



Education Manual

Methods, Activities and Games for Workshop Sessions
with Kids and Youth in Sport

Partners



Funded by



Imprint

Publisher: Vienna Institute for International Dialogue and Cooperation (VIDC) | Moellwaldplatz 5/9, A-1040 Vienna
 Editors: David Hudelist; Benjamin Dragolj; Jerry Jarvis Essandoh | Translation: Nina Mia Đorđević; Tea Radović
 Mail: fairplay@vidc.org | www.vidc.org, www.fairplay.or.at | photos: fairplay; Lea Pelc

© 2023

fairplay-Workshops

Education Manual on Methods, Activities and Games for Workshop Sessions with Kids and Youth in Sport



Copyright

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This work is licensed under the Creative Commons Attribution-Non-Commercial-ShareAlike 4.0 International License. Attribution — you must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work).

Non-commercial — you may not use this work for commercial purposes.

Share alike — if you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

Practical Activities Developed by

Vienna Institute for International Dialogue and Cooperation – fairplay initiative (VIDC)

Graphic Design

Typothese

For further information visit our interactive learning platform at

<https://edu.fairplay.or.at/en/courses/sport-together-online-toolkit/>

TABLE OF CONTENTS

1. Background	05
2. Methodology	08
3. Example of a Workshop session	10
4. Methods & Activities	12
4.1. Warm-up	13
4.2. Playtime	17
4.3. Extratime and interviews	34
5. Links	38
6. Contact	40



1. BACKGROUND

Short Description

There is an increasing demand for so-called multiplier workshops and the implementation of educational methods in sport with kids and youth. Sports trainers, educators and social workers shall use this educational handbook and learn about the theoretical background of sport, social inclusion and discrimination get to know new methods, activities and games that can be used in local sessions of so-called fairplay workshops.

The educational manual will present games and exercises which linking movement elements with socio-politically relevant topics. The manual will put social inclusion through sport into motion. Sport is used as a tool to address issues such as discrimination, social exclusion, ethno-political conflict, and gender. The access to these topics is presented in a playful and positive way.

It's a manual for those who work with children and young people in open youth work, on project days at school or in sports clubs. On the other hand, it should serve as the basis for further multiplier trainings.

The structure of the handbook initially provides theoretical backgrounds for national and local workshops. The focus is placed on the presentation of the practical approach and the presentation and illustration of the individual methods. The handbook provides insights into the practical work of the fairplay Initiative and the projects Football Zajedno and Sport Together in the field of education and will inspire to try out the exercises.

This educational manual is a product of the projects "Football Zajedno" and "Sport Together." Both projects are working in the fields of reconciliation, promoting equality and human rights and against nationalism. Educational modules like Train the Trainers, Workshops, Academies, Camps and Educational Cross-Community tours are main parts of both projects, which bring together experienced organisations and stakeholders in sport and civil society across Europe with a focus on the Western Balkan region and the island of Ireland.

Football Zajedno – Together for Social Inclusion and Diversity in Football

The aim of **Football Zajedno** (“Football Together”) is to use the popularity of soccer and the medium of sport to create awareness and sensitivity for the promotion of democratic pluralism, peacebuilding, inclusion of minorities, human rights and empowerment of girls and women.

The Football Zajedno project focuses on countries in the Western Balkans. Currently, the project is supported through UEFA and implemented jointly with the football associations in Bosnia and Herzegovina and Montenegro. Furthermore, there exists a cooperation with the football association in Serbia. Local football clubs and NGOs are key partners in the project, which is coordinated by the fairplay initiative.

This goal is pursued through

- Educational opportunities at the local level (trainings, workshops, e-learning tools),
- Campaign work (stadium actions, mini-van tour, start-up pool),
- capacity building (conferences, round tables, online platform) and
- intercultural dialogue (international tournament formats, festivals, and camps)

Through its broad engagement and multifaceted activities, Football Zajedno reaches a large number of target groups, such as girls and women, disadvantaged groups (migrants, refugees) and minorities, coaches, players and officials, educators, and youth workers.

Football Zajedno brings together football stakeholders with civil society organizations.

Sport Together – Strengthening Cross-Community Social Inclusion in Post-Conflict Regions

The overall objective of the Erasmus+ co-funded “Sport Together” project is to strengthen social inclusion in divided communities with a focus on young people and girls and to increase participation of disadvantaged groups - in particular refugees & newly-arrived migrants and minorities - in grass-roots sport through training, education, awareness-raising, capacity-building of sport stakeholders and cross-community youth sport interventions.

The project uses sport to tackle cross-border threats to social cohesion. First, the ongoing ethno-political divisions in the Western Balkan & Ireland. Second, the continued challenges following the so-called EU “refugee crisis.”

Main events included the European Training Session for Multipliers in Belgrade in autumn 2021 followed by National Workshops in all seven partner countries, where the methods of this educational manual could be piloted and tried out in practice. The Girls Football Festival in July 2022 in Vienna was another highlight of the project followed by inclusive grassroots events in the European Week of Sport 2022, an International Conference in Sarajevo in spring 2023 and a final cross-border educational Mini-Van Tour in five countries.



Partnership of the Sport Together project:

- Vienna Institute for International Dialogue and Cooperation (VIDC) / fairplay Initiative (Austria)
- Football Association of Ireland (FAI) (Ireland)
- Irish Football Association (IFA) (Northern Ireland / UK)
- Youth Initiative for Human Rights (YIHR) (Bosnia & Herzegovina)
- Atina – Citizens' Association for Combating Trafficking in Human Beings and all Forms of Gender-Based Violence (Serbia)
- University of Thessaly (UTH) (Greece)
- Donegal Sports Partnership (DSP) (Ireland)
- Nogometni klub "Zagreb 041" (Croatia)

Modules

1. BUILDING AN EVIDENCE BASE & IDENTIFYING GOOD PRACTICE

- 1.1. Baseline Study Report
- 1.2. Good Practice Guide

2. EDUCATIONAL RESOURCES & DISSEMINATION

- 2.1 Education Manual – Methods, Activities and Games for Youth Workshops
- 2.2. Youth Online Toolkit

3. SPORT INCLUSION TRAINING & EDUCATION

- 3.1. European Training Session for Multipliers
- 3.2. National Workshops - Implementation on the ground
- 3.3. Girls Football Festival / Girl Power Video

4. AWARENESS, CAMPAIGNING & NETWORKING

- 4.1. European Week of Sport – Inclusive Grassroots Events
- 4.2. Handbook on Cross-Community Youth Sport Events
- 4.3 Sport Together Networking Meeting
- 4.4 Mini Van Tour



2. METHODOLOGY

Sport for Development and Peace (SDP)

The entire concept of “Sport for Development and Peace” (SDP), as it evolved in the aftermath of the adaptation of the UN resolution 58/5 in 2003, is based on an intrinsic link between sport and the attainment of development objectives (on a global and inter-personal level). As defined by the Sport for Development and Peace International Working Group (SDP IWG), the sport for development approach “refers to the intentional use of sport, physical activity and play to attain specific development and peace objectives” and a Theory of Change. The theory of the educational & pedagogical approach of this handbook is based on the assumption that the proposed activities and methods offer innovative fields for learning and reflecting on identities, diversity and respect and targeting to develop skills and knowledge of coaches and multipliers as well as the participating kids and youth. This assumption is informed by the concept of Global Education which states that action has to integrate the concreteness, the emotional side, the personal experiences and interests of participants. Our methodology also assumes that participation in non-competitive, inclusive activities will present the target groups with a relaxed, flexible, and less structured environment not based on the mainly stringent classroom situation or regular sport training settings, which often based on tests, performance and to an extent competition. In such a setting the target groups will be able to learn

values and relate to issues such as non-discrimination, human rights, gender equity or the plight of vulnerable groups.

