

MANUAL ON SOCIAL INCLUSION THROUGH SPORTS





CONTENT

About this manual	05°
Together for Ukraine Project	06°
Methods to Adapt and Modify Sport Activities for Social Inclusion	08°
Non-formal learning methods activities	10°
Adapting traditional sports and activities	16°
Together for Ukraine: Achievements	21°



ABOUT THIS MANUAL



Together for Ukraine Manual on Social Inclusion Through Sports is a comprehensive guide created as part of the Together for Ukraine project. This manual is a result of the collaborative efforts of Champions Factory and its local partners, dedicated to promoting social integration and inclusion for young Ukrainian refugees in Bulgaria through the transformative power of sports. The manual aims to equip sports coaches and practitioners with the knowledge and methodologies needed to create inclusive and empowering environments, where all participants, including refugees, feel valued, accepted, and supported.

The primary focus of this manual is on social inclusion for refugees through sports. It is designed to address the unique challenges faced by young Ukrainian refugees in Bulgaria, recognizing the importance of creating a sense of belonging and community for these individuals. By providing guidance on adapting and modifying sport activities, the manual aims to ensure that sports become a powerful tool for promoting intercultural dialogue, cultural exchange, and social cohesion.

The manual highlights the value of non-formal methods in promoting social inclusion through sports. It showcases examples of non-traditional activities and techniques used during the Training of Trainers, demonstrating their effectiveness in making sports more inclusive.

Disclaimer: *This publication was produced by Champions Factory with the support of the European Youth Foundation of the Council of Europe. It does not necessarily reflect the official position of the Council of Europe.*

Together for Ukraine Project



The Together for Ukraine project is a transformative initiative aimed at facilitating the social integration and inclusion of young Ukrainian refugees in Bulgaria through the power of sports. Coordinated by the Champions Factory and supported by local partners, the project seeks to address the unique challenges faced by young refugees affected by the war, fostering a sense of belonging and community through sports activities.

The projects has the following objectives:

OBJECTIVE 1

To organize 10 activities based on integration and social inclusion through sport for 200 young Ukrainian refugees affected by the war.

OBJECTIVE 2

To bring together Ukrainian and Bulgarian youth through these sport activities and thus facilitate the integration and social inclusion

OBJECTIVE 3

To increase skills and expertise of 20 sports coaches regarding intercultural dialogue and integration through sport methods and to provide knowledge and methodologies of social inclusion through sport.

OBJECTIVE 4

To develop a training manual on social inclusion through sport methodologies and best practices in the field after the training of the coaches.

I. Methods to Adapt and Modify Sport Activities for Social Inclusion

Sports have the incredible potential to serve as a catalyst for social inclusion, empowering individuals from diverse backgrounds to come together and celebrate their unique identities. In this chapter, we explore five essential methods to adapt and modify sport activities, ensuring the active participation and engagement of refugee participants. By creating a welcoming and inclusive environment, coaches and facilitators can harness the power of sports to foster intercultural dialogue, facilitate social integration, and empower young refugees..

1. Multilingual and Visual Communication:

Ensure effective communication by providing instructions and information in multiple languages, addressing the linguistic diversity of refugee participants. Coaches and facilitators should use simple and clear language, supplemented by visual aids, pictograms, and gestures to enhance understanding. This approach creates an inclusive environment where language barriers are



minimized, allowing refugees to fully engage and participate in sports activities.

2. Culturally Inclusive Activities:

Incorporate sports and games that are familiar or popular in the home countries of refugees, fostering a sense of belonging and cultural connection. Organize events that celebrate the diversity of refugee backgrounds through traditional games, dances, or sports performances. By including activities that resonate with their cultural heritage, refugees feel more comfortable, motivated, and eager to participate, ultimately enhancing their overall experience in sports.

3. Sensitivity to Trauma and Mental Health:

Recognize that many refugees have experienced traumatic events, and coaches should be trained in trauma-informed approaches. Creating a safe and supportive environment is essential for the well-being of refugee participants. Coaches and facilitators should be empathetic, understanding, and patient, allowing refugees to share their experiences if they wish to do so. Sports can serve as a therapeutic outlet, promoting physical and mental healing while fostering a sense of trust and community.

4. Inclusive Events:

Organize inclusive sports events that celebrate the talents and cultural heritage of refugee participants. Collaborate with local communities to ensure a welcoming and sup-

portive atmosphere, promoting intercultural exchange and integration. Inclusive events provide opportunities for refugees to showcase their skills, form connections with the broader community, and feel appreciated for their contributions.

