Warming-up (15min)	Mingle-Mingle We have recently signed up new children to the activity, so for some children it will be the first time, for others the second or third time. Therefore, we aim to start with a game that allows to bring different groups together, where the kids have to mingle. • ask the children before what language they speak, and counting in the different languages as well as English, so that everyone is clear on the numbers. • Facilitators tell the numbers, but also show the numbers with their fingers to help the children out for the first round. • Later balls will be added and players dribble with the ball.
Main	Tri-colour tag game we start by dividing the players in 3 teams. This can either be done by the facilitators handing out bibs, or having the children chose their own teams. By making the teams first, children are immediately that there is a team aspect to the game. Facilitator explains the rules of the game and shows the playing field. Be aware of language that can be triggering, such as 'police' or 'jail'. Play one round. If there a need for more clarifications, this can be done after round 1. Also, new rules can be added. For example, in round 1 players cannot yet be freed from the castle. So the first team that their castle full of the tagged players, wins. In round 2; players can be freed.

Cooling-down	Compass The previous games involve lots of running and high-energy and are played in groups. To cool down and to change the group setting, the next game will be a game played in pairs to allow players to play with one of their friends.
Check-out	Circle A moment for feedback. Highlight what went very well in terms of respecting the social rules.

What do we want to achieve in this session?

Be as specific as possible: During this session, the focus will be on creating familiarity with the structure and familiarity and rhythm of the a session. Repeat the rules of the session, repeat the rules of the game.

Particular issues in the group and/or children we want to pay attention to:

A lot of children are new to the activity. Therefore facilitators will closely observe the participants as well and assess how they are doing in the sessions. What are some of the challenges that arise? Are the children able to follow the rules? If yes, then for the next session more advanced games can be played. Is there lots of conflict, focus on teamwork in the next session.

Understanding the needs of the children helps the facilitators to implement a session that is most enjoyable for the children, making sure that everyone leaves the session relaxed and happy.

Division of roles: who is in the lead, who demonstrates, who observes, who supports?:

Two facilitators lead the session, where one explains the rules, and the helps by demonstrating the games together. The two other facilitators have a supporting and observing role. They support the teams in case they have questions and participate in the games as teammates of the children. In case children go out our in case of a conflict, the supporting facilitators will offer conflict mediation.

Beyond the Pitch EVALUATION FORM

Number of children	Present	First time
Boys		
Girl		
Total		

Could you engage the children? *If so, how was it? If not, why couldn't you?*

How was the atmosphere in the group? *How was the cooperation amongst the children and/or were there any conflicts?*

Did the session go as we expected? *If not, why not and what happened differently?*

What went well in the activities? *Why?*

Check-in:	
Warming-up: Activity 1	
Main Activity 2	
Cooling-down Activity 3	
Check-out	

Which activity did not go well?

Why? Do you have suggestions for improvement?

Check-in:		
Warming-up: Activity 1		
Main Activity 2		
Cooling-down Activity 3		
Check-out		

Striking events?

Did anything striking happen in the group and what were the responses?

Concerns about children

Which concerns about children need to be communicated to the [Child Protection responsible person]?

Child Safeguarding challenges

Were there any child safeguarding challenges? If so, how did you respond to them?

Practical and logistical issues

Which practical and logistical issues need to be communicated to [external partners depending on the context in

which the project is implement]?

Safeguarding

Do No Harm and the Child's Best Interest

The Do No Harm principle means that all programmes should be thought and planned in such a way that they do not exacerbate the vulnerabilities they aim to address. Moreover, it means that the programmatic approach is centred on protecting the Best Interest of children and young people. The Do No Harm principle is about being well aware of the context, situation, environment, and culture surrounding the location of activities. The principle of Best Interest, as defined by the third article of the UN Convention on the Rights of the Child (UNCRC), is the consideration of the child's perspective, needs, well-being, and situation above all else in any action they participate in, or that concerns them.

Child Protection

At the core of Child Safeguarding is Child Protection, which is considered a life-saving priority; it is how we respond to harm and provide protection and safety mechanisms for children. Safeguarding is a broader term that encompasses the prevention of harm before it happens.

Because of various factors, organisations can sometimes overlook or fail to identify groups or individuals who need specific forms of protection for them to fulfil their rights indicated in the UNCRC. It is therefore vital to take timely measures and appropriate steps to promptly identify individuals at risk of harm, and provide them protection and assistance.