Method Reflect – Connect – Apply

Right To Play (RTP) is a global organisation committed to protecting, educating, and empowering children to rise above adversity. Right To Play and the fairplay Initiative developed practical methods in the so-called EDU:PACT project (<https://edupact.eu/>) using the RTP methodology Reflect – Connect – Apply.

A key aspect of this methodology is the **experiential learning cycle**.

This means that during each play session, coaches and facilitators introduce and reinforce the key messages of each activity through guided discussions. The experiential learning cycle begins with a multiplier selecting a **key learning** – or learning outcome – such as cooperation. The key learning shapes the entire session, including the opening discussion. During the discussion, facilitators plant a seed by asking one or two simple questions, so that participants think of the learning outcome (i.e., cooperation) while playing. Facilitators then lead the children through a warm-up, as good practice before engaging in physical activity. Then they engage the participants in the shared experience - a game or two related to the learning outcome. All activities are followed by a discussion.

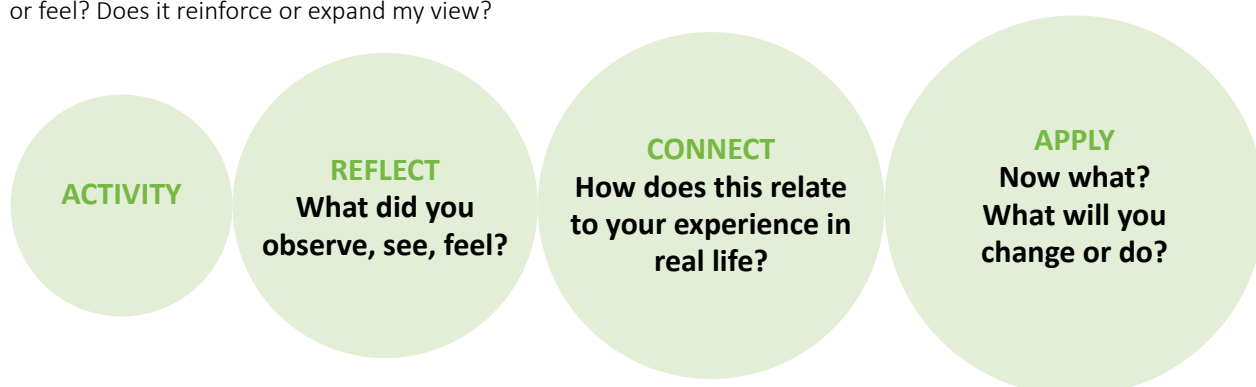
This reflective process is described as **REFLECT – CONNECT – APPLY**. It is a teaching strategy that guides the learners through three-steps that help them process their experience:

1. Reflect: What did I just experience? Children and youth are taught the vocabulary to share their ideas and feelings and to respect the ideas and feelings of their peers.

2. Connect: How does this experience relate to earlier ones? How is it relevant to what I already know, believe, or feel? Does it reinforce or expand my view?

3. Apply: How can I use what I have learned from this experience? How can I use it in similar situations? How can I use this learning to benefit myself, and my community?

When students and athletes look back on an activity via the guided discussion, they understand the meaning and carry it forward to new experiences. Furthermore, this approach not only supports the delivery of activities from this handbook, but can also be used to connect other activities that you may know to relevant intercultural topics.



Using Teachable Moments

What are teachable moments?

A teachable moment can be a positive or negative event. As a positive event, it could include:

- A random act of kindness among children
- An incredible moment of support, encouragement, or teamwork among players
- A moment where the group achieves a goal it has been working towards for a long time
- Players displaying a key learning that could be used as a model for the rest of the team

It is important to see these moments as **powerful learning opportunities**, through which you can extend or expand the thinking of participants. In these situations, you may want to stop the session in the middle of play to ask some questions to help the participants to get the most out of the experience. Alternatively, you may want to wait until the end of the session before discussing this issue. Here are some sample Reflect–Connect–Apply questions you can ask:

Reflect: What’s something exceptional that happened during the session? How did it make you feel?

Connect: What similar accomplishments have you experienced? How did you reach those achievements?

Apply: What can you do to encourage similar successes in your life?

Teachable moments that stem from negative events could include:

- A conflict between students and athletes
- An activity that fails (for example, if somebody breaks the rules, or an accident happens)
- An unexpected question or a raised concern

In these situations, you may want to stop the session in the middle of play to ask some questions to the students and athletes. Alternatively, you may want to wait until the end of the session before discussing this issue. Here are some sample Reflect–Connect–Apply questions you can ask:

Reflect: What happened? Why did it happen?

Connect: When in your past has something like this happened to you? What did you do to resolve it?

Apply: How can we prevent it from happening again? What is it our responsibility to prevent it from happening?

How do I know when a teachable moment is happening?

When you work with children and youth, teachable moments are happening all the time. The key is to determine which teachable moment is the most important to truly focus on.

3. EXAMPLE OF A WORKSHOP SESSION

Each workshop session should be adapted as best as possible to the participants, their groups size, age, and environment (football field, seminar room, etc.).

- **Warm-up phase (15-30 minutes):** Introduction of the workshop facilitators and the content of the workshop session, giving background information on the project, getting to know each other and setting common rules for the group
- **Playtime (90-120 minutes):** interactive methodes and games with a focus on the content of the project (non-discrimination, social inclusion, diversity, human rights) with discussion round (reflect – connect – apply) and brakes
- **Extra time and interviews (15-30 minutes):** group dynamic game, teambuilding, feedback rounds









4. METHODS & ACTIVITIES

4.1. WARM-UP

In the warmup phase, the participants should be given the opportunity to approach the topics and get to know each other. The aim of this phase is also to create a pleasant and safe atmosphere for the rest of the training. This is done, among other things, with warmup games, icebreakers and the establishment of common agreements (rules) for the workshop.

Agreements

The **first phase** of the workshop session is dedicated to playfully getting to know each other and creating a pleasant and safe atmosphere for participants and trainers.

What does the project do, what is the background? Who are the trainers? Why are we here? What can the participants expect?

After a short introduction of the trainers, the project and the process, **common rules** are agreed upon with the group, and agreements for the workshop are made. These can be written down on a flipchart for all to see

Fundamental

The workshop session is based on voluntariness – each participant may stop a game or skip an exercise at any time!!