5. Long-Term Engagement:

Encourage long-term engagement of refugee participants in sports activities, creating a supportive and sustainable community. Coaches and organizers should collaborate with local organizations that support refugees to facilitate their integration into the broader community. By offering ongoing sports programs and opportunities for social interaction, refugees can form lasting connections, strengthen their sense of belonging, and contribute positively to their new community.

By implementing these methods, sport activities can be adapted and modified to be inclusive of refugees, creating a positive and empowering environment where they feel valued, accepted, and supported. Through sports, refugees can find a space for healing, growth, and social integration, making a meaningful impact on their overall well-being and successful settlement experience.



I. Non-formal learning methods activities

This chapter delves into the world of non-formal learning methods activities, which were utilized during the Training of Trainers as part of the Together 4 Ukraine project. These engaging and interactive activities have been designed to foster social inclusion and intercultural dialogue among coaches and participants alike. By providing coaches with a diverse toolkit of non-formal learning techniques, this chapter equips them to create inclusive and transformative sports experiences for all. These techniques were used by the trained coaches when implementing the sport activities.

- **“GESTURE AND NAME” -30 MINUTES**

Participants line up in a circle. One of them is invited to say his/her name and show his/her favourite warm-up exercise or a gesture (something out of the ordinary). The participant to the right of the first participant then continues, and each participant who follows must repeat the names of the participants before them. In this way, the last one should list the names and show the gestures of all the participants in the group. The other participants can give hints in case of difficulties.

The “Gesture and Name” activity is a suit-

able method for social inclusion as it encourages participants to share their favorite warm-up exercise or gesture, promoting self-expression and empowerment. By actively listening and remembering the names and gestures of others, participants build a sense of camaraderie and collaboration. The activity creates an inclusive atmosphere where every contribution is valued, fostering mutual support and celebrating cultural diversity. It breaks the ice and encourages communication, making it particularly beneficial for participants from diverse backgrounds, including refugees.

Equipment: no equipment needed

- **TWO TRUTHS AND A LIE” - 25 MIN.**

Each participant writes on a piece of paper 3 things about himself, 2 of them are true, 1 of them is a lie.

Example: a) I don't like chocolate. b) I've never been on a yacht. c) I've been on a TV show. They have 5 minutes to write their 3 identities. When the participants are done, they start going around and looking for a partner among the other participants. They have 3 minutes to get to know each other and for each pair to guess who the lie is with the other person. After 3 minutes,

participants switch partners. The activity continues until participants have spoken to as many participants as possible (Depending on the time available).

The group sits in a circle. Guiding questions: How did you feel during the task? Was it difficult to choose 2 truths and 1 lie? How did you choose them? Did any of the other participants guess the LIE for you? Can we relate this task to real life? Can you give examples?

The “Two Truths and a Lie” activity is a highly effective social inclusion activity as it encourages open communication, fosters empathy, and promotes mutual understanding among participants. By sharing personal truths and a lie, participants create a non-judgmental environment that allows for genuine connections and cultural exchange. Through active listening and guessing, they develop empathy for others’ experiences, breaking down barriers and celebrating diversity. This inclusive activity provides a safe space for participants from diverse backgrounds, including refugees, to feel valued, respected, and welcomed within the group, fostering a sense of community and belonging.

Equipment: paper, pens, highlighters

- **“DOTS” - THE INTRODUCTION - 30 MINUTES**

IMPORTANT: This is a non-verbal game.

All participants should find their place in the room, then close their eyes. They may not speak during the game. A multi-colored dot is taped to each participant’s forehead. **ONLY ONE** participant has a white dot. When all participants have dots glued on, they open their eyes. Only the instruction is given out loud and is repeated only 3 times.

They are given 10 minutes to complete the task.

*People will start to group according to the color of the dots on their foreheads.

Observe the person with the white

dot - how he or she is treated, rejected from the group or unwanted. After 10 minutes the groups can sit down and start the discussion:

How did you join a group? How did you feel without knowing what you had on your forehead? Questions directed to the person with the white dot are also asked: How did you feel?

Participants are asked to relate this game to reality. They are reminded of the instruction - it was simple, to group according to the dot, not according to its shape and color. They were told that they could form one group as they all had a DOT on their foreheads, regardless of its color..