Risk

According to the environment they live in, some people may be at risk of harm – for example, Sexual Exploitation, Abuse, or Harassment (SEAH). Others may be at risk of poor life outcomes such as not attending school leading to low literacy and fewer economic resource prospects later in life.

The level of risk is influenced by the vulnerabilities created by the environment and the person's situation. A young woman is exposed to higher risks of SEAH if she lives in a conflict zone than a young woman living in a peaceful country, because the war effort may indirectly target any person or resource that can be exploited.

Some factors expose people to higher risks and their protection needs may alter over time and will be influenced by the environment they are in. Some common factors that could expose people to being 'at risk' of harm include, but are not limited to:

- Poverty,
- Frailty and old age,
- Inaccessible environments for visible and invisible disabilities,
- Homelessness,
- Structural and systemic discrimination (victimisation, criminalisation, segregation, etc.),
- Poor educational opportunities and lack of literacy/numeracy or vocational skills,
- Criminality and/or state violence leading to abuse, persecution, abduction, extra-judicial execution of individuals,
- Stigmatisation of diseases (e.g., HIV, drug addiction, mental illnesses)
- Displacement,
- Armed conflict situations,
- Statelessness,
- Absence of protective measures for unaccompanied and orphaned minors.

Children and adolescents may be affected by several of the factors above. They may also lack agency or skills to make positive choices, be dependent on adults, or lack the ability or access to make their own choices, and therefore are often thought of first when it comes to risk.

The aim is to reduce risks

When striving to create a safe environment for everyone in a context that reinforces the factors that make people vulnerable to risks, it is essential to recognise concerns, even before they may occur and put in place the culture and procedures to achieve this goal.

When identifying risks, it is important to think about the participants, especially those with specific needs, taking into account the factors explained above.

Specific needs to consider include those related to:

- Age or stage of development
- Gender identity
- Gender expression
- Religion and beliefs
- Cultural and/or ethnic background
- Language of communication (both local minority languages and languages used by newly arrived migrants)
- Cognitive accessibility and communication methods including Braille or sign language
- Special needs such as wheelchairs, ramps, and electronic accessibility features

Safeguarding arrangements can meet the needs of participants only when both the needs of participants and the factors that expose them to higher risks are clearly identified.

What to do

- Identify children who might be at higher risk of harm.
- Identify risks that are specific to the activity, time, and changing context.
- Integrate risk assessment and management throughout the programme cycle.
- Be aware of the background, beliefs about diversity, attitudes, and behaviours of staff and their communication style.
- Be aware of the political and security situation at the location.
- Recognise and raise awareness about different forms of harm and what to look for.
- Make provisions for delivering programmes in children and young people's mother tongue or programmes to be translated into their mother tongue.

What not to do

- Do not ignore the special safeguarding needs that children might have individually.
- Do not assume that every child has the same needs to feel safe.
- Do not generalise a group of children or consider a category of children as identical to each other.
- Do not leave a child alone in an area when you are not sure they are safe.

First Aid

Maintaining and strengthening health is an objective of prime importance in the activity of instruction and education of pupils, which is obtained through the joint efforts of the family with school and social factors. Physical education and sports, as well as extracurricular activities make an important contribution to achieving this major goal. The necessary measures to preserve and strengthen health are of two categories: some general and others specific, carried out by the group leader, the teacher preferably having the specialty physical education, in accordance with the specifics of the activities carried out.

Measures to prevent accident

Maintaining the health of students is the main responsibility of teachers who accompany groups of students in any form of physical activity. In this regard, the teacher must know the sources of injuries to students in the different types of activities they participate in, to inform participants of the dangers they expose themselves to and to take all possible measures to prevent them.

Among the factors that can favour the occurrence of different categories of accidents of students, we list:

- meteorological factors, with surprising appearance and lack of adaptation of the ongoing program according to the newly emerged conditions;
- inadequate equipment of students, according to the specifics of the activities they participate in;
- lack of discipline;
- inappropriate use of means of transport and adoption of accident-friendly behaviours;
- use of defective sports facilities or playground equipment;
- lack of supervision of students, this being the responsibility of the group attendant;
- inadequate performance of activities requiring increased effort in atmospheric conditions with high or low temperatures;
- making trips on rough terrain, steep slopes, etc.;
- engaging students in competitions that exceed their level of knowledge and effort capacity, not knowing specific rules and tolerating brutality.