Interactive getting to know each other and dividing into small groups

Focus: Getting to know each other, group dynamics, team building

GOAL

Getting to know the participants, team building, training in ball-catching skills

CONTENT

This exercise gives the participants the opportunity to make eye contact with each other and get to know the group.

METHOD SEQUENCE

- The participants form a circle.
- The trainer throws the ball (or other play equipment) to any participant and calls their own name.
- The ball must be passed to each participant, and each person must catch the ball and say their name.

- Extension 1: Once a few rounds have been played, you no longer give your own name, but that of the person you are throwing to.
- Extension 2: The ball must not touch the floor.
- Extension 3: Several balls are used. The ball is manipulated with the hand or the foot (here, then, with contact to the ground). Each person runs after the ball and thus takes up a new position in the circle.

DURATION

5–10 minutes

MATERIALS

One ball or several balls. Also possible with a Frisbee.

TIPS FOR TRAINERS

Give enough time to throw the ball; don't get frustrated if the ball touches the ground; point out that you should only throw the ball when you have eye contact with the other person. If you do not know the name of the person you are throwing the ball to, the person throwing the ball should simply ask again.





fairplay warm-up

Focus: Getting to know each other, group dynamics, team building

GOAL

Reduce distances among participants, form groups without a selection procedure.

CONTENT

Sporty warmup for the workshop. The participants can make body and eye contact with each other through different exercises and get to know each other's names.

METHOD SEQUENCE

- The trainers set out a field with four cones. In this field, various warmup exercises are guided (heeling, running sideways, lifting the knees, running backwards, swinging the arms, etc.). Balls can also be used.
- Each participant stops when meeting another participant. Both join hands and say their own name.
- In the next round, each participant names the other person.
- The participants continue running in the field. When they meet another person, they both give each other a high-five with their right hand – each person only once! This is followed by a round of high five with the left hand, followed by a high five with both hands, followed by a high five with both hands while jumping, followed by a high five with both hands, jumping at the same time and naming the other person, and so on.

- The participants are running again. The trainers name any low number. The group can first try to represent the number. In the following rounds, the participants form a group size that corresponds exactly to this number (e.g., trainers call out 'Three'! A group of three people should get together as quickly as possible and name the other participants within this group). Using this method, groups of the desired size can be formed. These groups can be used for the next method.

DURATION

10–15 minutes

MATERIALS

Four cones or another demarcated field, balls, if needed

TIPS FOR TRAINERS

Give clear instructions; the participants should make eye contact with each other during the exercises and give the high five gently

Important!

With this exercise, groups can be formed without resorting to classical election procedures, which can often be uncomfortable for participants. Another advantage is that the group constellation is random.



4.2 PLAYTIME

In this phase of the workshop, intensive work can be done in terms of sports and content. This part includes methods that involve more movement, as well as methods that focus on small group work and discussion.

Ball & adjective

Focus: Movement play, getting to know each other, group dynamics

GOAL

Getting to know each other, interaction, cooperation, skills, group dynamics, communication, promoting fun.

CONTENT

The participants get to know each other better through the exercise. Loosening up the group and involving all participants.

METHOD SEQUENCE

- The trainer forms a circle with the participants and starts with their own first name and a matching/associated adjective with the same initial letter as the first name (for example, brave Betty, active Anna). They hold a ball in their hand.
- The trainer throws the ball to the next selected participant(s).
- Now, this participant has to say their own name and a matching adjective (with the same first letter) and then throw the ball to the next participant.
- Finally, each participant has had the ball once and said their own name plus an adjective. This can be repeated several times to increase the learning effect.

MATERIALS

Ball

DURATION

10–15 minutes

TIPS FOR TRAINERS

- The size of the ball can vary and can be adapted to the abilities of the participants. An additional requirement could be not to drop the ball on the floor.
- The participants throw the ball to another participant and say their names and adjectives. This person catches the ball and changes position with the next participant to whom the ball is thrown so that the ball

and the respective participants are always in motion (participants always run after the ball).

- You can also choose an adjective in another language as a variation. This also promotes the intercultural skills of the participants.

Variant: Duck down

- After a few rounds of naming the ball, naming the adjective, and running, a reaction game for the participants can follow. This is called 'duck down.'
- The trainer stands in the middle of the circle, chooses a participant, and throws the ball to the person with the call 'duck.' The participant catches the ball and ducks.
- Now, the two people standing to the left and right of the ducking participant play a reaction game against each other. They look at each other and try to say the name (or the adjective) of the other person as quickly as possible.
- Whoever loses this game, that is, is too slow or says the wrong name (and adjective), goes to the middle next.



Football field

Focus: Anti-discrimination, social inclusion, gender equality, human rights

GOAL

Teamwork, recognising the potentials and challenges of sports, small group work and discussion, group dynamics and communication, promoting 'getting involved with others.'

CONTENT

The participants practice cooperating in a playful way and getting to know their ability to work in a team and different roles in a group. Negative and positive aspects of sports or the opportunities and challenges of a certain topic are identified and discussed. There is an opportunity to exchange individual experiences.

DURATION

30 minutes

MATERIALS

- Flipchart paper (one per group)
- Pens (one per group)
- Clock

TIPS FOR TRAINERS

- Keeping to time when drawing the football pitch or collecting individual aspects is not the priority of the exercise – be tactful.
- As trainers, please pay attention to the surface on which the exercise is done. The (flipchart) pens often go through the paper and leave marks.
- When collecting the different aspects, the group can be provided with several pens.
- Pay attention to the culture of discussion (let participants talk, observe the agreed-upon rules, etc.).
- The content should be adapted to the target group and the age of the participants.
- Just take your time. This exercise provides the opportunity and space for discussion. The exchange of experiences among the participants is important!





METHOD SEQUENCE

Part I: Drawing a football field

- The participants are already divided into small groups of 4–5 people. The groups can be taken over directly from the warmup exercise. The trainer explains the procedure of the exercise.
- Each group gets a flipchart sheet and a pen.
- At the trainer's command, each group draws a football pitch with the following rules:
 - Each participant must touch the pen throughout!
 - Once begun, the tip of the pen must not be lifted from the paper until the exercise is finished. The participants are not allowed to talk to each other!
- The trainer gives a start signal. As an additional stimulus, the time can be stopped (1 or 2 minutes, depending on the age group).
- Each group presents their football pitch and gives feedback on the performance of the exercise.
- Finally, there is a reflection: Who gave the directions? Did everyone touch the pen? How was communication with each other? How was a 'set of rules' established?

Part II: Determine content and theme and divide them into negative and positive halves

- The football field is divided into a negative (-) and a positive (+) half.
- In the first step, each group thinks about the negative aspects of the topic and writes keywords on the flipchart sheet. After about five minutes, the same exercise is done with the positive aspects.
- The groups present their results.
- The trainer summarises the most important points and marks them or writes them down again.
- Finally, there is a discussion and reflection with the participants in a sitting circle, where the topics and keywords of the exercise that are relevant for the workshop are taken up.