In reality, we look at our differences more often than our similarities. Sometimes we let our own prejudices determine how we interact with the rest of society. Participants are asked to give real life examples that can be related to the game. They are also asked to note the stereotypes that exist between people of different cultures, races and genders. What does this mean for the group?

Objectives achieved: Participants understand that in many cases we see the differences between us more than the similarities. Participants realize how we sometimes lack the creativity to think outside the box.

The “DOTS” non-verbal game is a powerful social inclusion activity as it highlights the impact of prejudice and stereotypes on group dynamics. By placing participants in a situation where they are categorized based on the color of their dot, the game demonstrates how people tend to focus on differences rather than similarities. Through reflection and discussion, participants gain a deeper understanding of the importance of breaking down barriers and embracing diversity in society. By experiencing the consequences of biased thinking, this activity fosters empathy and encourages participants to challenge their own prejudices, making it highly suitable for promoting social inclusion and cultivat-

ing a more inclusive and compassionate community.

Equipment: Dots or circles in the shape of a sticker and in different colors. 3-4 of each color (orange, green, yellow, etc.) and only ONE WHITE DOT.

- **“STEP FORWARD” - 60 MINUTES**

A relaxed environment is created and participants are asked to be silent. Each participant draws a role card from a hat. The cards should not be shown to the other active parties. Participants are asked to “get into” their roles. To help them, the following questions are read aloud:

- What was your childhood like? What kind of house did you live in? What games did you play? What did your parents do?

- What is your daily life like now? Where do you go in your free time? What do you do in the morning, afternoon and evening?

- What is your life like? Where do you live? How much money do you earn each month? What do you do during your holidays?

- What excites you and what do you fear?

Participants then maintain complete silence and stand in a line next to each other (as if they were standing at the starting line). It is explained to them that a list of situations and events will be read out. Each time the participants can answer „yes” to the sentence read, they have to take a step forward. Otherwise

they have to stay in their seat.

The situations are read one by one. Pause after each sentence and allow the participants to move forward and look around at their place in relation to the other people.

Finally, everyone is asked to pay attention to the last position they took. They are then given a few minutes break to step out of their roles before moving on to discuss with the whole group.

DEBRIEFING:

What happened? How do you feel?

- How did it feel to take a step forward or stay put?

- At what point did people who stepped forward often notice that others weren’t moving as quickly?

- Were there times when someone felt that their basic human rights were being ignored?

From personal experience or from other sources (news, books, jokes)? Are they sure that the information and images of the characters they have created are credible?

- Can participants guess what the roles of the others are? (Have them reveal their roles at this point in the discussion).

- Was it difficult or easy to play the different roles? How have they constructed their idea of the person whose role they are playing?

- Is society reflected in any way in the current activity? In what ways?

- Which human rights are at risk in each role? Can anyone say that their rights have not been respected or that they have not had access to them?

- What can be done in the first instance to address inequality in society?

Equipment: Role Cards, Hat, Printed cards, Statements



Role Cards Examples:

You're an unemployed single mom.	You are the head of a youth political organization of a party that is currently in power.
You're the daughter of the local bank manager. You study economics at university.	You are the son of a Chinese immigrant who runs a successful fast food company and supermarket chain.
You are a Muslim woman from an Arab family. You live with your parents, who are very religious people.	You are the son of the American ambassador.
You're a soldier during regular military service.	You own an international trading company with a successful business.
You're a young man who can only get around in a wheelchair.	You're a retired shoe factory worker.
You are a 17-year-old Roma girl who never finished primary school.	You are the girlfriend of a young artist who is addicted to heroin.
You're an HIV positive middle aged prostitute.	You're a 22-year-old living in a small town in northwestern Bulgaria.
You are 24 years old and a refugee from Syria.	You're a homeless young man of 27.
You are an illegal immigrant from Afghanistan hiding in the Balkan Mountains.	You're a farmer's son at 19. You live in a remote village in the mountains.
You are a Roma with 7 children, living in a shack in the quarter of Sofia. Stolipinovo.	You're in 12th grade. You come from an 8-member Roma family and your mother died recently.
You are 25 years old from Turkish origin. You live in a small town in the Rhodope Mountains and work in the local factory as a welder.	You're a hearing impaired gay man. Your parents own a hotel in Majorca.
You are a successful 40-year-old man from Ukraine whose factory came within bomb range. You came to Bulgaria with your family.	You are an 80-year-old grandmother from Sofia, receiving a minimum pension.
YOUR SMALL CAPTION TYPE HERE	

STATEMENTS:

- You have never experienced serious financial difficulties.
- You live in a decent home with telephone and television.
- You believe that your language, religion and culture are respected in the society in which you live.
- You believe that your opinion on social and political issues matters and that your voice is heard.
- Other people consult you on various matters.
- You are not afraid that a policeman might stop you.
- You know who to turn to for advice and help if you need it.
- You have never felt discriminated against because of your background.
- You have the social and medical protection you need.
- You can go on holiday once a year.
- You can invite your friend to dinner at home.
- You lead an interesting life and have a positive attitude about your future.
- You can study and work in a profession of your choice.