Preventive measures include:

- knowledge of childrens' health, their effort capacity, previous experiences for different types of activities;
- a detailed report on occupational safety. signed by all participants;
- knowledge of the particularities of each type of activity and ensuring hygienic-sanitary norms;
- participation of students in activities only in specific equipment, such as appropriate clothing and/or footwear;
- checking the installations of the sports base and those in the playgrounds where students have access;
- entronement of disciplined behaviour during students' participation in sports competitions, trips, etc.;
- equipping students appropriately, according to the specifics of the activities they participate in, in case they do not have access to the appropriate equipment.

If, with all the measures taken, some injuries occur, it should be remembered that first aid, correctly provided, can diminish the extent of the suffering of the student concerned, and in some situations can even save the life of the injured person.

If the first aid worker does not know what to do, it is better not to intervene to avoid further harm. If more than one person was involved in the accident, the accompanying teacher must discern first aid priorities according to the severity of the suffering.

Provision of First Aid

In order to be able to provide first aid in the activities carried out, where one cannot benefit even from a medical professional with average qualification, the facilitator must have a medical kit including: tourniquet, scissors, mouth-to-mouth breathing device, sterile paper handkerchiefs, gauze bands, elastic band, wooden or plastic splints, leucoplast, spirit, patch, algocalmin, sketches on first aid technique, etc. It is also necessary to know the ways of transporting an injured person, by building an improvised stall from thick branches or by "stool" executed by two students.

First Aid requirements

First aid, in case of injury, must be provided at the place where the accident occurred, by any person who is trained for this purpose., generically referred to as first aid provider.

First aid must be provided promptly and competently, avoiding immediate endangerment of the participant's health or even life. Emergency medical assistance, depending on the type of accident and its severity, is provided in three stages: at the scene of the accident, during the transport of the injured person and, where appropriate, to the doctor or medical units. In order to provide effective first aid, the responsible person(s) must have the necessary skills/techniques specific and used in different types of accidents.

In order to be able to provide first aid, especially at the place of its occurrence, the accompanying teacher of the group present must be trained in how to apply the manoeuvres, until the injured person is transported (if necessary) to a medical unit in the area. Depending on where the students work, the accompanying teacher has the duty to take the necessary measures to prevent injuries to the students. Depending on the activity carried out, the necessary materials for the alleged injury states must be purchased and found on the teacher.

It should be known that the person providing first aid (depending on the type of accident) does not replace the doctor, who fulfils their role, to the extent that, through their interventions, they manage to avoid worsening the condition of the injured person and preventing the occurrence of other complications. In more serious cases, the competence of the first aid provider is of course limited, but absolutely necessary, and in cases considered mild (scratches, superficial blows to the limbs, etc.), first aid becomes sufficient. First aid action is completed only when the victim is picked up by a doctor.

In the case of activities organised independently or in groups, especially sports activities, in case of an accident, students (not trained in first aid) must not intervene at any cost, thus aggravating the situation of the injured, but must urgently call on the intervention of a competent person (doctor, nurse, teacher, facilitator, trained student). They provide momentary protection to the injured person, without moving them too much or leaving them exposed to the presence of curious colleagues. The first person qualified to provide first aid, who arrives at the scene, must carry out a rapid analysis of the situation, examine and protect the victim, initiate first aid and notify the medical professional as appropriate.

Among the first measures to provide first aid is to examine the victim before applying any other manoeuvre. The victim will be interrogated and will answer some questions, such as: pain symptoms, where they manifest, their intensity, etc. In case of bleeding, depending on how the blood drains and its colour, the type of bleeding (arterial or venous) is determined in order to apply, if necessary, a tourniquet. Next, the heart and respiratory rate are checked, after which the other necessary manoeuvres are performed.

The first-aid provider should act cold-bloodedly, calmly, seek help from other students if necessary, and engage in encouraging conversation with the injured.

