S.U.C.RE.

Supporting University Community Pathways for Refugees-Migrants

Authors   **Vassilis Barkoukis,** Assistant Professor,
School of Physical Education and Sport Science

Theofylaktos Anastasiadis, Teaching Staff,
School of Physical Education and Sport Science

Research assistant   **Christos Karavas,** MSc student,
School of Physical Education and Sport Science

Aristotle University of Thessaloniki

Thessaloniki, Greece

September 2018

The role of Sport in refugees' social integration

A psychosocial-support sports program for the promotion of social integration of refugees

IO4: Psychosocial Support through Communities' engagement & mobilization

The following module is part of the Erasmus+ KA2 Strategic Partnership Project: "***S.U.C.RE.: Supporting University Community Pathways for Refugees-migrants'***. S.U.C.RE. is funded by the European Commission through the Hellenic National Agency (IKY).

Consortium:

▶ Aristotle University of Thessaloniki, Greece

▶ Vrije Universiteit Amsterdam, The Netherlands

▶ University of Cologne, Germany

▶ Greek Council for Refugees, Greece

Acknowledgements

TABLE OF CONTENTS

1. Introduction

Nelson Mandela, in his inaugural speech during "Laureus World Sports Award" in Monaco, in 2000, pointed out that:

- "Sport has the power to change the world.
- It has the power to inspire.
- It has the power to unite people in a way that little else does.
- It speaks to youth in a language they understand.
- Sport can create hope where once there was only despair.
- It's more powerful than government in breaking down racial barriers.
- It laughs in the face of all types of discrimination" (Mulcahy, 2017).

During the "Save the Dream" program -a global program that aims to promote and protect the values and purity of sport in young people (held in the framework of the "Seventh Global Forum of the United Nations Alliance of Civilizations –in Baku Azerbaijan in 2016), the football superstar and UEFA Global Ambassador Christian Karembeu, speaking on the panel said the following:

- "Sport has a special power to change the lives of people around the world - to promote peace and to unite people beyond regions, beyond colors.
- Sport has no borders and is universal.
- Through sport, we can speak the same language.
- Sport is a powerful tool for integration and inclusion and more organizations should embrace sport as a positive platform that can benefit society" (UNAOC - 7th Global Forum, 2016).

In the same event, the co-founder of women's football in Palestine and the first Arab woman to work as Corporate Communications Manager for FIFA, Honey Thaljieh, pointed out:

- "Sport, and particularly football, has been an important vehicle to promote peace; to break down cultural, political and social barriers and to help integrate people into society.
- The power of sport in society really cannot be underestimated and through it, everybody speaks one language.
- This is why organizations are helping to harness the power of sport to further spread its many important values and to direct young people's energy in a positive way to help prevent violence and discrimination in society" (UNAOC - 7th Global Forum, 2016).

In addition, Nelsa Curbelo Cora, the peace and sport activist from Ecuador and director of "Peace Culture Center - Más Paz" organization suggested that:

- "Sport is a perfect vehicle to promote social inclusion of minorities and other vulnerable or disadvantaged groups.
- It can also be instrumental in combating violence through community-based projects and promoting reconciliation, peace, tolerance, and co-existence.
- "Sports programs can transform people's lives, enhancing society across a number of areas. That's why it is very important to support that kind of programs which promote values that teach young people" (UNAOC - 7th Global Forum, 2016).

1.1 The refugee 'crisis'

According to the UN High Commissioner for Refugees (2017), the events of the past two decades have led to a significant increase in the world population of people who have been violently deported from their countries. While the number of the deported people was 33.9 million in 1997, by the end of 2016, the crisis had already affected approximately 65.5 million people around the world. These people were forced to leave their homes as a result of conflicts, violence or human rights violations, and only about half a million of them were able to return to their homeland. The number of refugees among them is about 22.5 million people, about half of them are children and young people under the age of 18 (UNHCR, 2017).
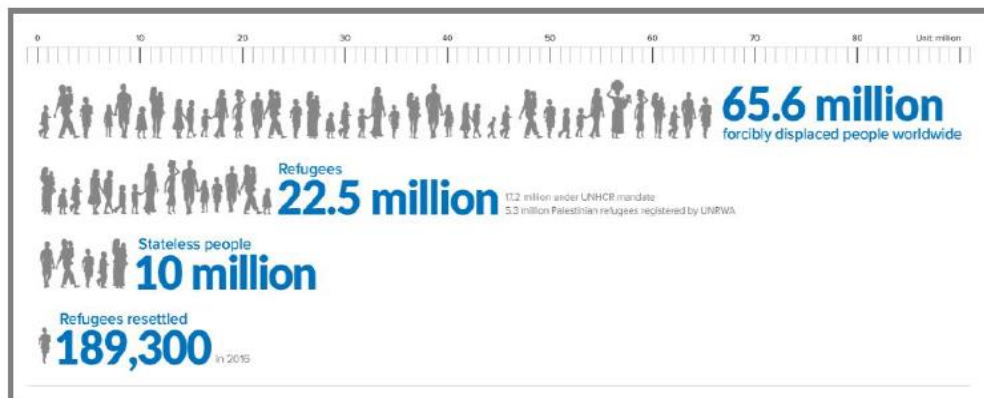
The statistics show the increase in the number of refugees worldwide from 2014 to 2016 (UNHCR, 2017; Statista - The Statistics Portal, 2018):
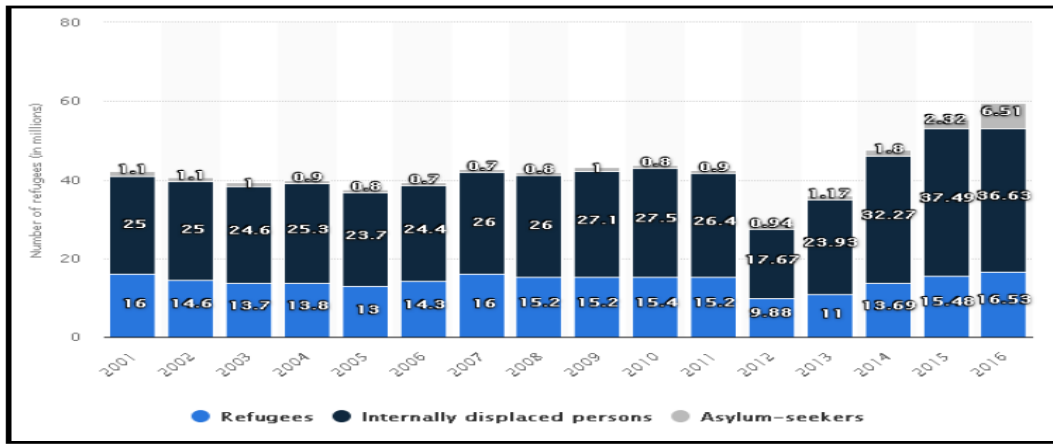
In recent years, developments in the multidimensional phenomenon of immigration and refugee crisis have advocated the preservation of the interest of scientists, politicians and public opinion, and have a particularly prominent place in the social and political agenda of EU countries. In 2015 alone, the total number of people fleeing war and poverty looking for a new "home" in Europe was over 1.2 million people. In the context of the mass influx of mixed migratory flows confronted by the countries of Europe today, the need to ensure the long-term integration of refugees into the European society is one of the greatest challenges, which the EU faced in its long history (European Commission, 2016).

In 2016, arrivals at the Greek islands only reached about 173.000, marking a significant decrease compared to 2015, when approximately 873.000 people arrived (Reflection Crisis, 2017).

Greece: Refugee and Immigration Crisis in Numbers Arrivals

- **172.465 arrivals at Greek islands (1.1.2016 - 31.10.2016)**
- **872.519 arrivals at Greek islands in 2015**
- **2.810 arrivals via land borders (1.1.2016 - 31.10.2016)**
- **3.713 arrivals via a land border in 2015**
- **20.164 arrivals after the EU-Turkey Statement (April - October 2016) -**
  (18.519 via sea borders and 1.645 via land borders)

Source: The refugee crisis (2017). Fact sheet. Hellenic Republic – general secretariat for Media and Communication. Retrieved: https://government.gov.gr/wp-content/uploads/2017/04/gr_fact_sheet_refugee_print_19_01_2017-2.pdf

Refugees are now an essential component of our social organization, employment system and labor market, and therefore the problems of entry, integration and social inclusion must be addressed in a decisive, systematic and transparent manner (Bagavos et al., 2008).

1.2 The concept of social inclusion - Social integration of refugees

Although it is a widespread and complex process, the concept of integration usually refers to a long-term two-way adaptation process which is related both to the terms and conditions prevailing in the host country, and to the actual participation of refugees in all aspects of its life. Furthermore, the feeling of refugees that they belong to and are members of its local societies should be taken into account.

Social inclusion involves adjusting the values, norms and behavior of both sides, acknowledging the ethnic community's role, and the idea that social standards and cultural values can change as a response to immigration (Amara et al., 2005). Social inclusion as a process has many potential, short- and long-term benefits for both refugees and the host population (Crisp - UNHCR, 2004).

1.3 Psychosocial-support sport program for the facilitation of refugees' social integration

Along with the steadily increasing rates of migratory flows, interest in the use of sport programs is also increasing as a mechanism to support a wide range of psychosocial outcomes such as education, employment, health and social cohesion with a view to integration and social inclusion of refugees (European Commission, 2016). The role of sport, physical and recreational activities, and games as important tools in facilitating the integration of refugees into new communities has been well documented. Thus, the value of such sport programs has been increasingly exploited in many EU member states (EC-Up2Europe, 2017).

1.4 Sport - Physical activity - Game: Benefits of participation

The terms "sport" and "physical activity" have different meanings in different contexts (Wiedemann et al., 2014). The term "sport", according to the Council of Europe (2007), includes: "all forms of physical activity which, through occasional or organized participation, aim at expressing or improving physical and mental health, creating social relationships or achieving performance at competitions at all levels" (COM - White Paper on Sport, 2007). By the wider term "physical activity", the World Health Organization (2017) defines: "any physical movement of the human body produced by skeletal muscles and requiring energy expenditure, including activities undertaken at work, play, daily exercise activities, travel and leisure activities with its goal being the health and well-being of the individual" (WHO, 2017).

"Game", today, and in particular the cooperative movement game, occupies a fundamental position in the process of learning, education, socialization and the whole development of the individual serving as a

pedagogical activity, an educational means, a form-teaching method and a means of socialization (Pantazis, 2002). The beneficial effects of participation in sport, which may be personal, economic and socio-cultural, are widespread, numerous and well documented (Olliff, 2008; RCA, 2010). Evidence suggests that movement, physical activities and sports, in particular cooperative games, are popular around the world and can make a significant contribution to health and to the physical, cognitive and psychosocial development of humans (Engel, 1977; Wiedemann et al., 2014).

1.5 The socio-moral background of sport and its importance for the social integration of refugees

Alongside the common findings of positive effects on both physical and mental health, studies have increasingly highlighted the moral and social benefits of sport, noting that it can contribute to building social cohesion and reducing crime and antisocial behavior (Morgan, 2008). Therefore, sport can provide additional support especially to young people (Olliff, 2008). From an ethical and social developmental perspective, sport provides the appropriate framework for young people to communicate and cultivate social skills, improve relationships among groups and associations, and lead to moral development (Hatzigeorgiadis et al., 2013). In the "Declaration of Nice" (2000), the European Council recognized the particular and multi-faceted nature and important ethical and social role of these activities, noting that: "they have significant potential in promoting health, education (formal or non-formal), training, intercultural dialogue, peace and development, including the development of social skills and competences related to citizenship" (COM - White Paper on Sport, 2007).

However, it is true that not all have the same opportunities to access and participate in sports, physical activities and games. Exclusion and discrimination against individuals and groups such as people with disabilities, ethnic and religious minorities, etc. in the sports world are widespread nowadays (Hatzigeorgiadis et al., 2013). In addition, the potential of sport promoting social and moral development has been also contradicted in the literature; evidence suggests that the mere participation in sport does not guarantee moral and social development (Shields & Bredemeier, 2007; Hatzigeorgiadis et al., 2013). This is especially true when the motto of "Citius, Altius, Fortius" ("Faster, Higher, Stronger") prevails against the principles and values of the Olympic Spirit (i.e., cooperation, ethics, respect, courage etc).

Although there are still many challenges the sport authorities have to address, the past evidence indicates that the social, moral and unifying role of sport is enhanced, when environments promoting equality, interconnection, mutual acceptance and pursuance of common goals among members of a group or community are established (Hatzigeorgiadis et al., 2013). The evidence suggests that participation in sport, physical and playful activities can facilitate interaction and establish desirable psycho-social

effects. Therefore, cultivating the Olympic Spirit principles and values through the appropriate environment is the key for the promotion of multiculturalism and social inclusion through sport (Shields & Bredemeier, 2007; Hatzigeorgiadis et al., 2013).

Therefore, sport can play a key role in facilitating the integration of vulnerable and minority groups, such as refugees, if it serves as an area of racial equality and of equal opportunities, fostering cultural interaction, understanding and respect for cultural diversity, providing individuals and communities with an opportunity to meet, and establishing feelings of belonging to the team or community (Hatzigeorgiadis et al., 2013).

PART I

2. The role of sport in the social integration of refugees

The benefits of sport are of particular importance to refugee communities with people undergoing traumatic experiences characterized by persecution, violence and conflict, forced displacement, loss, sadness and forced separation from their family, friends, home and belongings (COM - White Paper on Sport, 2007; Morgan, 2008). Increasingly, sport is seen as an effective socializing factor and is one of the few social activities that are globally recognized as a vehicle for approaching people (Hatzigeorgiadis et al., 2013). Sport programs using sport and physical activities and movement games are being implemented throughout the world as means of promoting conflict resolution, acceptance of diversity, and social adaptation and integration (Booth et al., 2014). Empirical evidence indicates that sport, physical activities, and movement games can create a strong sense of coherence and cohesion in the community. Therefore, it is considered a powerful tool for improving the quality of life and the facilitation of minorities' social inclusion (Bio-psycho-social model) (Engel, 1977; Wiedemann et al., 2014).

It has also been widely shown that good physical and mental health is vital for people to effectively address the challenges of settling down in a new country (Caperchione, 2009). In this sense, sport can offer: "a sense of purpose and direction for young people recovering from the trauma of refugee experience or the impact of racism" (Morgan, 2008; Dykes & Olliff 2007). Sport can promote national and cultural harmony and enhance community cohesion (Morgan, 2008; Oliver, 2007; Olliff, 2008; Dykes & Olliff, 2007) by providing opportunities to eliminate ethnic and cultural barriers and encouraging participation, and helping to build ties and trust among refugees, their communities and the wider community. Overall, sport can be an exemplary way of combating racism and racial hatred and acts as an entry point for wider participation and inclusion of refugees in social life (McNamara, 2001;

Morgan, 2008; Larkin 2008).