- You are not afraid that you might be harassed or attacked on the streets or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious holidays with relatives and close friends.
- You can take part in an international seminar abroad.
- You can go to the cinema or the theater at least once a week.
- You do not fear for your children's future.
- You can buy new clothes at least once every three months.
- You can fall in love with whomever you want.
- You feel that your competence is valued and respected in the society in which you live.
- You can use the Internet and it is useful.
- You do not fear the consequences of climate change.
- You can use any site on the Internet without fear of censorship.



II. Adapting traditional sports and activities

In this chapter, we delve into the remarkable achievements of Together4Ukraine coaches who have harnessed the power of sports to foster social inclusion. Through their dedication and creativity, they have successfully utilized a diverse range of sports, including gymnastics, traditional dances, indoor climbing, boxing, kayak paddling, dodgeball and basketball. By adapting these traditional sports and activities, the coaches have created transformative experiences for participants, breaking down barriers, and promoting unity among diverse communities. In this chapter, we explore the innovative approaches used by the coaches, providing valuable insights into how sports can serve as a catalyst for social inclusion and create a more inclusive and compassionate society.

In our pursuit of promoting social inclusion through sports, we present innovative approaches to different sports training, which embraces cultural diversity and fosters meaningful connections. These comprehensive approaches aim to create a transformative and inclusive training environment.



GYMNASTICS

1. BUDDY SYSTEM:

The training begins by pairing one refugee with one local participant in a Buddy System. These pairs support and encourage each other throughout the training, fostering mutual understanding and breaking language barriers. Buddies share their gymnastics experiences and cultural backgrounds, creating a strong foundation for collaboration and friendship.

2. MULTILINGUAL INSTRUCTIONS AND VISUAL CUES:

To ensure clarity and understanding for all participants, instructions are provided in multiple languages. Visual cues and demonstrations complement the verbal instructions, making the training accessible to everyone, regardless of their language proficiency.

3. STORYTELLING THROUGH GYMNASTICS:

Throughout the training, participants are encouraged to express their cultural heritage through storytelling during their gymnastics routines. Each participant incorporates movements that represent their unique stories and experiences, promoting a sense of pride in their identity. This approach fosters empathy and connection among the group, allowing participants to appreciate and celebrate each other's backgrounds.

4. INCLUSIVE CHOREOGRAPHY COLLABORATION:

Involving all participants in the choreography development process creates a collaborative and inclusive training environment. Participants are encouraged to share their ideas, movements, and music preferences, respecting each other's cultural influences. This collaborative effort ensures that everyone's contributions are valued, resulting in gymnastics routines that reflect the richness of their combined cultural heritage.

TRADITIONAL DANCES

1. Diverse Dance Showcase:

Participants from both refugee and local backgrounds present their traditional dances. Through this celebration of diversity, participants gain exposure to each other's cultural expressions, fostering appreciation and understanding of their unique heritage.

2. INTERCULTURAL DANCE WORKSHOPS:

Conduct intercultural dance workshops where participants take turns teaching their own traditional dance to others. This exchange of cultural knowledge encourages mutual respect and breaks down stereotypes, creating a sense of unity among the group.

3. PERSONAL CULTURAL EXPRESSION:

Encourage participants to infuse their dance routines with personal cultural elements and stories. By incorporating individual experiences, traditions, and emotions, each dance becomes a reflection of the dancer's unique cultural identity, promoting empathy and connection.

4. INCLUSIVE DANCE CIRCLE:

Participants form a circle and take turns leading the group in various dance steps. The inclusive nature of the circle fosters a sense of equality and belonging, empowering each participant to contribute to the collective dance experience.