Possible topics/contents

- Positive and negative aspects of sports in society
- What works well in my team, what not so well?
- What do I like about my sport, what less?
- What are the opportunities and challenges of playing in or working with intercultural teams?
- What are the positive and negative sides of sports (e.g., a sport like football)?
- What are the positive and negative sides of major sporting events (World Cup, Olympic Games, etc.)?

Memory Game

Focus: Anti-discrimination

GOAL

Define relevant terms and concepts, develop a common understanding of terms and concepts behind them, get to know examples, raise awareness of different forms of discrimination, deal with intersectionality and reflect on one's own position.

CONTENT

The term memory offers an opportunity to deal with relevant terms and concepts around the topic of discrimination in a playful way to develop a common understanding in the group and thus create a basis for subsequent discussions. By searching together for real-life examples and situations (from everyday life, school, sports clubs, etc.), abstract concepts become tangible. This sensitises the participants to the many different forms of discrimination and, at the same time, gives them the opportunity to reflect on their own position(s) in relation to the examples and situations mentioned.

DURATION

Approx. 90 minutes

MATERIALS

- Envelopes with concept cards and definition cards for each group
- Glossary of terms and definitions
- If necessary, flipchart, glue, and pens

→ Templates for concept cards and definition cards can be downloaded from <https://www.fairplay.or.at/service/workshops/>.

TIPS FOR TRAINERS

- Check whether terms and definitions in the envelopes are complete and correct → The rule here is: Less is more – especially the younger the participants are!
- Include and show enough (at best, real-life) examples.
- Allow sufficient time for group discussions.
- Allow discussion and debate of many different perspectives and opinions.
- Practice well-managed moderation of the discussions (considering the order of the group discussion, allowing participants to speak, appreciative handling of the personal experiences of the participants, etc.).
- Point out that these are difficult terms and that it is okay not to know some.



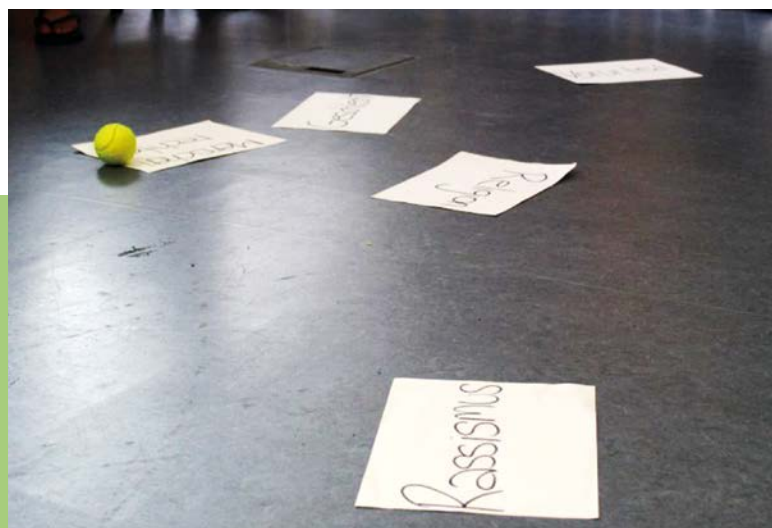
METHOD SEQUENCE

Part I: Small group work (15 minutes)

- The participants divide into small groups of 3–5 people.
- Each group gets an envelope with definition cards and corresponding term cards (max. 8 terms).
- In the first step, the participants assign the definitions to the correct terms.
- Then, they should look for examples/situations/experiences for at least three of the terms.
- Important: The trainer is available to answer questions, but at best does not yet resolve which assignment is correct but refers to the subsequent discussion in a plenary session.

Part II: Resolution and discussion in the large group (75 minutes)

- A small group starts and reads out the first definition and the term that belongs to it to the large group. The other groups check whether they have chosen the same classification and, if necessary, discuss why they have chosen different classifications.
 - ▶ In case of a different classification, the trainer resolves which classification is correct and presentation and explanation of differences/overlaps of the partly similar-sounding definitions is very important here (e.g., stereotype vs. prejudice or discrimination vs. racism)!
- Afterwards, all small groups can present the examples they have found for the respective terms.
- Again, the trainers should be mindful of whether the examples/situations fit the term mentioned and, if necessary, discuss and be aware of overlapping terminology (many examples can be assigned to several terms)!¹



- It can also be helpful if the trainer thinks of an example for each term in advance in case the group cannot find an example.
- The small groups now take turns presenting one definition and the corresponding term and discussing the examples in the large group until all terms and definitions have been discussed.
- The following questions can then be reflected on together:
 - ▶ -How did you feel about the assignment? Was it difficult or easy? Which terms are still unclear?
 - ▶ Do you find the terms important/relevant?
 - ▶ Why might it be important to have a common understanding of certain terms?
 - ▶ Which terms would you define differently?
 - ▶ What else did you notice?
- The participants receive the glossary with all the terms and definitions. Alternatively, the terms and their definitions can be stuck on a flipchart and hung up.

¹ Example: The widespread assumption that 'women can't park' is a prejudice, but at the same time can also be used as an example of discrimination, as here people are belittled because of their gender.

Terms

Discrimination: Unfair treatment or vilification of groups or individuals (due to gender, age, ethnic origin, religious or political beliefs, sexual orientation, or disability). Often this is done by spreading false evidence about individuals, who in this way are represented in a negative light. (Source: www.politik-lexikon.at)

Racism: Ascribing negative characteristics to groups of people on the basis of common shared features. Those negative attributes are accounted for biologically, i.e., they are said to be innate. If someone e.g., claims that Roma/ Romnja and Sinti/Sintize are in general “thieves and crooks” as they can only be “thieves and crooks” due to their origin, then this is a racist statement. (Source: www.politik-lexikon.at)

Stereotype: Categorising or describing individuals or groups of people on the basis of certain simplified characteristics which are then seen as typical. Prejudice: The assessment of people or facts without profound knowledge in which (positive or negative) judgment is involved. Prejudices can describe something as better or worse than it actually is; they may be positive or negative. (Source: www.politik-lexikon.at)

Migrants: Migrants leave their place of residence or their country in order to live and work in a foreign country or region (permanently or temporarily). Migration background: People whose parent/ whose parents was/ were born abroad are referred to as “people with a migration background,” regardless of their nationality. The term is also used for the following (2nd) generation of immigrants. In 2012 around 1,5 million people with a migration background were living in Austria (Source: Statistics Austria, Migration, and Integration 2013, www.statistik.at)

Refugees: A refugee is a person who leaves his/her country of origin (e.g., due to persecution for religious beliefs, social affiliation or ethnic origin, political beliefs). If the application has been approved, the person will be given refugee status on the basis of the Geneva Convention, which means that he/she will have almost the same rights as other nationals. (Source: <http://www.politik-lexikon.at>)

Assimilation: emphasises the responsibility of the refugees to adapt and integrate into existing societal structures, norms, and practices

Social Inclusion: inclusive discourses emphasise a necessary two-way understanding of integration that comprise mutual accommodation and positive interaction (Ager and Strang, 2008; Amara et al., 2005; ECRE, 2015). Inclusive discourses highlight the mutual process, e.g. of migrants/refugees and the host society, by which the individual should be able and enabled to participate and contribute (as citizen) in all life domains, e.g. work, housing, education, social relations, recreation (ECRE, 2015; Woodhouse and Conricode, 2016).