According to the "White Paper on Sport" (2007), sport, against all forms of violence, racism and xenophobia, is addressed to all people regardless of gender, race, age, disability, religion and beliefs, sexual orientation and social or economic background, performing social, cultural and recreational work. Sport, physical activities, and games can be important means of facilitating the social integration and inclusion of refugees and foreigners, and support intercultural dialogue (COM - White Paper on Sport, 2007).

The Office of the United Nations High Commissioner for Refugees (2008) confirms the important benefits of participation in sports and physical activities, recognizes the "strength and importance of sport" and points out that participation in sports and physical activities can play a "particularly important and therapeutic role" for all refugees and immigrants, and especially for children and young people, helping them meet their social and developmental needs. It also stresses that sport programs can provide an opportunity for social interaction and facilitate coping with psychosocial problems, environmental and health issues, as well as stress and loneliness. In addition, sport contributes to physical fitness, psychosocial wellbeing and social inclusion, providing a secure environment in which the individual can develop physically, emotionally and mentally (UNHCR, 2008; Morgan, 2008). The Australian Refugee Council (2010) also stated that sport is a major bridge for refugees towards their new culture as it allows them to meet and build new friendships with people of the host society, and share with them the aspects of their own cultural and historic background. Therefore is an ideal means of promoting integration and inclusion into host societies (RCA, 2010).

Based on this evidence, it seems important to take initiatives, make time and space available, provide refugees with access to sports structures and opportunities for participation in sports, physical activities and games. This way, a positive interaction between them and the host society is expected and their integration and inclusion is facilitated (COM - White Paper on Sport, 2007; Morgan, 2008).

2.1 Barriers preventing refugees' participation in sport

One important issue influencing the participation of refugees, and people from minority and disadvantaged groups, in sports and physical activities involves the barriers and constraints they may face. Such barriers result in low participation and significantly influence refugees' levels of socialization. Hatzigeorgiadis et al. (2013) noted that sport participation can be hampered by racial discrimination, religious or cultural constraints, language and communication difficulties, lack of social interactions and social isolation. More frequent and more intense barriers to participation in sport appear in women and

girls of minorities. This is especially true for people whose religious or culture posits barriers, such as lack of parental approval, strict codes of clothing, and avoiding exercising with people of the opposite gender. These barriers should be identified to effectively address the needs of individuals from different backgrounds and facilitate their participation in sport and physical activities with the aim of promoting multiculturalism and social inclusion (Hatzigeorgiadis et al., 2013).

2.2 Psychosocial support - Psychosocial-support sports programs for the social integration of refugees

A "crisis", such as that experienced by refugees who arrived in Europe is understood to be a critical event or a series of events leading to major changes that influence and provoke in several ways both individuals and communities involved in. It causes a sudden interruption of the normal course of events in the life of a person, group, or population. And it makes necessary to assess and redefine ways of acting and thinking. It is accompanied by a general sense of loss of intimate persons and the normal foundations of everyday activities and by a diffuse feeling of anxiety, stress and sadness (Wiedemann et al., 2014).

"Psychosocial support" is an approach aimed at facilitating the ability to "cope" and strengthen "resilience", having as its fundamental purpose the development of "psychosocial well-being" and the promotion of social cohesion between individuals, groups or communities experiencing crisis conditions. "Coping" is the process of adapting to a new life situation by developing the ability to manage difficult circumstances and problem solving or by trying to minimize, reduce or tolerate the effects of anxiety and conflict. "Resilience" refers to the ability to react or adapt to a difficult and challenging event or have positive experiences, i.e., tackling the adversities in a positive way. "Psychosocial well-being" describes the positive state of existence when an individual thrives and is determined by the interaction of both psychological (individual well-being) and social factors (collective well-being) and basic human needs.

Source: The Psychosocial Working Group (2003). Working paper 'Psychosocial intervention in complex emergencies. A conceptual framework'. In Wiedemann et al., 2014 Moving Together (p. 25).

15

As the experience and ways of defining well-being can vary from person to person, in every society and every culture, it is vital to know and understand what psychosocial welfare means locally for the affected population before a psychosocial intervention will be design (Engel, 1977; Wiedemann et al., 2014). As a process, psychosocial support uses a wide variety of interventions including several psychosocial activities, which aim to develop and promote the individual's available resources to deal with critical situations in order to recover, overcome the impact of adversity, return to normality and develop psychosocial well-being, working "together" and "in relation to" local societies (Wiedemann et al., 2014).

At the same time, it has been documented that sport, and physical activities can make a significant contribution to several aspects of the physical, cognitive and psychosocial well-being and create a strong sense of coherence and cohesion in a community, thus becoming a powerful tool both for the improvement of the quality of his/her life and for the promotion of his/her social inclusion (Bio-psycho-social model) (Engel, 1977; Wiedemann et al., 2014). The psychosocial aspects of participation in sport have been widely recognized as an effective means of developing and promoting socialization, and sport is one of the few social activities that are globally recognized as a means of bringing people together. More and more intensely, the interest of social policy in sport increases in order to achieve a wider range of positive social effects, including the development of social interaction, the building of citizenship among individuals or groups experiencing crisis and social exclusion, and promoting the integration process with an emphasis on disadvantaged people and refugees (Eitzen & Sage, 2003; Hatzigeorgiadis et al., 2013).
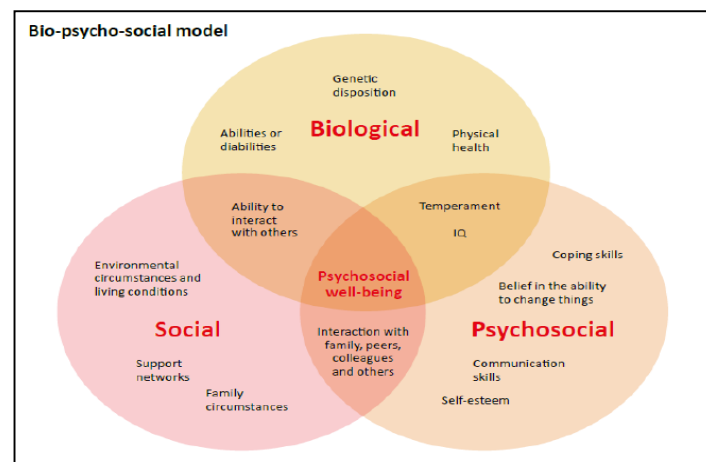
Source: Adapted from Engel, G. L. (1977). The need for a new medical model: A challenge to biomedicine. Family Systems Medicine, Vol 10(3), 1992, 317-331. In Wiedemann et al., 2014 Moving Together (p. 13).

Therefore, psychosocial support of refugees through sport activities specifically designed to promote social inclusion has the potential to effectively help refugees by providing psychosocial benefits to individuals, groups and communities experiencing crisis situations (Wiedemann et al., 2014).

2.3 Categories of sport and physical activities for psychosocial intervention - Basic approaches to the implementation of psychosocial sport programs

The types of sport and physical activities that can be used to provide psychosocial support to disadvantaged people should be carefully considered and special care should be taken to meet the needs and social conditions, traditions and cultural values of all parties involved. Sport and physical activities could generally be divided into six different categories: 1) Warming-up and cooling-down physical activities and exercises, 2) Adjusted - variant sports games based on international sports, 3) Local sport activities and traditional games, 4) Cooperation movement games, 5) Simple physical activities or simple physical exercises, 6) Activities and exercises based on relaxation techniques.

Psychosocial programs through sports and physical activities should involve three general types of approaches:

- **Inclusive approach**: The focus is on ensuring that all people (i.e, men, women, children, young people, elderly, people with disabilities and socially marginalized people, minorities etc) can play and participate in activities and games. In addition, this approach fosters active involvement of the local community and the safeguarding of cultural sensitivity and equal participation of the people.
- **Holistic approach**: The focus is on the development of all aspects of the self (i.e., physical, mental and social), so that activities are meaningful and interesting to those who are involved.
- **Playful approach**: This approach involves the inclusion of activities that are carried out in a pleasant and joyful way and establish a climate of autonomy, collegiality and creativity. People tend to smile and enjoy while playing, and they feel pleasure when they do something they love. It is possible to carry out very important tasks while maintaining a spirit of calmness, enjoyment and enthusiasm (Wiedemann et al., 2014).

According to Hobfoll et al. (2007) psychosocial programs implemented through sports and physical activities should promote (Wiedemann et al., 2014):

- Security
- Calmness
- Sense of self and collective efficiency
- Interface
- Hope

3. Psychosocial support sport program for the promotion of social integration of refugees through Cooperation Movement Games

An effective psychosocial support program should take into account several issues and should be able to respond satisfactorily to key concerns and questions, such as:

3.1 Is sport an appropriate means of psychosocial support to promote the social integration of refugees?

Recently, there is an increasing interest in the use of sport programs as a mechanism to support a broad range of psychosocial outcomes such as education, employment, health and social cohesion as well as the integration and social inclusion of refugees (European Commission, 2016). According to Directorate-General for Education and Culture of the European Commission (2016), sport alone cannot solve all the issues related to the refugee crisis. However, when combined with other measures, it has the potential to contribute to the integration and social inclusion of refugees by offering a "global language" which can overcome social, cultural and national borders. It can bring people together, regardless of their background, religious beliefs or financial situation, and can therefore provide a unique way to bring refugees together with the citizens of the local society. Thus sport creates a unique, universal and secure framework for cultural exchanges, individual and community development and offers an alternative path to education and employment for their transition and assimilation into a host society (European Commission, 2016). Research evidence has substantiated this view, and demonstrated that the opportunities offered by sport programs, are increasingly being exploited in many EU member countries and play a key role in facilitating the refugees' integration into new communities (EC-Up2Europe, 2017).

The key elements of a set of good practice principles which are identified and support the successful implementation of social inclusion programs through sport could be summarized as follows:

- **Funding**: Requires access to sufficient funding to support long-term integration goals.
- **Programming**: It is necessary for the program to build on the existence of a clear strategic vision and a set of relevant outcomes that reflect the idea of social inclusion as a process.
- **Communication and awareness**: Effective integration of immigrants and refugees through sport and physical activity requires dialogue between the majority of the host society and minority groups, as well as individuals, either at individual or organizational level.
- **Human resources**: It is necessary to promote greater diversity among the teachers / facilitators and coaches involved in the implementation of sporting activities, but also to develop their consciousness and awareness skills through proper training.

- **Collaboration**: It is necessary to promote cooperation among all those potentially interested in implementing sport programs, such as social partners, organizations of refugees, immigrants and minorities, schools, sports clubs and the media.
- **Evaluation**: It is necessary to set specific objectives for social inclusion from the outset and to incorporate evaluation as a continuous process in the implementation of projects and programs (European Commission, 2016).

Based on the findings of good practice surveys of European sport programs, promotion of social integration of refugees or other under-represented groups requires measures that focus mainly on fostering the facilitation of their ability to act in sport and physical activities, provided that their participation in them enables them to get to know and to understand the rules and values of the host country (SPIN, 2012; ENGSO, 2012; NISB, 2016).

3.2 What are the objectives and the purpose of the program and how can they be achieved?

A sport program should aim, firstly, to encourage participation in pleasant and entertaining physical activities, provide satisfaction from participation and develop habits related to a healthier lifestyle. It should also focus on the cultivation of social skills, the development of teamwork, and socialization of participants. Furthermore, it should facilitate the process of coping with difficulties and problem solving, strengthen resilience and positive emotions. The ultimate goal should be the promotion of psychosocial well-being and social integration of refugees.

The sport program should mainly address to children and young people, mainly refugees, boys and girls, but also to those who, regardless of age, have the willingness and interest in participating. Cooperation movement games and related playful activities should be included. These activities should be characterized by the following:

- They can be implemented at all stages of a crisis and planned for the participation of certain individuals, specific groups or entire communities.
- Their design, organization and implementation should focus on facilitating and strengthening of not only the collective support mechanisms and the particular conditions under which they are conducted, but also the specific individual characteristics and social and cultural aspects, values and principles of the specific individuals, groups or communities involved, including the local community.

- They are selected, planned and structured in a way that offers participants joy and pleasure, create an autonomy supportive climate, and shape a secure and cooperative environment among participants. Furthermore, the activities used should foster the development of motor and social skills, encourage participation, tranquility, positive emotions and feelings of hope, and develop self-esteem and self-efficacy. At the same time they should promote recognition of diversity and appreciation of collective effectiveness, as well as the feeling of coexistence and interconnection with other members of the group or community.

3.3 Why should the program mainly target children and young people?

UNHCR's statistical office (2016) announced a demographic upsurge in refugee arrivals in Europe. The example of Greece as one of the main routes of entrance to Europe demonstrates that since February 2016 the number of children and women trying to escape the war and seeking shelter and asylum in Greece has raised (48%), corresponding to about half of the total refugee population and exceeding the corresponding percentage of men (38%) for the first time (UNHCR, 2016).

In addition, in the first quarter of 2017, 1.146 young and young children up to 18 years of age arrived in Greece by sea, most of them from Syria, Afghanistan, Pakistan and Iraq. Of these, 58% were boys and 42% were girls. Of the children who arrived unaccompanied in Greece, 32% are up to 4 years old, 47% from 5 to 14 years old and 21% from 15 to 18 years old (UNHCR, UNICEF & IOM, 2017).
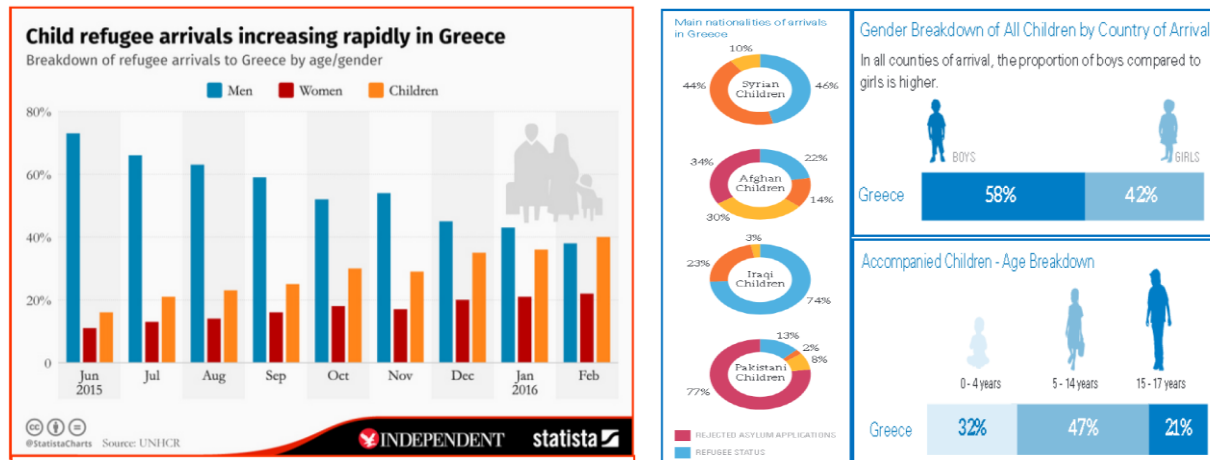
Thus, about half the population of refugees in Greece corresponds to children and young people who are usually the most vulnerable members of a refugee community. They may have been separated from their parents or caregivers and may have lost friends or relatives. They are usually excluded from adult consultation and decision-making process and face with health deterioration more often (Wiedemann et al., 2014). Although there are no official data about the children of refugees and immigrants who are no

longer at school, it is estimated that on average only 2 out of 10 children are integrated into formal education in Greece (UNHCR, UNICEF & IOM, 2017).