Further, the first aid actions provided to the victim depend on their momentary and evolutionary condition and depending on these manifestations, the actions being carried out as follows:

- if the victim is unconscious, does not speak, but breathes and has a pulse, sit in a favourable position and urgently notify the competent health authorities;
- if the victim does not communicate and vital functions (blood circulation and breathing) are no longer active, it is necessary to clear the airways: mouth-to-mouth or mouth-to-nose breathing; external cardiac massage, associated with mouth-to-mouth breathing and have someone call the emergency number immediately and inform them that someone is performing a resuscitation;
- if the victim bleeds profusely, local manual compression is applied; compressive dressing; remote manual compression (in the subclavian or inguinal area);
- if the victim has burns caused by fire, a wash with disinfectant is carried out and cool the skin with cool or lukewarm running water (not directly on the burn);
- if the victim appears to have a fracture, avoid displacement by immobilising the limb through splints.

If the injured person cannot be transported, until the arrival of specialised personnel, permanent monitoring of the victim will be ensured, especially to maintain consciousness, and ensure the achievement of vital functions of the body (circulation-breathing). Upon the arrival of the doctor, the first aid provider will communicate to them all the information related to the condition and evolution of the injured, as well as the measures he has taken.

Examples of accidents and First Aid Measures

Among the most common events that deteriorate the health of participants in various forms of activities can be: redness, sunstroke, fainting, stomach upset, poisoning, dislocations, sprains, fractures, haemorrhages, suffocation and burns. In the following we briefly present what are the main activities of providing first aid in these types of accidents.

Redness / Shoe threading

Redness is a superficial wound or inflammation, usually on the foot or other parts of the body, due to improper footwear (too small or too big) or shoes with gnarled repairs or wearing too tight, uncomfortable pieces of clothing. The first aspect of redness is manifested by discomfort at rest or walking, such as: reddening of the skin or, even worse, the formation of a blister that, by breaking, turns into a wound. The students should take remedial measures (replacing shoes or repairing them if possible) to prevent injuries from occurring or worsening.

The wounds produced are dangerous, due to the fact that they are closed, with sweat and microbial flora, aspects that can aggravate them. As first measures in these cases, it is recommended to sanitise the portion affected by redness, apply disinfectants, powder with sulfonamide, and expose that portion to air, without breaking the blister formed. If necessary, a thin sterile dressing can be applied (in case of blistering or injury) and presented to a doctor's office.

Sunstroke

Sunstroke is a state of altered health due to prolonged and direct exposure to sunlight of the body, especially the head. This is manifested by: headaches, flushed cheeks, dizziness, drowsiness and acceleration of the frequency in certain body functions (increased pulse and respiratory rate), sometimes being possible the occurrence of feverish states and even burns, in which case stinging and blistering of the skin occur. If sun exposure is not interrupted, injuries may occur, further deteriorating health.

Among the necessary measures in case of heatstroke are recommended:

- wiping the affected skin with a moistened towel and applying cold compresses on the neck, forehead and chest;
- warm liquids will be administered, avoiding alcohol and hard-to-digest foods;
- lubrication with a thin layer of jecolan.

If the patient's condition does not improve, it is necessary to go to the doctor immediately.

To avoid such injury, teachers will take simple protective measures whenever students are exposed to sunlight for longer, especially between classes with high sunlight intensity (12.00-16.00). Such measures may include the wearing of

light-coloured caps or hats; washing with water on the face, neck, upper limbs and even bust, measures of gradual exposure to sunlight, use of sunscreen, etc.

Fainting

It represents a state of injury occurred relatively suddenly, due to multiple causes, such as: making great efforts, which occur especially in untrained students, with reduced resistance to effort; in pupils with certain functional sensitivities; due to carrying out activities in closed, unventilated spaces; as a result of a state of fright produced by certain external factors (thunderstorms with electrical discharges, aggressive dogs, etc.); as a result of receiving strong blows, such as during sports disputes, etc.

The onset of fainting is manifested by: periodic loss of consciousness, pallor of the face and even upper limbs, cold sweat, cooling of limbs, shallow breathing, weak and accelerated pulse, loss of balance, sometimes followed by sudden fall of the body on the ground, uncontrolled, aspect that can complicate the person's condition by producing additional accidents, such as trauma of different severities.