Integration: is differently understood in the different countries. Sometimes like inclusion (mutual/two-directional process) and sometimes like assimilation (uni-directional process).



Game On²

Focus: Inclusion, society, integration, migration, cohesion, common rules of the game, social classes

GOAL

Group dynamics and communication, perceiving other strategies for action, understanding the dynamics of unconsciously assumed rule systems, intercultural encounter, discussion.

CONTENTS

The participants practice in a playful way what it is like to come into a foreign group ("culture") and to arrive in this group with the rules and norms they themselves had learned. Is the group open to the newcomer and how (quickly) can the new manners be adopted? The topics of integration, migration and assimilation are just as important in the reflection and discussion of this exercise as the possibility of sharing individual experiences.

METHOD SEQUENCE

The players are divided into at least two groups. Each group receives a die and its own game instructions. Without knowing it, each group is given slightly different rules for the game. This can lead to irritation or even frustration after the first change - a simulation of culture shock. One table per group is needed. Ideally, the groups cannot see each other directly. It is important to emphasise that the tables can be compared to residential areas. This means, for example, that table 1 is a particularly posh and expensive place, table 2 represents the middle class and table 3 is a poorer area. The goal of all participants is to get to table 1 or to move up as far as possible. If there are only 2 tables/groups, there is no need for the 'middle class'. A die, a sheet of paper and a pencil are placed on each table. The assignment of the tables can be random. Each group appoints one person to write down the points. A note is made of who makes a mistake, i.e., whoever has the most points/dashes at the end of the game has lost. If two participants have the same number of points at the end of the game, the person whose first name's initial comes first in the alphabet wins.

The game starts with a practice round without keeping score, which should last a maximum of 5 minutes. After everyone has familiarised themselves with the rules, no more talking is allowed, and the game can begin. After

the first round (max. 5 min) within the respective groups, the participants are rotated as in a tournament. The person who loses at table 1 moves to table 2. The person who loses at table 2 moves to table 3. The person who wins at table 3 moves to table 2, the person who wins at table 2 moves to table 1. No talking is allowed during the changeover. After the change, the names of the newcomers are noted down and a new round begins for everyone. No talking is allowed until the end of the game. The game can be ended after the first change or, if necessary, played for a maximum of one more round.

POSSIBLE TOPICS/CONTENTS

- Positive and negative aspects of migration and integration
- How do we deal with new members in society, in sport?
- Inclusion, Assimilation
- Intercultural learning

DURATION

30 minutes

MATERIALS

- Sheet of paper (A4)
- Pin
- Dice
- Game instructions (at least 2 different ones, one rule set printed for each table, see below)

TIPS FOR TRAINERS

- Arrange the tables in advance so that the groups do not see each other.
- Ideally, table 1 is outside the room, „in a better area“ (e.g., balcony, garden, break room, etc.).
- Rules of the game are distributed to the individual tables only after the game has been explained.
- When explaining, make sure to emphasise that it is a dice game with the goal of advancing.
- By no means mention that there are different rules of the game!
- It is important to emphasise that after the practice round without keeping score, no more talking is allowed until the end of the game - especially not during and directly after changing!
- The equal score approach (first letter in the alphabet) is meant to simulate the unpredictability and randomness/randomness that newcomers to a society are often confronted with.

GAME INSTRUCTIONS

You play against each other in a group. One person starts to roll the dice. Depending on the number of dice, an action must be carried out or the dice must be passed on. Write down your result. Talking is not allowed.

RULE SET 1:

- If the dice shows 1: Pass the dice and continue rolling.
- If the dice shows 2: Everyone must put two fingers flat on the table as quickly as possible. The last person in the group loses.
- If the dice shows 3: Everyone must touch their nose with their little finger as quickly as possible. The last person in the group loses.
- If the dice show 4: Pass the dice and continue rolling.
- If the dice shows 5: Everyone must get up from their seat as quickly as possible. The last person in the group loses.
- If the dice shows 6: Pass the dice and continue rolling.

RULE SET 2:

- If the dice shows 1: Pass the dice and continue rolling.
- If the dice shows 2: Everyone must put their right hand up as quickly as possible. The last person in the group loses.
- If the dice shows 3: Everyone must put their left hand on their own head as quickly as possible. The last person in the group loses.
- If the dice show 4: Pass the dice and continue rolling.
- If the dice shows 5: Everyone must touch their nose with their index finger as quickly as possible. The last person in the group loses.
- If the dice shows 6: Pass the dice and continue rolling.



RULE SET 3:

- If the dice shows 1: Pass the dice and continue rolling.
- If the dice shows 2: Everyone must snap two fingers as quickly as possible. The last person in the group loses.
- If the dice shows 3: Everyone must get up from their seat as quickly as possible. The last person in the group loses.
- If the dice show 4: Pass the dice and continue rolling.
- If the dice shows 5: Everyone must touch their own shoulders with both hands as quickly as possible. The last person in the group loses.
- If the dice show 6: Pass the dice and continue rolling.

² In cooperation with Integrationswerkstatt (<https://integrationswerkstatt.at>)

Bursting prejudices

Focus: Anti-discrimination, social inclusion, gender equality, human rights

GOAL

Introduction, motivation for the workshop, approaching the topics of the workshop, reducing distances between participants, forming groups without a selection process.

CONTENTS

The game offers an ideal opportunity for a content-related introduction with movement and fun. The questions can be adapted to the respective planned focal points. The participants try to work as a group and can get to know other participants in a protected setting and discuss the topics of the workshop. With specific questions, the participants can already be sensitised to the first content-related topics.

METHOD SEQUENCE

- Form a playing area by marking out a space with hats or chairs.
- Explain the procedure of the game calmly. Hand out balloons and have them inflated (if necessary, get support from the group).
- Have the participants stand up and spread out in the demarcated space (possibly adjust the playing area).
- Start music or give a command to start.
- Instruct the participants to throw/shoot balloons into the air (approx. 1 minute).
- Ensure that the balloons do not fall on the ground! (If they do, they should be picked up as quickly as possible.)
- Stop the music or call 'Stop.'
- Announce the first question.
- Repeat the question loudly and clearly.
- Instruct the participants to pair up according to the colour of the balloons, shake hands, introduce themselves by name and take turns answering the question in pairs (1–2 minutes for both).
- Repeat the sequence (music starts again).
- Announce the second question.
- Repeat the process with further questions, first asking very 'simple' questions (How was your journey today? What is your favourite sport? etc.) and only then asking more substantive questions (Why are sports important for society? What does fair play mean to

you? What are the challenges in training with intercultural groups? etc.).