In this line, the Convention on the Rights of the Child (Article 1, 1989), UNHCR considers: "a child to be a person below the age of 18 years (… unless, under the law applicable to the child, majority is attained earlier"). UNHCR's action considers the care, protection and development of the child's psychosocial well-being as central to the fulfillment of its mandate (UNHCR, 1993). The word "child" refers to all children who are protected by it, including asylum seekers, refugee children, internally displaced children, repatriated children and unaccompanied children (UNHCR, 2008).

According to the Convention on the Rights of the Child (CRC, 1989), which is the main legal means for the interest, care and protection of children:

- "The well-being of the child is a primary concern of all actions concerning children" (Article 3)
- "No discrimination will be made on grounds of race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status" (Article 2)
- "Every child has the inherent right to life", as well as the right "to freely express its views on all matters concerning it" (Article 12).
- "To enjoy the highest possible level of health" (Article 24) and "a standard of living appropriate for its physical, mental, spiritual, moral and social development" (Article 27).
- "Accessing education" (Articles 28 and 29).
- "Rest and relax in its spare time, participate in play and entertainment activities appropriate to its age" (Article 31) etc. (UNHCR, 2008).

3.4 Why Cooperation Movement Games and playful activities?

"Game", today, and in particular the cooperation movement game, has a fundamental position in the process of learning, education, socialization and the development of the child as pedagogical activity, pedagogical means, form - teaching method and means of socialization, (Pantazis, 2002). As a process, it activates the personality of the individual, organizes and frames the child assisting its development (Germanos, 2004). Furthermore, game assists the cognitive and social development and, thus, becomes a central pedagogical mechanism (Solomon, 2005).

Cooperation Movement Games incorporate all attributes necessary for learning and development. They are considered a natural educational means that can shape the learning and social environment, render participation in the activities enjoyable and pleasant, as well as develop a lively and genuine interest and

motivation to participate in the activity. Therefore, they can be used by educators to effectively reach their educational goals (Unesco, 1979; Cole & Cole, 2001).

The choice of the games, and their relevant gamified activities, in this sport program was based on the following reasons:

- Promotion of the interaction among individuals, groups and communities is the basis for post-crisis psychosocial support programs. Effective techniques/strategies in this area bring together the participants by building and strengthening links among them, reinforcing support mechanisms, promoting coexistence, interconnection, understanding and consistency of group or community members. Cooperative movement games can establish such a collaborative environment.

- While playing with other children, participants are encouraged to challenge themselves. The outcome of this process is to discover new skills and competencies and thereby improve self-confidence, self-esteem and self-efficacy. In this sense, cooperative movement games can assist in the development of collective effectiveness and the promotion of personal calmness.

- Participation, cooperation, collectivity, empathy, acknowledgement and understanding of diversity, inclusion and resilience, and coping with and solving the difficulties and problems can be promoted through participation in the cooperation movement games. In this sense, these games should be essential nutrients of psychosocial programs as they can promote psychosocial well-being and refugees' integration.

- Through an atmosphere of companionship and trust in the team, and an increase in self-efficacy participants develop a sense of belonging and inclusion. This is associated with beliefs about a better future.

4. Essential aspects of an appropriate Cooperation Movement Games program

For the needs and requirements of a successful and effective design, organization and implementation of the Cooperation Movement Games program, the following aspects should be taken into consideration:

4.1   Ensuring the socio-cultural relevance of the games of the program

- Any sport program should be adjusted into the specific cultural, political, legal, economic and social context, which needs to be carefully considered. It is important to bear in mind that the ways in which psychosocial well-being can be determined may vary from person to person, in different societies and cultures. It is vital to promote the psychosocial well-being and social inclusion of

refugees through the games. At the same time, the understanding of the social and cultural environment within which they are implemented is important.

- For the appropriate design, organization and implementation of the program, it is necessary to examine in a timely manner the specific social and cultural aspects, values and principles of the particular individuals, groups, or communities involved, as well as of each local society. It is necessary to clarify what exactly psychosocial well-being means to them, how they spend their free time, if boys and girls play together, whether adults play, which traditional or modern games are usually played, in which community and by whom they are played, as well as which of these are acceptable or can be played in public places (Wiedemann et al., 2014).

4.2 Recognizing and demonstrating sensitivity to diversity - Strengthening individual and collective effectiveness - Promoting integration and calmness

- In order to promote psychosocial well-being and socialization, it is important that the games and gamified activities which will be implemented in the program will meet the age needs, skill level, interests and expectations of the participants.
- The type of activities offered should allow everyone to participate, irrespective of their age, gender, abilities, ethnicity, sexual orientation, motor or socio-economic status, etc. Also, they should promote respect for cultural and religious disparity, build harmonious relationships within the group or community, peaceful coexistence and co-operation, critical thinking, empathy, and wider social cohesion.
- They should contribute to experiences of joy and hope. Furthermore, they should promote and facilitate discussions and exchange of views among all participants; players and teachers.

Nevertheless, this process has some operational implications and creates the need to focus on some specific adjustments and adaptations that should be made:

- It is important that the specificities of each culture as regards the principles and values of gender relations should be considered. The games and gamified activities selected and the way they are implemented should not cause offensive, violent or aggressive reactions.
- The goals set should be achievable so that participants are more likely to successfully complete their efforts. The environment should encourage, support and promote autonomy, self-esteem, respect, understanding, cooperation, collectivity and learning.
- A fundamental principle of the program is that participation in sport is a right of all people. Age, gender, nationality, different religion and disability should not be a reason for discrimination.

Securing the inclusion of these people in activities and games is a necessity. Particularly for disabled participants, it must be taken into account that their needs must be holistically assessed and not only in terms of their specific singularity, their motor or medical condition (Wiedemann et al., 2014).

4.3 Safety and health – Safeguarding functional and safe venues

- The implementation of a program of cooperation movement games requires specific arrangements, as well as the set and compliance with specific measures, principles and rules that protect all participants from physical, psychological and social risks.
- The venue may be a game court, a gym, a room, a classroom or an outdoor space. This venue should be "objectively safe", i.e. free from dangerous objects and natural obstacles, as well as "subjectively safe", i.e. protected from the threat that the participants, and particularly girls, children and women, are being monitored, influenced and disturbed by unwanted attendees, in order to establish a sense of security and trust.
- It should be ensured that there is enough space for everyone, entrance and exit from the venue is safe, the equipment is properly arranged and in good condition. Furthermore, weather conditions should also be taken into account (Wiedemann et al., 2014).

4.4 Appropriate and acceptable physical contact and child protection

- Physical contact and the use of body language is an inherent part of participation in cooperative movement games. However, care should be taken in order to avoid any form of violence and abuse of children through inappropriate physical contact.
- It is important for the program managers and teachers and all those who work with children to be aware of the official code of conduct and measures of protecting children, in order to understand what is meant as appropriate and acceptable contact in each case (Wiedemann et al., 2014).

4.5 Definition of terms of participation - Rules of conduct - Number of participants in teams

- It is necessary to emphasize that the smooth implementation of the games and the activities of the program as well as the unhindered and calm participation presupposes the timely, precise, clear and permissible definition of participation basic terms and the rules of their conduct, as well as the continuous and consistent supervision. This will help participants develop self-discipline and self-efficacy, and strengthen confidence-building and sense-of-association.

- An effective method helping children learn respecting the rules is to create them by themselves, preferably through negotiations with the other participants, and then implement them.
- The allocation of participants into groups is also equally important; e.g., group size matches to the planned activities and vice versa. Groups should not be too large, preferably they should include 10-20 participants. From a psychosocial point of view, larger groups makes difficult for the participants to feel emotionally secure, participate and interact as much as they would wish.

4.6 Programming - Effective time management

- It is necessary to examine and schedule the timetable of the programs in relation to the crisis stage experienced by the participants, as different types of interventions are required at different stages of recovery.
- Effective time management also facilitates teachers' work, makes the program more effective and gives participants a sense of structure and readiness, that is reassuring and relaxing. The game session should start, evolve and be completed on the set time limits. Flexibility in use of time, ability to adjust the duration of a game or activity, change of skill's speed of execution, and preparation of alternative activities are crucial (Wiedemann et al., 2014).

4.7 Appropriate and adequate equipment / Manufactured or improvised equipment

- Equipment (balls, rackets, nets, etc.) is an essential ingredient of almost all sports and games. The existence of the necessary quantity and quality of equipment, and its safe and proper use is central in order to accomplish enjoyable and effective sessions.
- It is very rare for the refugees' camps to have all the equipment required for sports, games and physical activity. Hence, the program managers and teachers should make sure that they limit their needs in complex, specialized and scarce materials, and exhaust their creativity and resourcefulness in order to adapt and use the available equipment in a variety of new ways and for many different activities. Adapting or modifying the use of equipment in conjunction with the participants is a very useful experience, which improves their psychosocial well-being as it increases the sense of effectiveness, builds collaboration skills and develops the feeling of being a member of a team.
- The equipment can be adjusted by varying its size or weight, either by adding a tactile or visual dimension (e.g., anomalies on the surface of a ball or a luminous bright color on a net) or by adding a sound (e.g. paper wrapping or bell adaptation to a ball or buzzer placement on a target in order for the participants to perceive in which direction they should turn or move) etc.

- It is necessary for the equipment to be adapted in a special way for people with special characteristics and skills in order to improve their opportunities for participation. Sometimes games can be made more elaborated and create conditions where all participants will face the same particular difficulties and obstacles in their conduct. For example, all participants may have their eyes tied up so that all, both healthy and visually impaired, go through the same experience (Wiedemann et al., 2014).

4.8 Manufactured or improvised equipment

- The potential to use manufactured or improvised equipment is also an important part of the design, organization and implementation of games, and can add variety to the content of a session, make participants be creative, enhance their psychosocial welfare and increase the feeling of efficiency. Often some of the manufactured or improvised equipment materials are more valuable than those purchased and more practical, if they have to be used in large numbers or shared among many participants.

- Some techniques are simple and are often used by everyone, e.g. the use of clothing for the formation of goalposts or targets, the use of bins instead of baskets, the drawing signs on the walls to form targets, the use of carpets or rags instead of gymnastics mattresses, the use of shreds of cloth and old newspapers to make balls, the use of empty pots or bottles filled with water or sand for pointers or goalposts, the use of branches or sponges instead of cricket and hockey sticks.

- However, the creation and use of manufactured or improvised equipment should not undermine the safety of the participants. For a successful effort, teachers should think responsibly and creatively using all necessary data about the materials or instrumentation equipment needed (Wiedemann et al., 2014).

4.9 Modifications / Variations of games and adjustments of key elements and factors

- Many types of games and gamified activities could be used in such programs. An important thing to consider involves the way they are presented and applied. This depends on good planning and organization, and appropriate implementation. When these do not "match" and do not meet the requirements of the programs, they have to be adapted and modified. The purpose of their adaptation is to make them physically and emotionally safer, more suitable for psychosocial support and more enjoyable, interesting, inclusive and appropriate for social integration.

- Usually, the necessary modifications focus on four common basic elements of the game implementation process: a) space, b) task, c) equipment, and d) human resources. The modifications

can concern each aspect of the activities separately, some aspects, or even all of them and can be applied either to individuals, part of a group, whole group or the whole community.

- It is essential to provide the opportunity and potential to participants to adapt themselves, modify or further develop a game that will now cover a wide range of needs, skills and interests for everyone to be included. Creating new games and rules, or modifying existing ones can be done in consultation with other participants or in co-operation with teachers. This procedure is very important for people to participate in games. The teacher can play a key role and direct the process by helping participants to adapt or modify a game, asking questions about what they would change to make a game more enjoyable, etc.

- The process of customizing and modifying a game or a playful activity can be a creative exercise itself and make it possible to ensure that the game is fully adapted to the predefined context and to the particular group of players. This practice allows participants to engage more actively in the learning process and develop self-confidence, initiative, decision-making skills and problem-solving skills. Starting a session with a game-making strategy can help ensuring a positive result (Wiedemann et al., 2014).

- In many cases, selected games, traditional or modern, and gamified activities of the local community, are suitable to meet the psychosocial goals of a sport program. However, in some cases, some of them may be considered by some individuals, groups or communities as not interesting, very competitive, violent and aggressive, or even insulting with respect to the their previous experiences. Furthermore, some of games may not be accepted according to the general aspects of their social and cultural environment.

- In these cases, the implementation of a more holistic and playful approach should be used in cooperation with all those involved. For example, it would be more appropriate to use either traditional or modern games of the local community, or some gamified and physical activities derived from popular international sports, such as gymnastics, martial arts, dance, etc., which should be adapted to the needs, skills and interests of the individuals or groups involved. The particular social and cultural aspects, values and principles prevailing in the communities of those involved should be taken into account.

- To modify and adapt appropriately a traditional game, sport or physical activity, teachers should consider whether it fits properly into the people affected by the crisis. In a community where people may have experienced insecurity, violence and exclusion, attention is needed in conducting activities involving tension and physical contact. However, all forms of competition should not be excluded. Handling "victory" and "defeat" are important skills that can be taught through sport, physical activities and games.

- The focus on using modified rules and differentiated techniques should be directed primarily to the participation and enjoyment that arises from it, rather than the striving effort for ambitious results and winning at all costs. If activities take place outside designated and organized venues, special care is needed to ensure that all participants are safe, and feel calm and comfortable to participate.

- Furthermore, it is important to consider the possible barriers that some people, children and young people in particular, may experience because of the previous potential traumatic experiences they underwent or undergo during the crisis, as well as those resulting from the conditions prevailing in their previous educational and social environment (e.g. intimidation, discrimination, intermittent monitoring, short or long-term absence from the educational environment, different pedagogical/educational methods, different language of communication, various expectations from teachers and family and social environment, etc.).

- It is also very important to associate the themes of the games and activities with participants' everyday life conditions, even the ones they experience through the adverse conditions of the crisis. This will assist transforming the learning process from simple playing into understanding and incorporating new skills in everyday life. Participants should engage in games and activities actively and through several roles, examine the issues presented and discuss them with the teachers and other people, in order to be able to understand and apply in practice what they have experienced and learned.

- Moreover, acknowledging and cultivating the native language and the culture of the foreign pupils' country of origin is a key factor, not only for improving pupils' language skills but also for their "psycho-emotional balance". Therefore, it is for the foreign pupils' benefit to have the opportunity to express themselves in their native language during the games.