The person who suffered fainting should be immediately placed horizontally with the head slightly lower than the rest of the body and legs slightly raised (supported on objects that are at hand), taking measures to remove the crowd of curious people, who can also give some random, uninformed advice. The next measure refers to freeing parts of the body from uncomfortable clothing, by opening the shirt at the neck, loosening the belt, removing shoes, etc., thus creating greater lightness for ventilation and favouring the functioning of the circulatory and respiratory act. It is also recommended to sprinkle cold water lightly on the face and limbs, and if possible, offer vinegar or ammonia scents for inspiration. In more severe cases, artificial respiration manoeuvres can also be applied, mouth to mouth, light presses with palms on the chest, etc.

These first emergency measures, however, do not replace the simultaneous request of a health professional and the subsequent presentation to the doctor, so that the person concerned is subjected to investigations to highlight the causes that determined the fainting state and to apply appropriate treatment measures.

Stomach upset and poisoning

Stomach upset and poisoning are part of similar groups of accidents. Occurrences are usually due to the consumption of foods with microbial flora, inhalation of harmful substances, other associated causes, such as eating dirty fruits or after hardening liquids (milk, water), etc. The forms of manifestation of these accidents are different from one individual to another, their severity being given also by the physical constitution of the individual, resistance to disturbing factors, the degree of food spoilage or the level of hand sanitation. These can be manifested by vomiting, fever, rash, diarrhoea, headache, nausea, dizziness or increased fatigue.

First aid measures depend on the causes that caused these states. Very useful is the information provided by the patient. Drug administration is somewhat more difficult, the teacher must have the medicines indicated by the doctor for such situations. Regardless of the severity of appearances, it is necessary to urgently present to a medical office to provide qualified assistance, correlated with the evolution of the disease, which in some cases requires isolation of the patient, who can be contagious and dangerous for the community.

In order to avoid such events, during the activities, the facilitator must carry out a permanent preventive educational work, warning students: wash their hands before consuming food; not to consume fruits from gardens, which can be sprinkled with different substances; avoid eating mushrooms, food and fruits from street vendors, take note of the shelf life of sweets written on the package, etc. In cases of gas poisoning, the first measure to be taken is to quickly open windows and doors, favouring the production of electricity, removing students from polluted environments and notifying the doctor.

Scratches and slight injuries

Scratches and injuries are mechanical actions on the skin that cause tissue destruction in different proportions and depths. In the case of injuries, they can also be caused by thermal or electrical agents.

These accidents occur by cutting, pricking or crushing with various objects that can produce an action of infection of that area.

The First Aid in these circumstances consists in:

- disinfection of the wound, using sterile materials (cotton wool, dressings, rivanol, etc.), by repeated wipes from the inside of the wound to its outside;
- stopping bleeding by pressing and applying a strip above the wound and leucoplast, depending on the severity of the wound, and in more severe cases even a tourniquet will be applied;
- In case of injuries with rusty or dirty objects, the injured person will be questioned if he has had the tetanus vaccine. In any situation, it is necessary to present the case to medical personnel.

Trauma

Trauma is a category of serious accidents, caused by the sudden action of an external agent that produces various injuries such as: dislocations, sprains, fractures or haemorrhages. These accidents can have multiple causes, including: inadequate traffic on public roads, hitting, acts of brutality and indiscipline, lack of supervision of games, etc.

From this point of view, group leaders must have specific knowledge to apply calmly and promptly, their intervention being particularly important, until they reach a medical office, through the measures taken reducing the suffering of the injured, stopping the aggravating evolution, and in some cases even saving the victim.

The accompanying teacher must detect the place of trauma, calm and encourage the patient, not allowing it to be crowded by the other participants, except to the extent that he needs help, for certain manoeuvres that he will have to perform, notifying the doctor as soon as possible, indicating the place where he is and the condition of the injured.

The teacher will perform only the manoeuvres indicated in the situation, refraining from those he does not know, so as not to aggravate the condition of the injured. If first aid cannot be provided at the very place where the accident occurred, the patient should be carefully lifted by several pupils and gently moved on a flat surface close to the vertical, placing them in a comfortable position, untying (as appropriate) the belt or collar of the shirt, if it is fastened tightly.

Dislocations

Dislocation can occur after a blow, fall or bruise, which causes the bones that compose it to leave their normal position, that is, more popularly expressed, the bone jumps out of the wrist. This displacement can have different degrees of manifestation and severity, the most difficult being when tissue ruptures occur in that area. The first form of manifestation of dislocation is the appearance of violent pain in that area, accompanied by deformity and abnormal positioning of the segment, producing swelling, and the movements of that segment being stagnant.