- If possible, at the end, have all participants with the same balloon colour come together and then form groups/teams.
- Have the participants go into an armchair or sitting circle and sit very carefully on the balloon (so that it does not burst!).
- Transition to the theme 'Bursting prejudices' – each balloon stands for a prejudice that I have in my head and am now symbolically bursting. The prejudice can also be written on the balloon.
- Debriefing and reflection!

DURATION

20 minutes

MATERIALS

- Balloons depending on the participants (3–4 colours in equal numbers)
- Music(-Box)
- Hats/chairs

TIPS FOR TRAINERS

- Explain the course of the game calmly and clearly!
- Think about the questions in advance and adapt them to the group and the age group.
Possible questions at the beginning of the method:
 - How did you get here? What are your hobbies? What is your favourite sport/team/food?
 In the middle of the method:
 - What does football/sports mean to you? Have you ever been outside Austria/Europe? Have you ever felt treated unfairly?
 As a final substantive question:
 - What is the value of sports for society? What are the challenges of training with intercultural groups? What do you associate with the terms discrimination/racism/homophobia?
 - It is also important to allow people to talk freely with each other!
- The questions should be kept simple at the beginning and can then become more and more complex. The questions should always be participant/group specific.
- Music intervals should be approx. 1 minute long. Music can also be suggested/offered by the participants (smartphone, iPad, etc.).
- When choosing songs, make sure that the lyrics are not discriminatory (racist, sexist, etc.).



- Have reserve balloons ready.
- Remember that there are children/young people/adults who are afraid of balloons!
- When bursting balloons, participants who do not like the sound should leave the gym/hall briefly (e.g., for a drink break).

Important!

This exercise can also be done without balloons. For example, you can dribble with different balls (football, basketball, volleyball, gym ball, etc.) and at the (music) stop the two participants who have the same ball go together. The whole gym can be used for this. It is also possible to use only one type of ball (e.g., footballs, basketballs, etc.). All participants can also dribble, e.g., with a football, and at the (music) stop, the trainer gives commands where the participants should look (e.g., 'Turn to the left'). Afterwards, you can go together with the participant standing closest to you and answer the question.



Treasure chest

Focus: anti-discrimination, social inclusion

GOAL

Learning about the topics of fair play and discrimination in a playful way, making teamwork, group dynamics, privileges, and fairness tangible



CONTENT

A movement game with a focus on coordination, raising awareness of fair play and discrimination through own experience in the game and subsequent discussion/reflection

METHOD SEQUENCE

- The trainer sets up a rectangle with four cones and a small square (treasure) in the middle of the rectangle. Four groups of at least three participants stand at the cones in the square and put on one colour of bibs per team. The treasure is in the form of balls in the middle.
- The trainer explains the game and gives the starting signal for the first round. The participants try to get the balls out of the treasure chest as quickly as possible using different techniques (hand, foot, in pairs, forehead to forehead, etc.) and bring them to their own team.
- The trainer counts the balls of the teams verbally and with applause encourages the team with the most balls.
- The balls are returned to the treasure chest by the teams. The trainer collects the balls and inconspicuously shifts the treasure in the middle in favour of the team with the most balls.

- The exercise is done with a new technique. The treasure is now placed inconspicuously closer again to the same or to another team. The participants continue performing further techniques/exercises: cooperative exercises in pairs, with eyes closed, in the whole small group, etc.
- As a final game, the treasure is positioned in the centre again, and a final technique is performed.
- Discussion & reflection: Each team gives very brief feedback on how they felt during the game. Then, all participants take off their bibs and move together to the centre (leaving their role in the team). Start a discussion and exchange of opinions on discrimination, fair play, privileges and dealing with successes and defeats or injustice.

The personal experience of preference or discrimination is one aim of this method. This should be the focus of the discussion and reflection.

DURATION

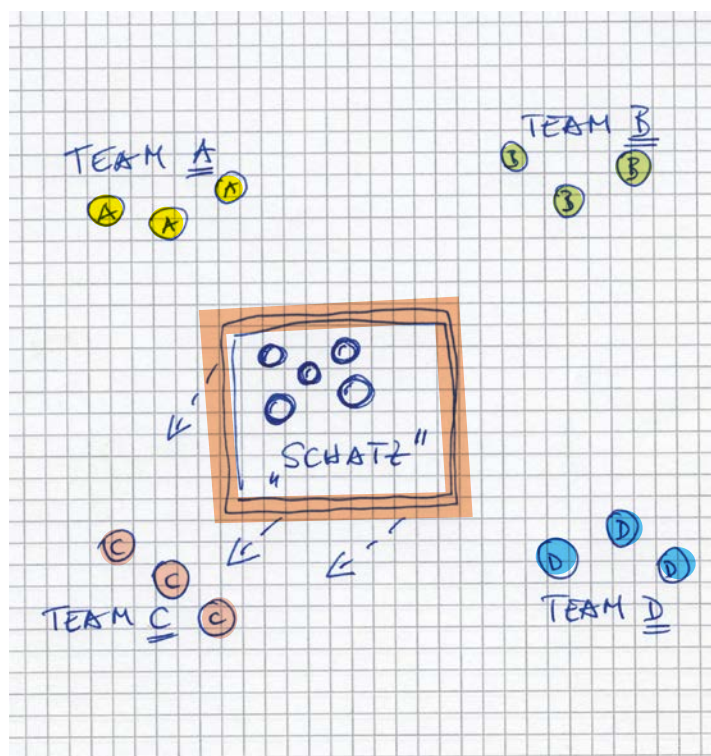
Approx. 45 minutes (set-up, game 20 minutes, discussion 20 minutes)

MATERIALS

Hats, at least one ball more than players, bibs

TIPS FOR TRAINERS

- Always place one ball more than the number of participants in the centre so that one group can win.
- The trainer pays attention to reactions and comments from the teams further away from the treasure ('That was unfair,' 'I won't play anymore,' 'They cheated' – keywords discrimination and fair play).
- Important: The aim of the exercise has been achieved when the favouritism of one group has been identified and addressed ('That's unfair,' 'They get the balls easier,' etc.). This is the aspect that should be included in the discussion and can address the issue of discrimination and fair play. In the game, however, these statements are not addressed; they are overheard by the trainers, and the game simply continues.
- Clear instructions for the exercises are important! Have the players use various techniques to get balls out of the centre. These should be thought out in advance and can be challenging.
- Hidden' and not too obvious shifting of the centre.
- Preference for the teams closer to the centre should be verbally reinforced ('You are especially great at this,' 'I trust you can do this!' etc.).





Ball circle

Focus: social inclusion

GOAL

Teamwork, communication, social inclusion through sports

CONTENT

The participants learn through play how important teamwork and communication are. Each participant is equally important to the game. The discussion and reflection try to transfer this idea to society and everyday situations.