- Throughout their participation in games and program activities, it is necessary for all participants to feel accepted, cared, and understood. Creating an appropriate and secure social environment and an autonomy supportive climate promoting, enjoyment, autonomy, mutual appreciation of the effort and sense of personal development are very important for the success of a psychosocial intervention for social integration through games and playful activities.

4.10 The role of the good teacher / facilitator

- The role of the teacher/facilitator includes the organization of the sport program with respect to operating rules, venue, necessary equipment, duration, frequency and content of sessions, coordination, encouragement and facilitation of active participation, democratic guidance, development of a pleasant and safe environment, and an adaptive climate allowing participants to collaborate, communicate, express themselves, inquire and learn. This requires a range of skills.

- The coordinators / facilitators:
  - Should be trained to appropriately design, organize and implement the programs, as well as establish a pleasant and safe environment where participants will feel autonomous and accepted.
  - Should be warm and supportive, listen to participants' opinions with interest and respect, support them and guide them throughout their actions, being careful not to manifest sovereign behaviors and not to be critical.
  - Should develop a climate of collaboration and trust, provide information, discuss various issues without censorious mood, and support the creation of interpersonal relationships. In addition, teachers should be able to stimulate participants' personal development, self-esteem and relatedness, thus activating the emotional support within the team and promoting their psychosocial well-being and their integration in the community.

- As a major contributor to the smooth and successful implementation and achievement of the objectives of the program, a responsible teacher should have:
  - Adequate knowledge of participants' needs and how they can be met.
  - Views and ideas on selecting the most suitable games and activities to meet these needs.
  - Ability to develop and maintain good relationships among participants in order to ensure an appropriate social environment.
  - Ability to motivate participants play, create the necessary conditions for the game, provide stimuli for thought, and react to unpredictable situations spontaneously, flexibly and effectively.
  - First aid training, skills of coping with risks, and preventing and coping with conflicts.
  - Knowledge of the official code of conduct and measures to protect children.
  - Knowledge of the background of the crisis and the war, but also of the history and culture of the regions which refugee children come from.

- In order to respond to this difficult and demanding work successfully and efficiently, a good teacher should consider the following useful suggestions and advices:
  - If two or more teachers work as a team, they have to decide in advance their roles in the sessions, giving priority to the most experienced and skilled one.
  - It must be taken into consideration that the smooth implementation of the activities and the players' unimpeded and calm participation requires the timely, precise, explicit and acceptable definition of the basic terms and conditions of participation, the rules of their conduct, as well as the continuous and consistent supervision for compliance.

- Ensure that the number of participants in a group is appropriate for the planned game or playful activity and vice versa.

- Associate the themes of games and playful activities with participants' everyday life situations in order to transform the learning process from simple playing into integration of new skills into everyday life.

- Define feasible and clear objectives, actively participate in the learning process, and promote the participants' involvement and learning.

- Assign roles to participants, be open for discussion with participants, and foster understanding and application in practice of taught skills.

- Establish a climate of care through warmth of communication, interest, respect and encouragement of spontaneity, receptivity, flexibility in the face of change, and the foundation of acceptance within the group.

- Tailor and implement the content of the sessions according to the participants' abilities, knowledge, needs, interests and expectations.

- Include in the criteria for selecting, designing and implementing games and activities, the characteristics of the participants and the possible barriers that they may experience due to the crisis and their social and cultural environment.

- Spend time on being aware and understanding the general aspects of the community's social and cultural environment, focusing on clarifying what psychosocial well-being means to these people and identifying the games and activities that are appropriate.

- Take into account that participation in sports is a right of all people. Age, gender, nationality, religion and disability should not be a reason for discrimination and ensure that people are integrated into activities and games.

- With respect to disabled participants, taken into account that their needs have to be holistically assessed, and not only in terms of their motor or medical condition.

- Allow participants express their opinions and feelings, promote mutual respect, acceptance among the participants and the spirit of support and mutual help within the group.

- Provide sincere and constructive feedback, as well as frequent acknowledgement and praise of their effort, even for small achievements, foster intrinsic motivation and self-confidence.

- Avoid promoting a mentality of "winning is everything" and focusing only on extrinsic motives, including competitiveness, favoritism, and achievement of individual goals. Also, avoid creating a climate of performance-based incentives which is often associated with negative outcomes and antisocial behaviors.

- The teacher / facilitator and everyone involved in the implementation of the sport program should seek to promote high standards of behavior and ethics by setting common objectives and guiding principles:
    - Everyone has merit and dignity!
    - Everyone has the fundamental right to make own decisions on matters that of personal concern!
    - Everyone is responsible for his/her life and choices!
    - Everybody should feel pleasure and have fun!
    - Games and playful activities are meant to motivate participation!
    - Everyone needs each other to achieve his/her goal!
    - Everyone is accepted and appreciated for all his/her abilities!
    - There is no judgment or criticism!
    - Everyone is actively involved!
    - Everyone experiences success!
    - No one is rejected or excluded from the game!
    - No one has been made to stand out from others!
    - Everyone is responsible for themselves and for the team!

PART II

5. "The role of Sport in refugees' social integration :

Sport psychosocial support program for the promotion of social integration of refugees through Cooperative Movement Games"

➤ **Types of games: The content and structure of the program of the Cooperative Movement Games and playful activities are structured in three categories:**

- **(A): "Introductory Games" - "Acquaintance - Familiarization - Communication Games"**
- **(B): "Collaboration - Trust Games"**
- **(C): "Interaction - Recreation Games"**

➤ **Objectives -Secondary goals**

- General motor skill development: motor skills, perceived-sensory ability, neuromuscular assembly - coordination of movements etc.
- Promotion of an enjoyable, pleasant and entertaining participation.
- Development of social skills and socialization.
- Development of acquaintance – familiarization - communication and the feeling of acceptance among the participants, as well as between them and their teacher.
- Development of the idea of coexistence, promotion of the sense of safety, cooperation and trust among the participants, as well as between them and the teacher.
- Development of positive emotions, the feeling of self-awareness and self-efficacy, as well as the development of understanding of diversity and teamwork.
- Development of a climate promoting intrinsic motivation, autonomy and teamwork among the participants, and between them and the teacher, and ensuring safety.
- Development of coping abilities and problem solving.

➤ **Age**

- These games and gamified activities can be played pleasantly and constructively by both young children (6-12 years old) as well as adolescents (13-18 years old). They have the potential of different variations and modifications and adjustments to their application (for instance, the equipment which is used, the way that players move, the rules of the games etc.).

32

➢ **Team/s - Number of participants/players**

• The number of participants/players and team distribution into small or big groups depends on the needs and the aims of the game, the available playing area and the individual characteristics of the participants/players:
• Small group (2-6 players)
• Medium group (6-14 players)
• Big group (14-24 players)

➢ **Venue – playing area/space**

• Open - outdoor area / space (e.g. schoolyard, outdoor volleyball or basketball court etc.) or confined - indoors area (e.g. gym hall or spacious classroom, indoor volleyball or basketball court etc.), in a rectangular or circular shape and with dimensions which can be adjusted depending each time on the needs and the aims of the game and the number and the individual characteristics of the participants/players (e.g. age, skill-ability level of players etc.).
• It should always be ensured that there is enough room/space for all the participants and safe access.
• The playing area, specifically, and the surrounding space, in general, should be cleared from dangerous objects and natural obstacles and protected from external threats, so that a sense of safety and trust can be developed.

➢ **Variations - Modifications**

• Some elements or/and rules of the games could be modified or adjusted accordingly in order to achieve variety and different levels of difficulty while performing the required motor and social skills. This way, games can satisfy participants needs effectively and, at the same time, can properly address participants' different abilities and individual characteristics.

➢ **Equipment**

• Pieces of chalk, adhesive paper tapes, sheets of paper (A4) or pages of newspapers, magazines etc. (or alternatively: balloons or paper balls, sponges, small, light plastic or cloth balls etc.), handkerchiefs (or alternatively: pieces of cloth or plastic rings), balls, balloons (depending on the number of participants and the number of the forming groups/teams), as well as: cones, hoops, ropes, canes, sponges etc. (or alternatively: other equivalent equipment which could be used in order to create various "lanes" with hurdles etc., e.g. paper boxes and rolls, rubber bands, small or big pieces of cloth etc.).

➢ **5.1 (A): "Introductory Games" - "Acquaintance - Familiarization - Communication Games"**

- **"Introductory Games" - "Acquaintance - Familiarization - Communication Games"** often constitute a main part of all team meetings, in general, as well as of the organized sports programs and physical activities in particular. They have been proved particularly effective with new teams or when new members are added in an existing team and many and different kinds of activities, and when new games are included in the program.

- These games, act as a "ritual" for the game to start in a pleasant, relaxing and supportive environment, help the participants feel at ease within the group, and feel wholly integrated. At the same time, they encourage communication among the players making them feel accepted and free to express themselves and share various emotions. In this way, altruistic behavior and collaboration are promoted and team cohesion is increased, thus creating a group identity.

- "Introductory Games" - "Acquaintance - Familiarization - Communication Games" are appropriate for people of all ages and can be applied even with preschool children. The teachers should try to create an environment which promotes feelings of intimacy, satisfaction, certainty and security, in order to facilitate familiarity and acquaintance among them.

➢ **5.1.1 Name: 1) "The rolling ball":**

* An introductory playful activity of acquaintance, familiarization and communication which can be played by children of younger ages or people with special motor abilities, who, probably, do not have the average level of fundamental movement and handling object skills.

➢ **1 – (a) "The rolling ball":**

➢ **Description & Main rules:**

🔸 Participants sit on the floor next to each other (on the circumference of a circle) and place their legs in abduction position (spread open) while the teacher, holding a ball in his/her hands, sits in the same position in the center of the circle.

🔸 Turning left or right on the spot each time, the teacher stands directly opposite each participant's side on the role and introduces himself/herself in a calm and friendly voice by saying slowly and clearly his/her name (e.g. "My name is… or I am…").

🔸 After that, the teacher "rolls down" the ball carefully towards the specific participant, making sure that it gets to the participant's hands and asking his/her name (e.g. What is your name? ...)

🔸 As soon as the participant catches the ball, he has to return it to the teacher in the same way ("rolling the ball") while introducing himself/herself by saying slowly and clearly his/her name (e.g. My name is… or I am…).

🔸 The teacher repeats the same procedure, in the same way each time, for each participant who is sitting on the circle. Thus, giving the opportunity to introduce himself/herself, to communicate and to get to know each member of the team in a more personal way.

🔸 If the teacher considers it necessary, he/she can continue the activity, repeating the same procedure all over again, but this time in reverse.

➢ **1 – (b) "The rolling ball":**

➢ **Description & Main rules:**
🔸 The teacher and the participants remain in the same position and order as previously.

🔸 The order in which they will exchange their position each time is defined by draw; all participants, one after the other, sit in the circle center and take over the role of the teacher described in the previous activity (1-a), while the teacher himself/herself changes roles with the participant and sits in his/her place in the circumference of the circle.

🔸 In this way, the previous procedure is repeated but this time each participant becomes the center of interest and attracts the team's attention, thus having the opportunity to introduce himself/herself, communicate, and to get to know each team member in person.

➢ **Variations - Modifications**
❖ **(1st) Modification 1-(a) & 1-(b):** Procedure of acquaintance – introducing themselves and communication among all:
✓ From the beginning of the procedure or gradually after every repetition more personal information could be introduced or added such as: their birth country or their favorite game/sport etc. (e.g. "My name is…. and I am from..."   - … "What is your name and where are you from?" or "I like football… - ..What is your favorite game/sport?" etc.)

> ➤ **5.1.2 Name: 2) "The ball in the center":**

> ➤ **2 – (a) "The ball in the center":**

➤ **Description & Main rules:**

✦ The participants stand in a relaxed erect – upright position next to each other on the circumference of the circle while the teacher stands in the circle center in the same position as them holding a ball in his/her hands.

✦ With small turns on the spot (left or right) each time, the teacher stands straight opposite each participant in turns, he/she makes one step towards him/her and with a calm and friendly voice he/she introduces himself/herself by saying slowly and clearly his/her name (e.g. "My name is… or I am…").

✦ The teacher throws a chest pass to the participant with both hands calmly and carefully in such a way that gives participant the time to react accordingly and receive the ball with both hands easily and safely, while asking his/her name (e.g. "What is your name").

✦ After the participant receives the ball, he/she also moves one step forward to teacher's side-position and returns the ball back to him/her in the same careful way, while saying his/her own name simultaneously (e.g. "My name is…" or "I am…").

✦ The teacher repeats, always in the same way, the procedure for each participant who stands in the circle, thus having the opportunity to introduce himself/herself, to communicate and to get to know each team member in person.

✦ If the teacher considers it necessary, he/she continues the activity repeating the same procedure all over again, but this time in reverse order.

> ➤ **2 – (b) "The ball in the center":**

➤ **Description & Main rules:**

✦ The teacher and the participants remain in the same position and maintain the same order.

✦ Their position each time is defined by draw, and all participants stand upright in the circle center and take over the role of the teacher had described in the previous activity (2-a). The teacher changes roles with the participant

and stands upright in his/her place in the circumference of the circle.

✦ The previous procedure is repeated but this time each participant becomes the center of interest and attracts the team's attention, thus having the opportunity to show responsibility and comprehension and to introduce himself/herself, communicate and to get to know each team member in person.

➢ **Variations - Modifications**

❖ **(1st) Modification 2-(a) & 2-(b):** Process of acquaintance, introducing themselves, and communication among all:

✓ From the beginning of the procedure or gradually after every repetition more personal information could be introduced or added such as: their birth country or their favorite game/sport etc. (e.g. "My name is…. and I am from..."   - … "What is your name and where are you from?" or "I like football…   - .. What is your favorite game/sport?" etc.)

❖ (**2nd) Modification 2-(a) & 2-(b):** Ways the participants could handle-pass the ball:

✓ The teacher or the player who stands in the center of the circle, could perform the same activity by throwing the ball towards each participant in different and more complex ways (e.g. using only one hand, from high or low position/level, with jumps, make bouncing or reverse pass, kicking the ball with their feet or hitting it with their head, etc.). As soon as the specific participant receives the ball, he/she will have to return it in exactly the same way, imitating the teacher's movement, while answering the relevant question.

➢ **5.1.3 Name: 3) "Find where I am - Say who I am":**

➢ **Description & Main rules:**

✦ The participants scatter around freely in the delimited playing area and the teacher asks them to try to discover different ways of moving inside it, while trying to be careful not to touch each other but also to change direction and way of move as soon as they meet another participant in their way.

✦ The teacher, holding a handkerchief in his hands (either a sponge or a small ball, etc.), moves among the participants constantly and seeing that he/she is not noticed by the rest, he/she "secretly" gives it to one of the

participants and consecutively he/she gives everybody the signal (voice, clapping, whistling etc.) to stop moving.