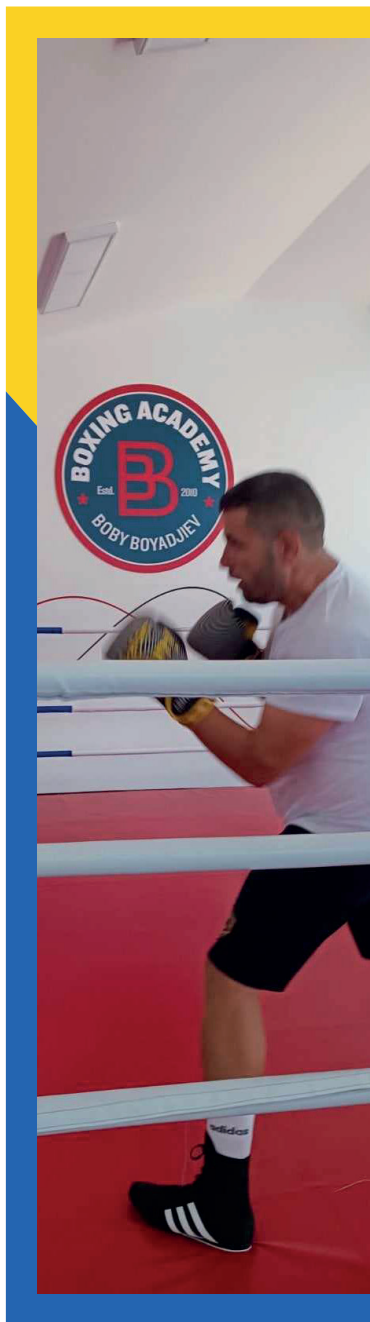
INDOOR CLIMBING

1. LANGUAGE EXCHANGE ON THE WALL:

Facilitate a language exchange activity while climbing, where participants from different nationalities take turns teaching each other basic phrases and expressions in their native languages. This activity not only breaks language barriers but also promotes cultural understanding and camaraderie during the climbing experience.

2. TEAM-BUILDING ROUTES:

Create team-building climbing routes that require cooperation and communication between participants from both groups. By pairing individuals with dif-



ferent backgrounds, this activity fosters collaboration and strengthens bonds, encouraging climbers to support and motivate each other to reach new heights.

BOXING

1. INTERCULTURAL BOXING PAIRS:

Pair participants from different backgrounds as boxing partners. This Intercultural Boxing Pairing encourages participants to support and motivate each other during training sessions, fostering a sense of camaraderie and understanding between the two groups. By engaging in cooperative and respectful boxing practices, the approach promotes the idea that boxing can be a means of building connections rather than promoting violence.

2. MULTILINGUAL TRAINING SESSIONS:

Conduct training sessions with instructions provided in multiple languages. This approach ensures that all participants can actively engage and understand the techniques, creating an inclusive environment where language barriers are minimized.

3. INCLUSIVE BOXING TECHNIQUES:

Adapt boxing techniques to accommodate varying abilities and skill levels. Implement inclusive training methods that allow each participant to contribute to the sport in their own unique way, ensuring that everyone feels empowered and valued in the boxing community.

4. BOXING PEACE GAMES:

Organize Boxing Peace Games, where participants from both groups engage in friendly sparring matches that emphasize sportsmanship and cooperation over competition. These games promote unity and friendship, encouraging participants to see beyond cultural differences and focus on shared sportsmanship.

KAYAK PADDLING

1. INTERCULTURAL PADDLING PARTNERS:

Pair participants from different backgrounds as paddling partners. This encourages participants to collaborate and support each other while navigating the waters, fostering cross-cultural understanding and friendship.

2. MULTILINGUAL SAFETY INSTRUCTIONS:

Conduct safety instructions in multiple languages, before embarking on paddling sessions. This ensures that all participants comprehend the safety guidelines, creat-



ing a safe and inclusive environment on the water.

3. INCLUSIVE WATER EXPLORATION:

Design kayaking activities that allow participants to explore nearby natural landmarks, cultural sites, or historical points of interest. This Inclusive Water Exploration encourages the group to appreciate and learn about each other's cultural heritage, creating meaningful connections beyond paddling.

DODGEBALL AND BASKETBALL

1. MULTILINGUAL GAME INSTRUCTIONS:

Facilitate dodgeball games by providing the instructions in all participants' languages. This multilingual approach ensures that all participants comprehend the rules and strategies, promoting an inclusive environment where language barriers are minimized.

2. CROSS-CULTURAL TEAMS:

Create teams that combine participants from different cultures and nationalities. This approach encourages cooperation and collaboration, allowing participants to leverage their unique strengths and backgrounds, fostering cross-cultural friendships.