METHOD SEQUENCE

- A short description of what the participants can expect ('Our next exercise is about communication and team spirit,' etc.).
- The participants form a circle standing up, and the trainer starts with the instructions.
- The trainer gives a ball to the round. The participants throw it to each other without instruction. No verbal communication! A second ball is added, and a third ball is added. STOP (best when one/two balls have fallen on the floor).
- Now, it is about throwing balls to each other WITHOUT them falling on the floor! NO VERBAL COMMUNICATION is allowed during throwing.
- Again, the trainer gives more balls into the circle. STOP.
- Tip: With eye contact as an additional communication idea!

The trainer reiterates:

- Throw balls without them falling.
- No verbal communication.
- **NEW: Everyone must get the ball once.**
- Ball must arrive at the trainer at the end.
- Give several balls into the circle.

STOP.

- Same procedure as above but keep the SAME order!
- Now, call out each other's names and make eye contact.

STOP.

Now play for time (stop and set records).

REFLECTION: The trainer asks the participants what the game was like for them. What was it like at the beginning? How did it develop? How important was the communication/structure? The trainer points out that each participant has made an equal contribution to making the game work. This should be used as a starting point for discussing justice and fairness in society.

DURATION

15–25 minutes

MATERIALS

Approx. 6 tennis balls (possibly also footballs)

TIPS FOR TRAINERS

Include additional variations:

- Ball is played in backwards order (C to B to A, etc.).
- One ball is thrown forward (A to B to C, etc.), and another ball is thrown backwards (C to B to A) in the same order.
- Also use other balls (e.g., football with foot, basketball with hand, tennis ball with hand).

Privilege ball

Focus: Gender equality, social inclusion, human rights

GOAL

Learn and experience fair play and forms of discrimination through play, understand issues such as privilege, teamwork, social inclusion, and exclusion through sports.

CONTENT

The participants learn through play what effects different forms of discrimination and exclusion of individuals and cultural groups can have. Everyone is equally important for the game, but each player has different preconditions and privileges. This exercise is a role play, and therefore, the players need time to get into the role and then enough time to get out of the role. The goal of the discussion is to transfer the experience to social aspects and to break down prejudices.

MATERIALS

Ball (depending on the sport: football, basketball, etc.), sports hall or sports field, goals or markers, bibs, role descriptions, possibly whistle.

DURATION

60–90 minutes

TIPS FOR TRAINERS

- The players and, if possible, the trainers should make sure that the role is not too similar to their own participant identity when choosing a role at random. If this is the case, a new role card should be drawn. Otherwise, the roles remain as they are drawn – no exchange is possible.
- The role cards can be adapted to different focus topics. Likewise, the language level, age and so on of the target group should be considered in the role cards.
- Each participant should take enough time to put themselves in the role as firmly as possible (see guiding questions).
- Interruptions of play should take place when the ball is more in the middle of the field, or the ball has just gone out.
- Both at the beginning and at the end of the exercise, make sure that all players can play together (approx. 2–3 minutes each).
- It is helpful to make references to the participants'

own lives so that they realise that many people have privileges but also that many people have little or no privileges. (For example, who has their own room? Who has older siblings who can do things that I am not allowed to do myself? Do I get enough pocket money?)

Statements during the match

1. It is easy for you to find a sports club where you can play your sport as you are.
2. You can talk about your private life and your relationships in your sports club without any problems.
3. You can easily talk about, make visible or practice your religion in your sport environment (e.g., clothing, rituals, signs, etc.).
4. You are not afraid of being insulted, attacked, or booed while practising your sport.
5. It's not a problem for you to change or shower after exercising.
6. You can travel to all countries for major international sporting events.
7. There are usually no problems getting into a sports facility because of your physical condition (e.g., physical limitations).
8. No jokes are made about your origin or skin colour.
9. You had no problems practising your sport because of your gender.
10. You can easily walk with your partner holding hands on the fan mile or kiss him/her in the stadium.
11. You can express your opinion on social media platforms without fear.





METHOD SEQUENCE

Preparation

- The trainer indicates that a game (e.g., football) will now be played. Two teams with the same number of players and a similar level of play are formed.
- The trainer hands out role cards to each team, which are read secretly by each player. Both teams are given the same role cards/role identities to choose from.
- The participants should take their time and think about the biography/life history, career path etc. of the role plays.
- The trainer now asks questions to identify with the roles. The questions are asked in such a way that there is enough time for reflection and empathy. Questions about the role or questions of understanding can be asked after this phase and should be clarified individually.
 - ▶ What was your childhood/youth like? Easy, difficult?
 - ▶ What did you like to play with?
 - ▶ How did you get into sports?
 - ▶ What does your everyday life look like? Do you have many hobbies? Leisure activities?
 - ▶ Is it easy for you to play sports with others?
 - ▶ What kinds of people do you have to deal with? Do you have many friends or few? Do you find it difficult to make new friends?
 - ▶ What do you do in the morning, during the day, in the evening?
 - ▶ Do you have to work a lot? Do you have a lot of money and time for leisure? Do you have a family to take care of?

- ▶ What is your lifestyle? Where do you live? Who do you live with?
- ▶ Are you healthy? Do you have any limitations?
- ▶ Do you have the time and resources to train?
- ▶ What frightens you? What makes you happy?
- The trainer now explains the further course of the game: The respective game is played until the game is stopped on instruction (e.g., shouting or whistling). All persons must then stop playing and remain exactly where they are ('freeze'). During this interruption of the game, the trainer asks all the players a question.

Important!

The participants should always have the assigned role in front of their inner eye and think/feel from this role, but not show or 'play' the role to the outside.

Start of the game

- After these first explanations, the common game (football, basketball, etc.) starts for a few minutes, and everyone can join in. After a few minutes of play, the game is interrupted (call 'stop' or blow the whistle), and the first question (see guiding questions) is asked. The players should now – in their role identity – think about whether they can answer YES or NO to the question asked. Each participant should decide on the answer for themselves.
 - ▶ If they answer YES to the question, the player may continue playing normally on a signal.
 - ▶ If the question is answered NO, the person is not allowed to play until the next round. They

remain standing in the place where they were last standing. They are not allowed to move or play if the ball comes towards them.

- When all participants have silently answered the question, the game continues (in a reduced round) for about 1–2 minutes until either a goal is scored, or the next question is asked. Optionally, after a goal is scored, all participants can play again until the next question (recommended, especially for a younger target group). This process is repeated until all the selected questions have been asked.

Important!

At the end, a regular round should be played in which all the participants can take part in the game (2–3 minutes).

Discussion and reflection

- After the end of the game, the participants should take off their role identities and shake them off. The trainer guides the participants to leave their role (shake out, take off, etc.) and asks them to take off their bibs. It is important to give this point enough time and space so that the experience does not stick to the participants. The trainers should also ensure that participants do not exchange roles with one another.
- Reflection guide: After finishing the game, the group should come together in a plenary session (sitting circle) to talk about and reflect on the exercise. The reflection phase is very important in this exercise, and the trainer is asked to make sure that stereotypical and clichéd opinions are not reproduced.