➕ As soon as the signal is heard, the participant who got the handkerchief should perform a jump, and stay still in an upright/erect position with legs apart (open) while holding the handkerchief high up in his/her hands up.

➕ At the same time, the other participants should try to spot immediately the precise position in the space of the specific participant and perform a jump and stand still in such a position of readiness that their body should be turned straight opposite him/her and one of their hands should point straight to his/her direction, calling simultaneously his/her name.

➕ After the teacher's second signal the participants start moving again in the space in the same way as it was initially defined, while the participant who got the handkerchief (or sponge or small ball etc.) is moving among the rest and tries to give it "secretly" to someone else, and so on...

➕ The activity goes on until all participants have the opportunity to get the handkerchief in their hands and, thus, be in the center of attention and receive the token of recognition and acceptance from their team.

> **5.1.4 Name: 4) "Ten (10) passes":**

> **Description & Main rules:**

➕ Participants are divided into two equal in number and ability teams (e.g. team A and team B). After draw or mutual agreement the players of one team (e.g. team A) are lined up standing next to each other on the circumference of the circle, while the other team's players (e.g. team B) scatter around and take position inside the circle.

➕ As soon as the teacher passes the ball to one of the team players who is in the circumference of the circle (e.g. team's A) and gives the "start" signal, the players should start immediately exchanging "ten (10) consecutive/non-stop passes" with each other. At the same time, the other team's players who are inside the circle (e.g. team's B) have to try to "steal" the ball (either catching the ball or simply touching it and changing or discontinuing its direction) and thus to prevent them from completing the ten passes.

➕ In order for a pass of a circumference player to someone else to be valid, the specific player should call out the name of the player to whom he/she passes the ball. If he/she does not do it on time or if he/she calls the wrong name, the pass does not count and they should restart pass counting.

➕ If a player of the "internal" team (e.g. team B) manages to "steal" the ball, or if/when the players of the "external" team (e.g. team A) succeed in completing their effort (exchanging "ten non-stop passes") the teams

must switch positions and roles.

➢ **Variations - Modifications**

❖ **(1st) Modification:** Definition of the game winner:
✓ In case we wish to define who will be the winner of the game, it could be stated at the beginning that each time a team manages to complete the exchange of all "ten consecutive/non-stop passes" will win a point, and consequently the winning team will be the one with the most points at the end of the game.

❖ **(2nd) Modification:** Available time given to the players in order to complete their effort:
✓ Limited - specific time could be defined during which the team players should exchange the "ten consecutive/non-stop passes".

❖ **(3rd) Modification:** How players should handle the ball (passing / valid "stopping" the ball):
✓ It could be defined that the player standing on the circumference of the circle could decide the type of the pass, e.g.: a) with both hands or with one hand, b) hitting or kicking, c) rolling or bouncing the ball, d) return the pass immediately after they receive it ("at once") or after a stop-control of the ball precedes etc. Respectively, the ways with which the players who are inside the circle are allowed to "steal" the ball "validly" could be adjusted, e.g. using only their hands or only their legs etc.

➢   **5.1.5 Name: 5) "The circle with the names" – or – "The circle with the countries":**
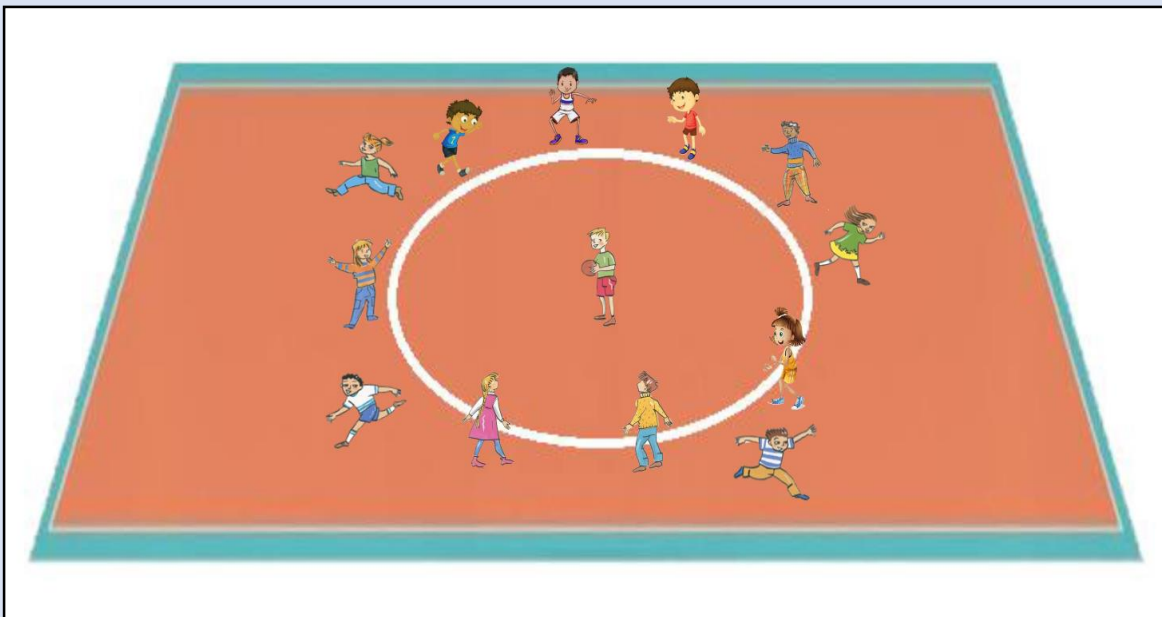
➢ **Description & Main rules:**

⬦ The participants are lined up, standing next to each other, on the circumference of the circle and after draw, one of them takes his/her place in the circle center while holding a ball in his/her hands.
⬦ The player who is in the center of the circle should throw the ball high up and vertically, while simultaneously calling out the name of one of the other players who he/she will choose. Then he/she, and the other players who did not hear their names, must quickly run away from the center of the circle.
⬦ On the contrary, the player who heard his/her name should run immediately to the center of the circle, trying to

catch the ball with his/her hands before it hits the ground, or before the ball bounces once or twice on the ground (depending on the ability of the players and the size of the circle).

 + If he/she does not catch the ball before it touches the ground, he/she must take it as fast as possible and call out the signal: "1, 2, 3 – STOP!!".

 + On hearing: "…STOP" at the end of the signal, all players must stay still instantly in their current position.

 + But if the player who heard his/her name catches the ball on time before touching the ground, then he/she has the right to call out the name of another participant who he/she will choose, forcing him/her this way to return fast (no matter how much distance he/she has covered to the center of the circle and call out the signal: "1, 2, 3 – STOP!!" in order to make everyone stay still.

 + The player who will catch the ball has the potential to move one, two or three steps (according to participants' abilities) from the center of the circle towards the player he/she has chosen to point at. After calling out his/her name, he/she must throw the ball trying to disqualify him/her.

➢ **Variations - Modifications**

❖ **(1st) Modification:** Definition of the game winner:

✓ In case we wish to determine who will be the winner of the game, it could be defined at the beginning that: if the player who throws the ball calls out the name correctly and hits successfully - "disqualifies" the player, then he/she will win a "point". But if he/she calls out a wrong name or misses the target, then the "point" goes to the other player. Winner is considered the player who will win most "points" at the end of the game.

❖ **(2nd) Modification:** Players who stand on the circumference of the circle:

✓ It could be determined that the players who stand on the circumference of the circle are divided into "couples" who will hold each other – will be connected in different ways (e.g. from hands, elbows etc.) and must move around together.

❖ **(3rd) Modification:** Ways that players could move:

✓ It could be defined that the players should move, in order to get away from the circle center, in various ways apart from running e.g. with different kinds of jumps and bounces, side steps, hopscotch etc.

❖ **(4th) Modification:** Way of staying still:

✓ It could be defined that the players (either individually or in couples) should stay still at the signal: "1, 2, 3 – STOP" in various body positions - postures, e.g.: to stay still creating different shapes - figures (e.g. open/wide – closed/narrow etc.), using different ways of standing and balancing positions (e.g. in big or small surfaces, in limbs – parts of the body etc.), at different levels in the space (high, medium, low) etc.

❖ **(5th) Modification:** Ways the players could handle the ball (the throw):

✓ It could be defined that the player who stands in the center should throw the ball in various ways, e.g.: with both hands or with one hand, hitting or kicking the ball, rolling or bouncing it on the ground etc.

❖ **(6th) Modification:**
❖ **Game: "Circle with countries"**

✓ This game could be played in the exact same way with the modification that the player who stands in the circle center each time, instead of calling out the name of the participants, should call out the "country" they have chosen to represent at the beginning of the game. The same modifications can be applied in this variation of the game.

> ➢ **5.1.6 Name: 6) "Immunity nests and birds":**
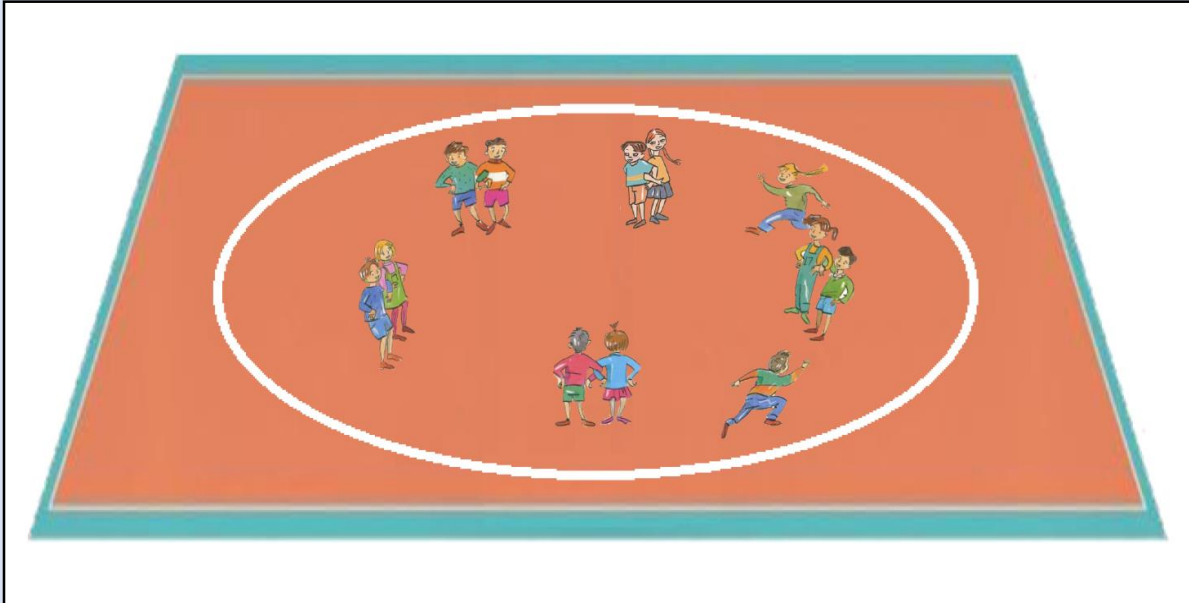
> ➢ **Description & Main rules:**

✚ After draw among those who wish to take over these specific roles, the teacher determines one of the participants as the "free" player, called the "bird", and a second one as "chaser".

✚ All the other participants, either out of their choice or with the teacher's help or suggestion, form pairs and hold "arm in arm" (crossing their elbows) with the "free" hand on the waist, and create an "immunity nest".

✚ The players of each pair, holding each other in this way, then scatter around freely in the delimited area (or as set by the teacher, e.g. circular etc.) and standing straight opposite its interior, they are set in a stable position inside it.

✚ With the "start" signal by the teacher the "chaser" player starts chasing the "bird" player in order to "touch" him/her (not to "catch" or "pull" him/her as it is considered a fault) and to 'disqualify' him/her while he/she runs among the "immunity nests" pairs in order to escape from the 'chaser'.

✚ As soon as "bird" player feels threatened by the "chaser's" touch and in order to get away and gain immunity promptly, he/she can run and hold the bent arm ("arm in arm") of one of the two players.

✚ As soon as this occurs, the player on the other side of the specific "nest" must "release" himself/herself immediately from the 'nest' and become the new "bird", running to escape from the "chaser".

✚ If/when the "chaser", touch the "bird" they must switch roles automatically.

✚ The teacher should take care that the game continues until all participants have played all roles in the most fairly way possible.

> ➢ **Variations - Modifications**

❖ **(1st) Modification:** Definition of the game winner:
✓ In case we wish to determine who will be the winner of the game, it could be defined at the beginning that the player who will win is the one who has touched most "birds" until the end of the game.

❖ **(2nd) Modification:** Number of players in an "immunity nest":
✓ The "immunity nests" can include more than two (2) participants.

❖ **(3rd) Modification:** Way players move:
✓ It could be determined that players should move in different ways apart from running, e.g.: with different kinds of jumps and bounces, side steps, hopscotch etc.

❖ **(4th) Modification:** Position-mobility of the "immunity nest":
✓ It could be determined that "immunity nests" should not stay still in a particular place/position but move around (walking or in any other way).

> **5.2 (B): "Collaboration – Trust Games"**

• It is mandatory for the participants - members of a team to get to know each other first, to familiarize themselves with the idea of collaboration and to develop feelings of safety and trust, in order to collaborate and achieve the team's common purpose.

• **The "Collaboration - Trust Games"** can foster this conception as they help all team members to realize the significance of supporting the participation of others and the need of developing trust and collaboration among them. Through their application the initial hesitations and inhibitions, which often result from the fear to freely express within a team, are gradually overcome. As trust builds up, participants are more willing to engage in activities which require sharing personal information and relying on others.

• The teacher's firm, but fair, approach aiming to avoid problems, create commonly accepted rules of conduct, determine participants' roles from the beginning of the game (this is particularly important for a constructive and effective collaboration among all participants). Such an approach is expected to reduce negative experiences and foster the feeling of a fair, equal, safe and trustworthy environment.

➢ **5.2.1 Name: 1) "The spacious hoops":**

➢ **Description & Main rules:**

➕ Participants are scattered around the delimited playing area on the ground where a respective number of hoops have been placed (the total number of the hoops should be one fewer than the participants' total number).

➕ As soon as the sound rhythmic signal (e.g. music, tambourine, whistle, clapping hands etc.) is given by the teacher the game begins, and participants start moving around the playing area with slow and relaxed running inside the delimited area and among the hoops. At the same time they try not to touch each other but also to change direction every time they meet another participant in their course.

➕ As soon as the teacher stops the sound signal, the participants stop moving and immediately head for one of the "free" hoops as fast as possible in order to first jump into it. The aim is to avoid being the last player without "his/her own" hoop.

➕ The player who will remain last and will not have time to jump into one of the "free" hoops should check around him/her quickly and choose one of the already "occupied" hoops and try to fit into it.

➕ Every time the sound signal is given, the teacher should deduct one more hoop so that in each repetition of the game fewer available hoops remain which the participants can jump into. This results in stronger collaboration among the participants in order to fit into the hoops.