3. Cooperative Dodgeball and Basketball:

Facilitate Cooperative Basketball and Dodgeball games where teamwork and collaboration are emphasized over competition. In this variation, players work together to achieve common goals, sharing the ball and strategizing collectively. This promotes a sense of unity and support among participants, regardless of their skill levels, fostering a positive and inclusive atmosphere.

4. TOURNAMENTS:

Organize tournaments where teams demonstrate unity by playing in mixed-nationality pairs. This tournament encourages cooperation, teamwork, and cultural exchange, promoting mutual respect and shared experiences among participants.



IV. Together for Ukraine: Achievements

The Together4Ukraine project has been a resounding success in achieving its objectives and promoting social inclusion through sports. By providing intercultural dialogue and social inclusion training to 20 sports coaches, we have empowered them with the knowledge and skills needed to create inclusive and supportive sports environments. These coaches have further shared their experiences with their colleagues, creating a ripple effect of positive change within the sports community.

The project has had a significant impact on more than 200 Ukrainian and Bulgarian youth, who have had the opportunity to participate in activities focused on integration and social inclusion. Through these activities, we have fostered mutual understanding and cultural exchange, breaking down barriers and building bridges between different communities.

For the Ukrainian refugees, the project has offered an essential opportunity to be part of sports clubs and continue practicing sports. This has not only promoted physical well-being but also provided a sense of belonging and community in their new environment.

One of the notable achievements of the Together4Ukraine project is the creation of a comprehensive manual on social inclusion through sports. This manual will reach more coaches and practitioners, enabling them to implement inclusive methodologies, thus ensuring that sports continue to be a powerful tool for social integration.

Moreover, the project has successfully connected sport clubs and coaches in Bulgaria with organizations that work directly with Ukrainian refugees. This collaboration ensures a sustained and ongoing support system, contributing to the long-term social inclusion of refugees through sports.

Together for Ukraine has demonstrated that sports can be a transformative force for social inclusion, fostering unity, empathy, and acceptance among diverse communities. The achievements of this project will leave a lasting impact on the lives of young Ukrainian refugees and Bulgarian youth, promoting a more inclusive and compassionate society. As we celebrate these accomplishments, we are inspired to continue our efforts in making a positive change through sports, creating a future where everyone feels valued, respected, and connected.



20 COACHES TRAINED

20 SPORTS COACHES RECEIVED INTERCULTURAL DIALOGUE TRAINING, ENHANCING THEIR SKILLS AND EXPERTISE IN FOSTERING SOCIAL INCLUSION THROUGH SPORTS.



KNOWLEDGE SHARING

EMPOWERED COACHES SHARED THEIR EXPERIENCES WITH COLLEAGUES, CREATING A NETWORK OF CHANGE AGENTS COMMITTED TO PROMOTING INCLUSION.



10 INCLUSIVE ACTIVITIES

10 SOCIAL INCLUSION ACTIVITIES THROUGH SPORTS WERE ORGANIZED, CREATING TRANSFORMATIVE EXPERIENCES FOR PARTICIPANTS.



OVER 250 YOUTH

OVER 250 UKRAINIAN AND BULGARIAN YOUTH ACTIVELY PARTICIPATED IN SOCIAL INCLUSION ACTIVITIES THROUGH SPORTS.



7 CITIES ENGAGED

SPORT SOCIAL INCLUSION ACTIVITIES WERE ORGANIZED IN 7 CITIES ACROSS BULGARIA, FOSTERING UNITY AND CULTURAL EXCHANGE.



EMPOWERING REFUGEES

UKRAINIAN REFUGEES GAINED OPPORTUNITIES TO JOIN SPORTS CLUBS AND CONTINUE PRACTICING SPORTS, FOSTERING A SENSE OF BELONGING.



COMPREHENSIVE MANUAL

DEVELOPED A COMPREHENSIVE MANUAL ON SOCIAL INCLUSION THROUGH SPORTS, REACHING COACHES AND PRACTITIONERS WORLDWIDE.



STRENGTHENING CONNECTIONS:

SPORT CLUBS AND COACHES IN BULGARIA CONNECTED WITH ORGANIZATIONS SUPPORTING UKRAINIAN REFUGEES, FACILITATING ONGOING SUPPORT AND COLLABORATION.



This publication was produced by Champions Factory with the support of the European Youth Foundation of the Council of Europe. It does not necessarily reflect the official position of the Council of Europe.