Important!

Categorical, prejudiced statements ('They are just like that and that's why . . .') should be taken up and deconstructed together in the group.

- The focus of the discussion will be on the topics of privilege and discrimination and their effects on persons or groups of persons. Finally, an attempt will be made to find strategies for what an inclusive group/team/class might look like and what each individual person (or club, association, etc.) might contribute to it.

- Meta-level: What happened in the game? What did you observe? Describe the situation. This is to reflect on the game in general, and not on the personal role.
- Personal level: This discussion point is to talk about and reflect on the experiences of the assigned role identity during the game.
- At this point, the trainer clarifies that the roles in both teams were the same and that despite having the same role, people may have reacted differently to the questions – some stopped, some continued. It should be noted in the discussion that people and their life experiences can look or be defined very differently, but that categorising people creates privilege and can create exclusion.
 - ▶ What was your first reaction when you received the role card? What did you think about your identity role/role card?
 - ▶ What was it like to be in this role? How did it feel for you?
 - ▶ How was the game for you, personally? What happened in the game for you?
 - ▶ Did you have to stop often or were you always/often able to play?
 - ▶ How did it feel that the others could play, and you could not? Or how did it feel to play while others could not?
 - ▶ What was it like for the team when people from the team could not play?
 - ▶ What were your teammates' reactions?

Summary

- The trainer summarises the main points and leads the discussion on fair play, inclusion and exclusion, discrimination and privilege. The discussion can relate both to sports and, by extension, to society at large.
 - ▶ What is the purpose of the exercise?
 - ▶ What have you learned?
 - ▶ What do sports have to do with privilege/exclusion/discrimination/human rights?
- Strategies/Outlook: What can we – every single person – do to be inclusive in the group, in the sports team, in the club, in the class? What strategies can we find?

4.3 EXTRA TIME AND INTERVIEWS

The conclusion of a workshop includes a group dynamic game, which is intended to introduce a positive and motivating end to the fairplay workshop.

At the end, the participants also have the opportunity for reflection, open questions, and feedback.

Where is the ball?

Focus: Movement, communication

GOAL

Learning about cohesion and teamwork in a playful way, improving team skills, communication, working together towards a goal

CONTENT

Variation of a popular children's game, team skills, strategy, cooperation, and communication. **'Where is the ball?'** is a very similar game, only here more teamwork is required, because there is now a ball (or other object) behind the trainers.

METHOD SEQUENCE

- The trainer stands at least 10 metres away from the group with their back to it.
- Behind the trainer is a ball about 1 metre away. The aim of the game, which is played by the trainers against the rest of the group, is to get the ball and come back behind a baseline with the ball.
- One of the group members must hold the ball behind the baseline. The ball must not be thrown behind the boundary (unless a participant catches the ball without the trainer turning around first).
- The most important rule is: If the trainer says, 'Where is the ball?' and then turns around 180 degrees with a jump and looks at the group, no one from the group is allowed to move ('Freeze'). Anyone who moves is sent behind the baseline by the trainer but is allowed to run back into the field as soon as the trainer turns around again.
- If the trainer turns around after a 'Where is the ball?' call and the ball is no longer there or visible, the trainer may guess once who from the group has the ball.
- The participants may hide the ball behind their back (please do not put it under their shirt!) and protect the ball.

- The trainers may now name one person from the group whom they think has (hidden) the ball.
- If the assessment is correct, the person from the group must drop the ball where they were standing and go back to the baseline.
- As soon as the trainer turns around again, this person may run back into the field and try to help the group protect the ball and get it behind the baseline.
- If the trainer is wrong in their assessment, then that person shows both hands and is allowed to remain in place.

DURATION

10–15 minutes

MATERIALS

A ball or (sporting) object; a visible boundary or line

TIPS FOR TRAINERS

- This is a team game. It is not important who is the fastest but that a good strategy is developed together to get the ball, protect it, and get over the baseline.
- It is important to emphasise that, as soon as the trainer has their back to the group, the group is allowed to do anything. The participants can pass, stand in front of each other and so on. The most important rule remains that as soon as the trainer turns towards the group, no one is allowed to move.
- Tell the participants that they can also hide the ball, but not how. This increases the creative and strategic skills of the group.
- The trainer also suggests that the participants as a group cannot make the ball visible. This again makes it difficult for the trainer to see who has the ball.



Yardstick

Focus: communication, ability to work in a team

GOAL

The group experiences positive closure, and communication is an important part of the exercise.

CONTENT

Solving the task together creates a sense of unity. The ability to work in a team is put to the test again. Forms of communication are practised, and roles in the team are revealed.

METHOD SEQUENCE

- The participants line up in two rows facing each other.
- The trainer places a yardstick between these two rows.
- The participants pick up the yardstick and place it at shoulder height on the index fingers of the right hand.
- The group now tries to place the yardstick on the floor together and WITHOUT talking to each other.
- The exercise is completed when the yardstick reaches the ground without a participant losing contact with the yardstick!

DURATION

10–15 minutes

MATERIALS

Wooden yardstick

TIPS FOR GUIDING

- Give clear instructions at the beginning. Then, the trainer takes only a passive role, observing. Intervene only when the participants talk to each other or when the group becomes destructive.
- If the exercise does not work without verbal communication, 'talking to each other' can be allowed as a second step.

Feedback

At the end of a fairplay workshop, there are again short oral feedback rounds:

- ▶ How did you like the fairplay workshop?
- ▶ What was good? What was less good?

The results can be communicated by thumb barometer (thumbs up, horizontal, or down) or by the participants

humming (each participant hums as loud as he/she wants; very loud = very well liked; quiet = less well liked). Afterwards, the trainer clarifies any open questions and moves on to the written part of the feedback (evaluation).





Evaluation

The project team evaluates every workshop-session. For this purpose, the following evaluation forms are handed out after the workshop:

- Workshop report (by trainers)
- Feedback form for supervisors
- Feedback sheet for participants

The respective documents are available from the fair-play initiative.

At the end of the workshop, there will be a team photo, if desired, and fairplay will provide various information materials.

It is also possible to offer more advanced workshops in an organisation!

5. LINKS

- www.fairplay.or.at
- <https://edu.fairplay.or.at/en/>
- www.sportinclusion.net
- www.footballzajedno.org
- www.fai.ie
- www.yihr.ba
- www.izi.ba
- www.nkzagreb041.hr
- <https://activedonegal.com/>
- <https://www.uth.gr/en>
- <http://www.atina.org.rs/en>
- <https://www.irishfa.com/>
- <https://www.righttoplay.de/de/>
- <https://edupact.eu/>
- www.theredcard.ie
- <https://sustainabledevelopment.un.org>

Space for notes



Contact

fairplay - Initiative

Vienna Institute for International Dialogue and Cooperation (VIDC)

David Hudelist

fairplay@vidc.org

Moellwaldplatz 5/9

1040 Vienna

Austria

www.fairplay.or.at