➕ The game could go on until two (2) or even only one (1) hoop remains on the ground in which, after stopping the sound signal, all participants should fit into.

➢ **Variations - Modifications**

❖ **(1st) Modification:** Way players move:
✓ It could be decided that the participants should move in different ways apart from running, e.g.: different kinds of jumps and bounces, side steps, hopscotch etc.

➢ **5.2.2 Name: 2) "The chasers' chain":**
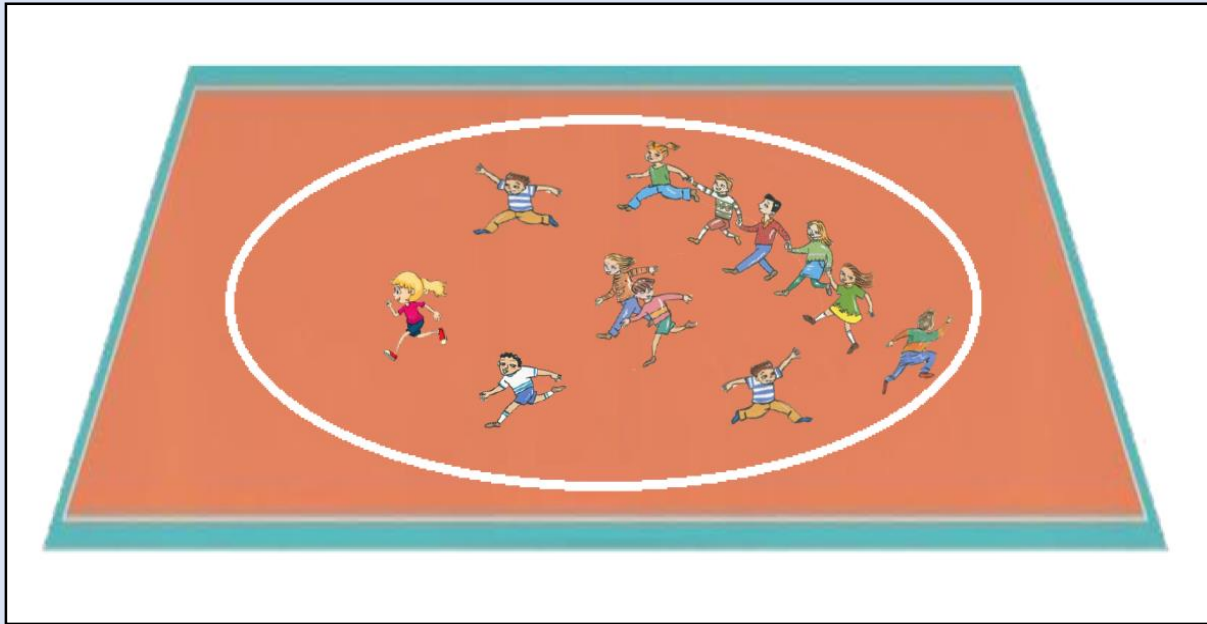
➢ **Description & Main rules:**

🞢 Participants are scattered around the delimited playing area and draw the "chaser" of the game.

🞢 After the starting signal of the first "chaser", he/she starts chasing the others with the aim of "touching" (not "catching" or "pulling") and disqualifies them, "converting" them into "chaser" players.

🞢 The first player who gets disqualified by the "chaser" has to hold the "chaser's" hand, and as a pair now they chase the rest of the players. Every player who is disqualified joins them and joins the "chasers' chain" until they disqualify all players.

➢ **Variations - Modifications**

❖ **(1st) Modification:** Number of "chasers":

✓ It could be defined (depending on the playing area and the number of participants) that the game could start with more than once "chasers" and continue with more "chains of chasers".

❖ **(2nd) Modification:** Way players move:

✓ It could be decided that the participants should move in different ways apart from running, e.g.: different kinds of jumps and bounces, side steps, hopscotch etc.

> ➤ **5.2.3 Name: 3) "The chasers with the hoop":**
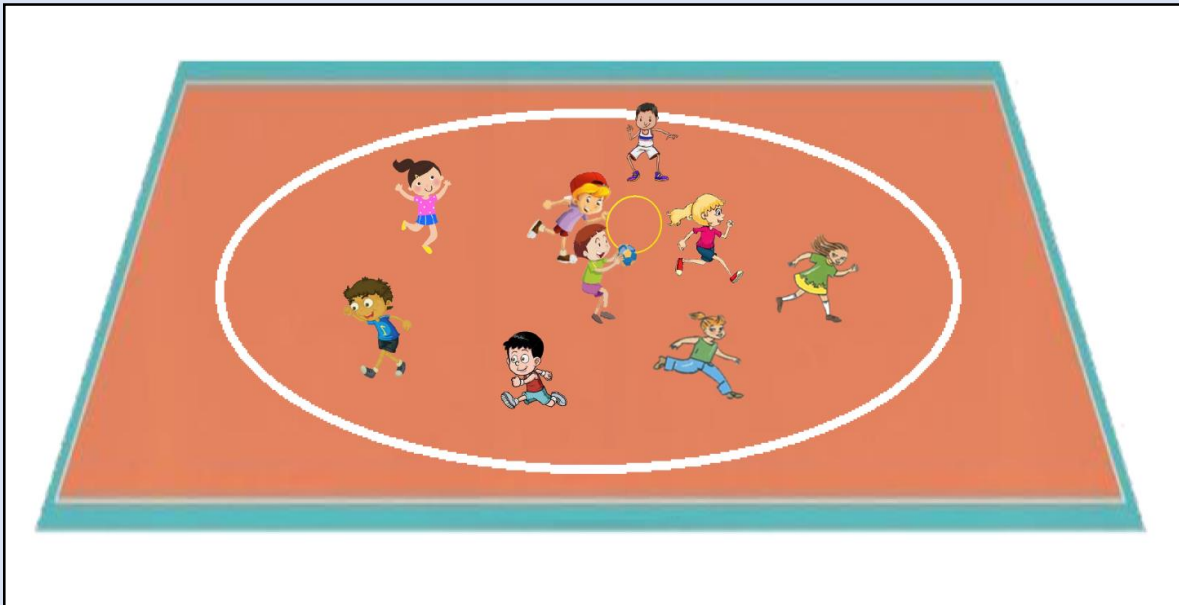
> ➤ **Description & Main rules:**

✚ The participants are divided into pairs (player A and player B). The duration of the game is set (e.g. 2' or 3' etc.). A draw defines the order in which a pair will be the "chaser pair". Each "chaser pair" chases the rest of the participants in order to "burn" them and "freeze" (immobilize) all of them or as many as they can in specific time limits.

✚ During chasing, one of the "chaser" players (e.g. player A) should hold a hoop in his/her hands with the aim of "locking" his/her target (i.e., place the chased player inside the "target point" of the hoop), while the other player of the pair (e.g. player B) should try throwing the ball through the hoop span and hit the "target" player to "freeze" (immobilize) him/her.

✚ To start the game, the two players (A and B) of each "chaser pair" decide on their role and the first pair takes position in the delimited area.

➤ The throw of the "chaser player" is considered "valid" when: a) the player's hand or body does not go through the hoop, b) the ball passes through the hoop span and c) no one gets hit on the head.

➤ The "freeze" players should stay still in an upright standing position with their legs wide open and hold their hands stretched up and joined high, creating a "Pyramid" with their body.

➤ In order for the "Pyramids" to move again, one of the "free" players should pass through their open legs so as to set them "free" ("pyramids" could be set "free" with a "touch" etc).

➤ The players who try to run away from the chasers have the potential to get "immunity", if before the chaser's ball touches them call the word "Mushroom!!" and freeze in a low coiled position, forming a very closed shape with their body.

➤ In order for the "Mushrooms" to move again, one of the "free" players should pass/jump above them, so as to set them "free" ("mushrooms" could be set "free" from the other players with a "touch" etc).

➤ In the middle of each pair's chasing period the "chasers" (A and B) can switch roles (following the teacher's signal).

➤ After the end of the pair's chasing period the next pair takes the role of the "chaser" (following the teacher's signal) and the game goes on until all pairs and for the same number of repetitions have become "chasers".

➢ **Variations - Modifications**

❖ **(1st) Modification:** Winner of the game:
✓ In case the teacher wishes to define the winner of the game, it could be determined that winner is considered the "chaser pair" which has managed to "freeze" the more players during the chasing period.

❖ **(2nd) Modification:** Number of "chaser pairs with the hoop":
✓ It could be determined that (depending on the playing area and the number of participants) the game could start with more than one "chaser pairs" each time.

❖ **(3rd) Modification:** Way players move:
✓ It could be determined that the participants should move in different ways apart from running, e.g.: different kinds of jumps and bounces, side steps, hopscotch etc.

➢ **5.2.4 Name: 4) "The transporters":**
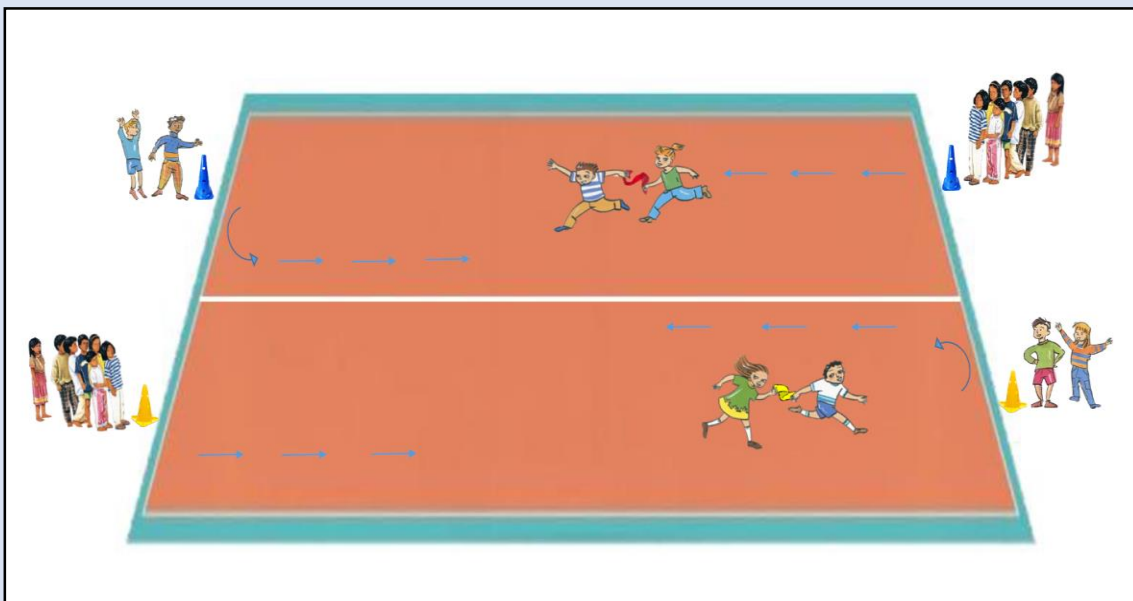
➢ **Description & Main rules:**

🔸 The court is separated in half (longwise) and the participants are divided into two equal in number and ability teams (A & B). The teams take a facing up position in the opposite side of the half court that corresponds to each team.
🔸 After a draw for the order of the participants, they line up in "single files" (one behind the other) behind a cone which has been placed in the final line of each team's half court. This is the team's starting point.
🔸 Each team's first player holds a handkerchief (or a plastic ring etc.) and takes position in the other side of his/her court and behind a cone which has been placed in the middle of the opposite final line which will be the finish point of the route the players will run.
🔸 With the teacher's signal, the first player of each team has to run the distance to the opposite starting point where all the other players stand and stretch out the handkerchief to the first player who waits there and, after catching it, he/she runs together with the first player behind the cone where he/she started at first.
🔸 As soon as they get behind the cone, the first player lets of the handkerchief and remains there, while the

second player, running and holding the handkerchief returns to the team's starting point in order to transport the next (third) player to the finishing point etc.

✚ The game goes on until the last player of each team is "transported" – passes to the opposite side and behind the cone of each team's court final line (finish point).

➢ **Variations - Modifications**

❖ **(1st) Modification:** Winner of the game:
✓ In case the teacher wishes to define the winner of the game, it could be determined that the winner of the game could be the team that managed to transport successfully and faster all their players behind the finish line.

❖ **(2nd) Modification:** Way participants move:
✓ It could be determined that the participants could move in different ways apart from running, e.g.: different kinds of jumps and bounces, side steps, hopscotch etc.

❖ **(3rd) Modification:** Configuration of the route:
✓ The specific route could be modified depending on the desired goals and the degree of difficulty the teacher wishes to have, by placing several obstacles around the playing area (e.g. cones, ropes, sponges, rods etc.). Participants could run between, up or down them etc while trying to cover the route.

❖ **(4th) Modification:** Ways players relate to each other:
✓ Instead of holding the handkerchief (or the plastic ring etc.), it could be determined that players should hold each other arm, place their hands around their waists ("belly chain"), touch shoulder etc.

➢ **5.2.5 Name: 5) "Team's shopping":**
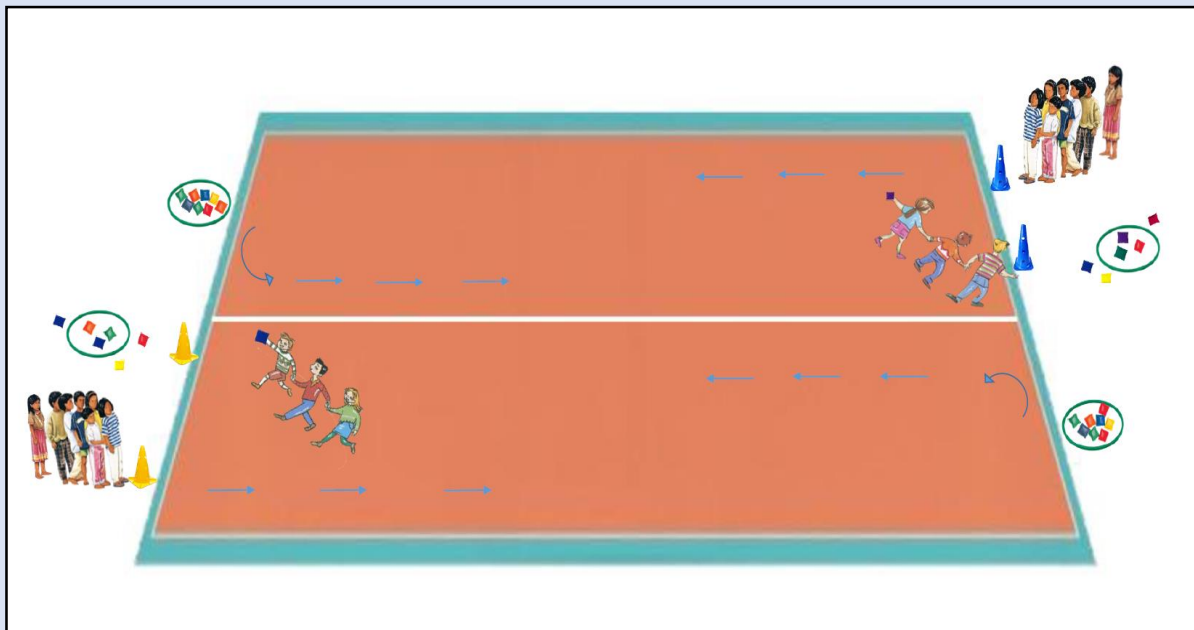
➢ **Description & Main rules:**

✚ The court is separated in half (longwise) and the participants are divided into two equal in number and ability

47

teams (A & B). The teams take a facing up position in the opposite side of the half court that corresponds to each team..