The first aid to be given is to immobilise the joint and seek medical intervention. Trying to bring the bones back into the joint through various manoeuvres is not recommended, as there is a danger of aggravation of the injured, these manoeuvres being the competence of the doctor.

Sprains

A sprain is a state of deviation from normality produced, like dislocation, inside the joints, without the bones coming out of the joint capsule. The most common cases occur at the ankle and fist joint, characterised by stretching ligaments, due to mechanical actions produced by stepping on an object, stepping into a pit, jumping landings on the external side of the foot, not adequately cushioning the shock when landing or landing on the sole of some players, as is the case in some sports games. In more severe cases, stretching of ligaments combines with tearing them out of insertion or can even tear.

The sign of recognition of the sprain is evidenced by the production of vivid pain at a certain point, severe limitation of joint movement, followed by its immediate inflammation, and if its production also leads to the rupture of blood vessels, the colour of the skin becomes bluish. The behaviour of the injured person is similar to that of dislocation, which is why they can be easily confused.

As in the case of dislocation, first aid consists of immobilising the respective joint and applying a cold compression, staying still, being transported to a medical unit, which in most cases applies on the affected joint a plaster cast that

will be worn, as a rule, for 21 days. After removing the gypsum, for protection purposes, until a full functionality of the joint is regained, it is recommended to wear a bandage that facilitates recovery and gives confidence to the injured person, limiting the possibility of relapse.

Fractures

Fracture is given by the action of external causes, such as: blows, falls, slips, contacts with opponents (at sports games); traffic events, etc. The trauma produced interrupts the continuity of a bone in one or more places.

Fractures are of two types: closed without perforation of the skin or open, when the muscles and skin are perforated, being accompanied by cutting nerves and vessels, causing abundant bleeding. The fracture can be with partial or complete breaking of the bone. The most dangerous fractures are those in the head, chest, spine, as well as open limb fractures manifested as green wood fracture, when the bone breaks into splinters.

Depending on the nature of the accident, one or more bones may be fractured, in which case the group leader must establish first aid priorities, according to the severity of the areas where they occurred. The effect of the fracture is immediately highlighted by the onset of intense pain, impossibility of movement, the appearance of a purplish swelling, with inflammation of the area where it occurred.

First aid consists of immobilising the respective segment, for this using two splints wrapped in gauze with cotton wool, wrapped with a bandage. If the area bleeds, the wound will be disinfected and a sterile dressing will be applied to prevent infection. In the case of open fractures, they are usually accompanied by arterial haemorrhage (strong jet and red blood) or venous (dark blood) and its slow flow. In this case, to avoid losing large amounts of blood, it is recommended to apply a tourniquet over the wound, partially limiting blood circulation, and administer painkillers.

After applying the first first aid measures, otherwise very important, the injured person must be transported to the hospital by means of transport or on a stretcher (even improvised), taking care that the patient does not perform movements that may aggravate their condition.

Haemorrhages

Haemorrhage means internal or external blood leakage due to multiple causes (trauma, cuts, serious traffic accidents, bursting vessels, blows, etc.), causing total or partial destruction of blood vessels, veins or arteries. Haemorrhages, according to their origin, can be classified into three categories: capillary, arterial or venous; the difference between them is recognized by the intensity of blood leakage and its colour. From capillaries and arteries, blood is

bright red, while venous haemorrhage (the return of blood to the circulatory system) is dark and drains slowly.

First aid must try to stop bleeding through the activity called hemostasis. Thus, for capillary ruptures, where blood loss is very small, it is enough to apply a simple sterile dressing, moderately tightened with a bandage.

For venous haemorrhage, a compressive dressing can be applied over the wound, over which cotton wool is put and a slightly tighter strip is drawn, the tourniquet being applied under the wound. In arterial haemorrhage, compression is done in the closest place of the broken vessel, to the bone, the tourniquet being applied above the wound, compression is done with the thumb, and if the time of travel of the injured person to the hospital is extended, then it is necessary to apply the tourniquet (consisting of a rubber tube, a handkerchief or twisted bandage).

This procedure is useful only for haemorrhages produced in the limbs. After applying tourniquet plication, clean the wound with sterile materials, removing impurities, followed by sulfonamide swabbing and dressing the wound.