♣ After a draw for the order of the participants, they line up in "single files" (one behind the other) behind a cone which has been placed in the final line of each team's half court. This is the team's starting point.

♣ On the final line of the court side of the court where each team stands and in a distance (e.g. 2-3m) another cone is placed next to the starting point/cone which will be the finishing point for each team and in a respective distance (e.g. 2-3m), in the same straight line as the cone and behind the finishing point, a hoop is placed (either a paper box, a basket or something similar drawn on the ground – floor with chalk or some other material) which constitutes the "warehouse" for the "shopping" the teams will do then.

♣ On the opposite half side of each team's court and in the middle as well as just behind the team's final line a hoop is placed (either a paper box, a basket or something similar drawn on the floor – ground with chalk or some other material) in which as many sponges - "shopping" (or paper balls etc.) as the team players have been placed.

♣ With the teacher's signal, the first player of each team begins to run to the opposite line of the court where the hoop with the sponges "shopping" are.

♣ When the player gets there, he/she should pick up - "shop" one of them and immediately goes back to his team, aims carefully and throws the sponge through the hoop "warehouse" (e.g. 2-3 m from his/her position; the whole sponge should get through the hoop rim).

♣ Then, the first player should turn to the second player in the line, hold his/her hand (or arm) with his/her "non-dominant" (in order to have the dominant hand free during the following throw) and holding each other this way to start running together to the opposite finish line where the hoop with the sponges – "shopping" is placed.

♣ When both players get there, the second one now has to pick up - "shop" the next sponge and running together they must return to their team's side, and throw the sponge in to the hoop - "warehouse" of their team without separating their hands.

♣ Then, they have to take the next (third) player, and repeat the same procedure.

♣ The game goes on until the last player of each team has the opportunity to participate in "shopping" and "storing" the sponges.

➢ **Variations - Modifications**

❖ **(1st) Modification:** Winner of the game:
✓ In case the teacher wishes to define the winner of the game, it could be determined that the winner could be the team which managed to transport and put into its hoop "warehouse" most sponges - "shopping" until the end of the game.

❖ **(2nd) Modification:** Way participants move:
✓ It could be determined that the participants could move in different ways apart from running, e.g.: different kinds of jumps and bounces, side steps, hopscotch etc.

❖ **(3rd) Modification:** Route configuration players have to cover:
✓ The specific route could be modified depending on the desired goals and the degree of difficulty the teacher wishes to have, by placing several obstacles around the playing area (e.g. cones, ropes, sponges, rods etc.). Participants could run between, up or down etc while trying to cover the route.

❖ **(4th) Modification:** Way players hold each other:
✓ It could be determined that players hold each other with the dominant hand (the "good one", e.g. the right one), so when they return, he/she could throw the sponge into the hoop ("warehouse") with the other hand (e.g. the left one).

➢ 5.3 (C): "Interaction - Recreation Games"

- The purpose of **"Interaction - Recreation Games"** is to encourage active participation in enjoyable and stimulating physical activity. Furthermore, they aim to foster satisfaction from taking part in the game and development of healthy habits.

- These games offer fun and enjoyment to participants and create an autonomous supportive climate, providing a cooperating and safe environment encouraging participation and promoting development of motor and social skills.

- The implementation of such games establishes positive emotional experiences, promotes self-awareness and self-efficacy, acknowledgement of diversity, respect for collaboration, feelings of coexistence and interaction with the members of the team.

➢ 5.3.1 Name: 1) "Low flights":
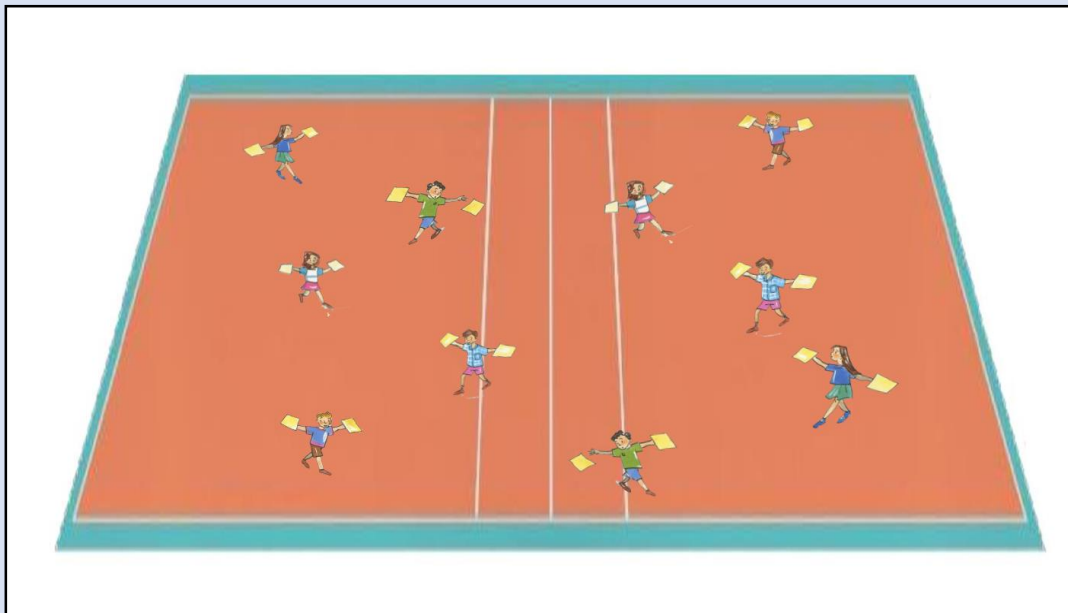
➢ Description & Main rules:

🞢 The area must be divided in half. In both sides of the midline a "neutral zone – safety zone" should be defined by drawing lines (1m at least on each side) (e.g. the midline and the attack lines on a volleyball court).

🔸 The participants are divided (either on teacher's proposal or after draw) into two equal in number and ability teams (A and B) and each team chooses its "half side" of the area by draw.

🔸 The players of each team, having their hands wide open and balancing a paper sheet on each palm (approximately A4 size, e.g. magazine pages, etc. or bigger e.g. newspaper pages etc.), are lined up (next to each other) behind the final line of their "half court".

🔸 With the teacher's signal, they start moving (e.g. with slow or fast walking or running etc.) towards the line of the "neutral zone – safety zone" on their court side. As soon as they cross the line and stand "behind" it, they return to their initial position in the final line. The aim of the game is to keep the paper sheets (or other objects) on their palms.

➢ Every time a player drops a paper sheet (or other object) he/she can continue after balancing it again on his/her palm.

➢ **Variations - Modifications**

❖ **(1st) Modification:** Routes participants have to cover and the ways they move.
Participants should:
✓ a) cover the route more than once or
✓ b) move in various ways, e.g. slow and fast walking or running, with multiple and various jumps and bounces, side steps, hopscotch etc., or
✓ c) move among the hurdles which have been placed along the route.

❖ **(2nd) Modification:** Objects carried:
✓ Various objects, such as balloons, plastic or fabric small balls, sponges etc. could be carried by the participants.

❖ **(3rd) Modification:** Drop of the paper sheet (or a different object):
It could be determined that every time a player drops his/her paper sheet (or a different object) he/she should return to the start point and try all over again.

➢   **5.3.2 Name: 2) "The cleanest court":**

➢ **Description & Main rules:**

✚ With the same teams' composition (A and B) and remaining in the same playing area, the players of each team are lined up (next to each other) behind the final line of their own "half court". Each participant has to crush and wrap quickly and carefully the two paper pages which he/she holds making them "paper balls".

✚ After that, participants define (by draw or by mutual agreement) the strategy they will follow, about the team's "initial line-up" and about the position and roles of each player in the court (e.g. leader, attackers: front – attack zone or defenders: back – defense zone).

➢ All players are behind the line of the "neutral zone - safety zone". No one is allowed to enter in this zone, in order to maintain the distance between them and wipe out the possibility of physical contact or injuries.

➢ The players' positions – roles allow them to take initiatives, depending on the occasion, during the game. Roles should alternate in every game repetition, either by draw or after a mutual agreement, based on how effectively each player responded to their position - role responsibilities.

✚ When everyone is ready and in their position, with the teacher's signal, the players of each team should try to "throw" as many objects as they can to the opposite side, while remain in their court. They must throw only "one object each time" aiming carefully so that they land into the opponents' court and always being careful "not to hit players of the opponent team".

✚ Throwing starts with the objects the players already hold in their hands and it goes on with the objects thrown by their opponents, which are "within the boundaries of their court".

➢ Players have the right to move (only inside their team's side boundaries), to pick up only the objects they find in their side and to throw them (e.g. hit them with one or both hands, or kick them etc. always according to the game terms and rules) to the opponents' court.

➢ The objects that are thrown to the opposite side while players step "outside the boundaries" are considered invalid and they are taken away from the respective court.

➢ The objects that end up into the "neutral zone – safety zone" or "outside the boundaries of each court" (the whole object must be inside or outside the border lines) must be left exactly where they fell without anyone picking them up. They are not counted for or against any team.

➢ With the teacher's "end of the game" signal, the players must stop their effort "IMMEDIATELY" and leave the objects that they currently hold carefully on the ground. If one of the objects is thrown to the opposite side after the "end of the game" signal, it is returned back to the same team.

✚ The duration of the game is specified each time (e.g. 2´-3´ minutes). The game can be repeated several times. Teams should "switch" sides. Before every repetition or switching sides, there is a few minutes' time for the players to rest and to discuss their team's performance and their strategy in the next game.

➢ **Variations - Modifications**

❖ **(1st) Modification:** Winner of the game:
✓ In case the teacher wishes to define the winner of the game, it could be determined that the winner of the game could be the team with the "fewest objects" on its side at the end of the game and, therefore, the team with the "cleanest court".

❖ **(2st) Modification:** Equipment:
✓ It could be defined that instead of one object each time (e.g. either paper balls, balloons or sponges etc.), a variety of different objects could be used simultaneously (e.g. either paper balls, balloons, sponges and small balls etc. all together at the same time). In this case, the players, depending on the different qualities of each object (e.g. light – heavy, soft – hard, shorter – longer suspension duration, smooth – abrupt reaction to air resistance etc.) will be forced to choose the way – technique of throwing – hitting it and to adjust the respective power they will apply.

❖ **(3rd) Modification:** Way participants move:

✓ It could be determined that moving in each team's court can change each time by increasing or decreasing the degree of difficulty (e.g. with either running, side steps, jumps or hopscotch or on knees, in quadruped position, crawling or rolling etc.). In this variation caution should be taken that the court floor is appropriate.

❖ **(4th) Modification:** Throwing ways:

✓ a) Players could throw, instead of one, as many objects as they want each time.

✓ b) Players could throw or hit the objects with only one or both hands, kick them with their feet or use both hands and feet, or whichever way they choose and so on.

❖ **(5th) Modification:** Playing area:

✓ The game could be played, without applying the rule of "neutral zone – safety zone", in a volleyball court using balloons. Players should throw the balloons over the net to the opposite side.

➢   **5.3. 3 Name: 3) "Chaser trains":**
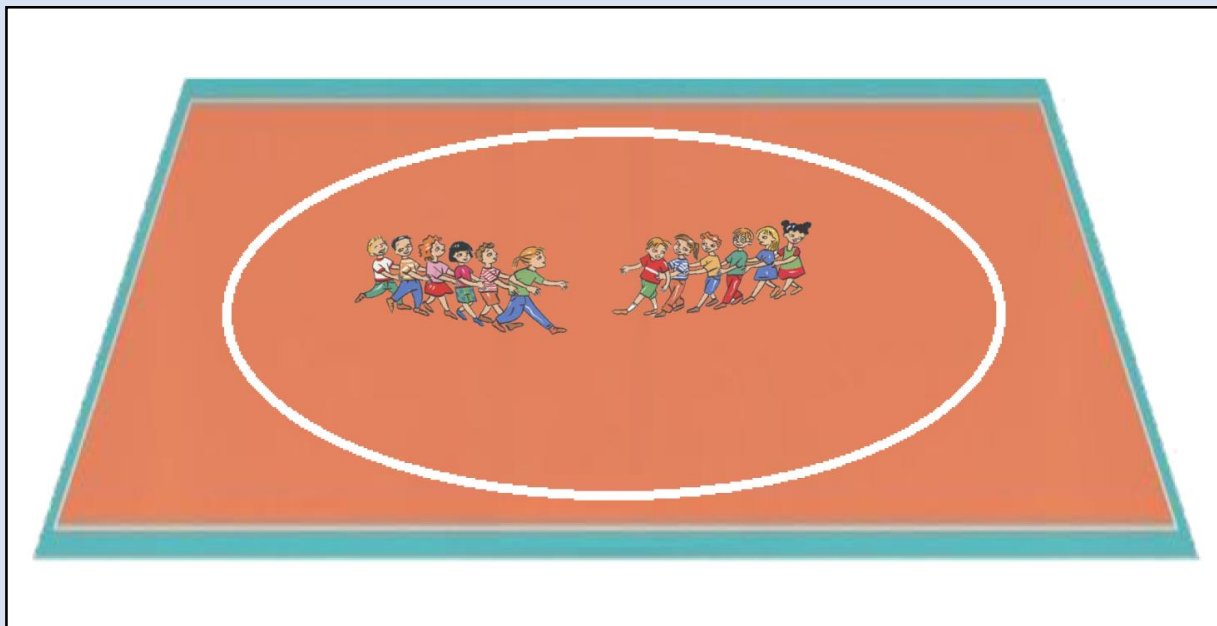
➢ **Description & Main rules:**

🔸 Participants are divided (either with the teacher's suggestion or after draw) into two equal in number and ability teams (A and B). Participants are lined up randomly (one behind the other) and hold as firmly as possible the waist (not the clothes) of the player who precedes, thus creating two "human trains". The first and last player of each line being the "first" and the "last wagon" of the train, respectively.

🔸 With the teacher's signal, the two teams - "trains" became "chaser trains" and they start moving around freely, in any way and direction they want inside the playing area. The "chaser trains" try directing their "first wagon" to such an advantageous position that it will "touch" (not to "catch" or "pull" as it is considered invalid) and disqualify the other team's – "train" "last wagon", by adjusting constantly and in a synchronized and concerted manner, the way and strategy they move,.