Given that the tourniquet application cannot be maintained for more than one hour (risking compromising the segment under the wound by lack of food), it is necessary that the injured person be urgently moved to the doctor, mentioning the hour and minute of tourniquet application.

The second category of haemorrhage is the internal one, which does not allow us to see the leakage of blood, but only to assume it. The existence of this type of haemorrhage, particularly dangerous, is evidenced by: pallor of the skin, feeling of weakness, weak but accelerated pulse, dizziness, acceleration of breathing, thirst and sometimes small amounts of blood coming in saliva or vomit, and faeces have pitch black. In this situation, the only one who can intervene to stop the bleeding is the specialist doctor, who, depending on the severity, can apply a drug treatment or perform surgery.

Choking

The most common phenomena of suffocation of pupils are due to the ingestion of food in a hurry, talking or laughing, which leads to the passage of fragments of food into the airways - called suffocation. In this regard, it is necessary to carry out the necessary educational measures, explaining to pupils the dangers to which they are exposed, with effects that can even become deadly.

In these cases, students need to know some simple first aid measures that can solve such accidents.

Such measures are: performing a forced exhalation, repeated energetic "cough" or catching the injured person from behind by the teacher, enveloping them with their arms and placing their fists (one on top of the other) under the diaphragm (the portion above the stomach) performing an energetic (short) upward push action, several times.

This mechanical action is meant to create pressure in the rib cage, clearing the airways from food debris penetrated into them.

Burns

Burns can have multiple causes, such as: fire, oils, hot metal objects, caustic substances, electrocution, boiling water, etc. All these causes occur, most of the time, from negligence, indiscipline, playfulness, lack of supervision and periodic failure to warn students.

The severity of a burn depends on the affected surface and its depth.

First aid measures must be provided urgently and will aim at:

- removing the source of burning,
- disinfecting the affected area,
- starting from the inside out, especially if the burn did not cause injury to the skin.

If blisters have formed through the burn, they should not be broken, but only bandaged, until the qualified intervention of a medical professional.

Preventing the onset of shock

It is well known that students in difficult situations get scared and enter into an exaggerated panic, most often amplified by their colleagues, which triggers the installation of a shock state of varying degrees. The shock state is a serious functional disorder of the whole body, produced by the disorder of the central nervous system.

The state of shock produces an exaggerated agitation, accompanied by an attitude of discouragement. The increase in the severity of the accident can be found as a result of the appearance of pallor of the skin, lack of communication, regarding the symptoms of the injury, etc. All these manifestations can lead to aggravation of the injured, who leaves themselves "prey" to gloomy thoughts regarding the effects of the accident and the lack of "manhood" through which can cause he could diminish panic and discouragement, important elements in the momentary evolution of the person concerned.

In order to prevent or diminish (if installed) the shock state, it is recommended that the teacher take the following measures:

- isolation of the injured person from the group, keeping only 2-3 friends around;
- verbally calming the injured, encouraging them and explaining that their physical condition is not very serious;
- determining them to cooperate and adopt a more optimistic attitude;

Providing first aid consists of safely moving the student to a favourable place (in the shade), administering fluids and maintaining a dialogue to distract them from the situation they are in, while taking the other necessary measures for that case, appealing to the services of a qualified medical professional.

REFERENCES AND LEARN MORE

- [Do You Know the Factors Influencing Girls' Participation in Sports?](#) | the Women's Sports Foundation
- [Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities](#) | UNICEF
- [Best practice for protecting LGBTQ+ children and young people](#) | NSPCC Learning
- [Creating A Safe Space](#) | Women Win
- [Establishing anti-racist and anti-discriminatory practices in social work](#) | NSPCC Learning
- [Reframing Sport For Teenage Girls](#) | Women in Sport
- [Safeguarding LGBTQ+ young people](#) | CPSU
- [Guidance on protecting d/Deaf and disabled children and young people from abuse](#) | NSPCC Learning
- [Equality, equity and the role of fairness in inclusive sport](#) | Inclusive Sport Design
- [LGBTQ Youth Sports Participation](#) | The Trevor Project
- [Getting into the Game Understanding the evidence for child-focused sport for development](#) | the Barça Foundation & UNICEF
- [Toolkit for Consultation with Children](#) | Save the Children
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- [Guide for Integration of Refugees through Sport](#) | IRTS