➢ Every time a team's "first wagon" disqualifies the other team's "last wagon", the game stops temporarily until

both teams' "first wagon" change position and move to the end of their train line. Now, the "last wagons" of the train are leaving their position to the next "wagon" in line.

➢ During the game, all player "wagons" should see to protect, with the appropriate motor choices and maneuvers their "last wagon" while at the same time minding not to let of their hands and cut off their train at some point. In such a case the "train" will stop immediately until it is fully restored again.

➢ If, in some cases, the teams – "trains", do not disqualify their opponents, the teacher signals to both teams' "first wagons" switching position. The game goes on until all the players – "wagons" have the opportunity to play the role of the "last wagon" at least once.

➢ **Variations - Modifications**

❖ **(1st) Modification:** Winner of the game:
✓ In case the teacher wishes to define the winner of the game, a specific duration of the game could be determined and the team - "train" which managed to disqualify most players – "last wagons" till the end of the game will be considered the winner.

❖ **(2nd) Modification:** Way participants move:
✓ A different way of moving of the players – "wagons" could be defined across different repetitions of the game, e.g.: different kinds of jumps, side steps, hopscotch etc.

❖ **(3rd) Modification:** Way the "last wagon" gets disqualified:
✓ "Last wagons"- players could place at the back of their trousers or tracksuit different objects (e.g., a handkerchief, a short ribbon, a short rope, a long ribbon crawling on the ground etc). The other team's "first wagon" should grab or step on it in order to disqualify the "last wagons" players.

➢ **5.3.4 Name: 4) "The last wagon":**

➢ **Description & Main rules:**

⬧ The participants are divided (either with the teacher's suggestion or after draw) into two equal in number and ability teams (A and B). After draw determining which team will take position in the circumference of a circle (drawn on the ground) and which one will be inside the circle, the teams take their positions in the playing area.

⬧ The team in the circumference of the circle holds a ball.

⬧ After mutual agreement concerning the priority order, the players that are inside the circle are lined up in a file (one behind the other) holding the waist (not their clothes) of the player who precedes as firmly as possible and thus creating a human "train". The first and last player of the line, being the "first" and the "last wagon" of the train, respectively.

⬧ With the teacher's signal (e.g. his/her voice, clapping, whistling, etc.), the players in the circumference of the circle try hitting with the ball and disqualifying the team - "train's" "last wagon". Participants are allowed to aim and throw the ball directly, or feint and exchange passes before the throw.

⬧ At the same time, the "train's" players – "wagon" should try protecting their "last wagon", by adjusting constantly and in a synchronized and concerted manner the way and strategy they move and performing the appropriate motor maneuvers. Also, they have to keep in mind not to let of their hands and cut off their train. In such a case, the "train" will have to stop immediately until it is fully restored again.

⬧ Every time the "train" "last wagon" gets disqualified, the game stops temporarily until its "first wagon" changes position and moves to the end of the "train". Now, the "last wagons" of the train are leaving their position to the next "wagon" in line.

➢ If, in some cases, the teams, do not disqualify their opponents, the teacher signals to both teams' "first wagons" switching position. The game goes on until all the players – "wagons" have the opportunity to play the role of the "last wagon" at least once.

⬧ The teams remain in the same positions and roles until all the players – 'wagons" of the "train" have the opportunity to be the "last wagon" at least once. Then the teacher signals to the teams to switch roles.

➢ **Variations - Modifications**

❖ **(1st) Modification:** Winner of the game:
✓ In case the teacher wishes to determine the winner of the game, it could be defined at the beginning of the game:
• a) limited – specific time duration (e.g. 2' or 3' etc.) in which the teams will remain in the same positions and have the same roles in every phase of the game, or
• b) limited –specific number of throws (e.g. 10 or 15) each team will have the right to perform and the team that has disqualified most "wagons" till the end of the game will be the winner.

❖ **(2nd) Modification:** Way the players - "wagons" move:
✓ It could be defined a different way of movement of the "wagons" across different repetitions of the game, e.g.: different kinds of jumps, side steps, hopscotch etc.

❖ **(3rd) Modification:** Throwing of the ball:
✓ It could be defined that the participants could throw the ball in different ways (e.g. with one or both hands, only bouncing pass, only rolling etc.).

❖ **(4th) Modification:** Ways the players protect the "last wagon":
✓ It could be determined that the "train's" "first wagon" has the right to block throws and discontinue the ball course by using his/her body and limb movements as a protection shield for the "last wagon".

> ➢ **5.3.5 Name: 5) "The numbers":**
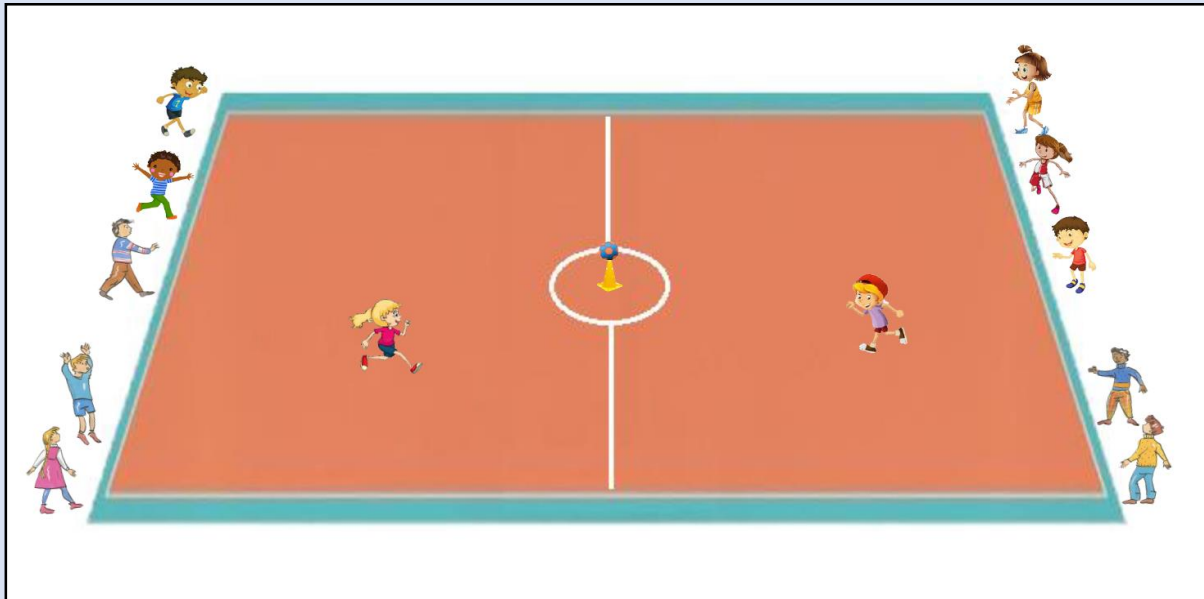
➢ **Description & Main rules:**

✤ In the center of a court (e.g. volleyball court), a circle (approximately 1m) has been formed (e.g. with chalk, adhesive paper or rope etc.) and a cone with a ball on it (or a handkerchief or a sponge on the ground etc.) has been placed in the circle center.

✤ Participants, either with mutual agreement or after the teacher's objective evaluation based on each player's individual characteristics and abilities – skills (or combining both) are divided into as much as possible more equal in ability pairs (i.e., players of the same pair have equal abilities). The pairs are numbered (e.g. 1, 2, 3, … etc.) so that both players share the same number.

✤ The teacher divides the pairs into two different teams (A and B). Each team is lined up behind the final line of its half court. Participants are placed in an ascending arithmetic order, so players of the same pair (i.e., with the same number) are opposed.

✤ The teacher calls out a number and the players of both teams with the same number run fast to the center of the court and "grab" the ball from the cone (or the handkerchief or the sponge from the floor etc.). Players should bear in mind not to step on the circle (otherwise the effort is considered invalid)

✤ The player aims to "grab" the ball first, hold it, and manage to return to his/her previous position without being touched by the opponent. The other player must chase him/her in order to "touch" him/her (grabbing or pulling is considered invalid) before he/she gets behind the final line.

✤ In the case that the two players get to the circle simultaneously, they will have to decide quickly about which tactic and strategy they will follow and with movements and feints they try to "steal" the ball and run back to their position without being "touched" by the opponent.

✤ If a player at some point drops the ball from his/her hands, he/she can try to catch it again and go on playing. If he/she fails to catch it and the opponent does so, then they swap roles automatically.

➢ **Variations - Modifications**
❖ **(1st) Modification:** Winner of the game:
✓ In the case the teacher wishes to define the winner of the game, it could be determined that every time a player

passes through the final line without being "touched" by the "chaser" player, his/her team wins a point. Winner will be considered the team with most points.

❖ **(2nd) Modification:** Ways players move:
✓ It could be defined that the players should move in different ways, apart from running e.g. different kinds of jumps, side steps, hopscotch etc.

❖ **(3rd) Modification:** Number of participants involved:
✓ The teacher can call out more than one number. In this case, more players in the activity, e.g. 4 or 6 players (i.e., two or three players of each team) etc.

References (PART II)

Batllori J. (2010), *"Juegos de educación física" – "Educar Jugando"*, published by Parramon Ediciones, Spain 2010. ISBN 13: 9788434223875 / (* Batllori J. (2003), *"50 παιχνίδια φυσικής αγωγής"* - Σειρά: Ομαδικά Παιχνίδια: Μάθηση Μέσα από το Παιχνίδι, εκδ. Μαλλιάρης Παιδεία, Αθήνα 2003. ISBN: 9602395729).

Batllori J. (2011), *"Juegos de ciencias naturales y sociales"* – "Educar Jugando", published by Parramon Ediciones, Spain 2011. ISBN: 9788434223851 / (* Batllori J. (2003), *"50 παιχνίδια φυσικών και κοινωνικών επιστημών"* - Σειρά: Ομαδικά Παιχνίδια: Μάθηση Μέσα από το Παιχνίδι, εκδ. Μαλλιάρης Παιδεία, Αθήνα 2003. ISBN: 9602395737).

Horowitz G. (2009), *"International Games: Building Skills Through Multicultural Play"*, Human Kinetics, USA 2009. ISBN-13: 978-0736073943.

Orlick T. (2006), *"Cooperative Games and Sports: Joyful Activities for Everyone"*, 2nd ed., Human Kinetics – USA. ISBN-13 978-0-7360-5797-4.

Plummer D. M. (2007), *"Self-esteem games for children"*, Jessica Kingsley Publishers, London and Philadelphia 2007. ISBN: 9781843104247 / (* Plummer D. M. (2014), *"Παιχνίδια αυτοεκτίμησης για παιδιά"*, Μετάφραση: Ε. Καλισκάμη, Εκδόσεις Πατάκη, Αθήνα 2014. ISBN 978-960-16-2985-8).

Plummer D. M. (2008), *"Anger management games for children"*, Jessica Kingsley Publishers, London and Philadelphia 2008. ISBN: 9781843106289 / (* Plummer D. M. (2016), *"Παιχνίδια διαχείρισης θυμού για παιδιά"*, Μετάφραση: Ε. Καλισκάμη, Εκδόσεις Πατάκη, Αθήνα 2016. ISBN 978-960-16-3357-2).

Ripoll O. (2002), *"Play with Us: 100 Games from Around the World"*, Gemser Puplications, Spain 2002. ISBN:

1-55652-594-X.

Thiesen P. (2009), *"Arbeitsbuch Spiel fur die Praxis in Kindergarten, Hort, Heim und Kindergruppe"*, Edition: 6th, 2009 by Bildungsverlag EINS GmbH. ISBN: 978-3-8237-8059-5 / (* Thiesen P. (2013), *"420 Παιδικά Παιχνίδια για την απόκτηση σωματικών, πνευματικών, κοινωνικών και δημιουργικών δεξιοτήτων"*, Μετάφραση: Π. Ψαλλίδα, Εκδοτικός Όμιλος ΙΩΝ, Αθήνα 2013. ISBN: 978-960-508-079-2).

Tielemans J. & E. (2011), *"The Yellow Book of Games and Energizers: Playful Group Activities for Exploring Identity, Community, Emotions and More!"*, Jessica Kingsley Publishers, London 2011. ISBN: 9781849051927 / (* Tielemans J. & E. (2013), *"Η βίβλος του ομαδικού παιχνιδιού: Ευκαιρία να εξερευνήσουμε ταυτότητα, κοινωνικότητα και συναισθήματα"*, Μετάφραση: Ν. Γεωργούλια, Εκδόσεις Πατάκη, Αθήνα 2013. ISBN 978-960-16-4801-9).

Videos to be seen [Accessed on 6/6/2018]

Available at: https://theirworld.org/news/games-that-school-children-play-around-the-world
Available at: https://www.youtube.com/watch?v=EUOcxUre_2c
Available at: https://www.youtube.com/watch?v=SrOC8i2kx5A
Available at: https://www.youtube.com/watch?v=aKy8eIbQS7Y
Available at: https://www.youtube.com/watch?v=z5pSNjR8vGY
Available at: https://www.youtube.com/watch?v=podhfjyTGnY
Available at: https://www.youtube.com/watch?v=TxirSgVdC50
Available at: https://www.youtube.com/watch?v=evLNQ3mCe7I
Available at: https://www.youtube.com/watch?v=uTrC4flY7Co
Available at: https://www.youtube.com/watch?v=9ISiZ9HeGVQ
Available at: https://www.youtube.com/watch?v=kIYz0m7biS8
Available at: https://www.youtube.com/watch?v=C0jsY0ibzZ4
Available at: https://www.youtube.com/watch?v=UEAwHZbrGLQ
Available at: https://www.youtube.com/watch?v=S6vmY_e3EPg

References

Amara, M., Aquilina, D., Argent, E., Betzer-Tayar, M., Green, M., Henry, I., Coalter, F. & Taylor, J. (2005). *The Roles of Sport and Education in the Social Inclusion of Asylum Seekers and Refugees: An Evaluation of Policy and Practice in the UK*, Institute of Sport and Leisure Policy, Loughborough University - University of Stirling, p. 5. Retrieved: <https://www.sportanddev.org/sites/default/files/downloads/the_roles_of_sport_and_education_in_the_social_inclusion_of_asylum_seekers_and_refuge.pdf>

Bagavos, C., Papadopoulou, D., & Simeonaki, M. (2008). Immigration and provision of services to immigrants in Greece. ΚΕΚΜΟΚΟΠ - Institute of Labor of ΓΣΕΕ - ΑΔΕΔΥ / Panteion University. Athens. ISBN: 978-960-89279-4-0. Retrieved: <http://www.inegsee.gr/wp-content/uploads/2014/02/files/MELETH_291.pdf>

Booth, O., Cusimano, S., Easton-Calabria, E.E., & Kühn, E. (2014). United Glasgow Football Club. A pilot study in sport′s facilitation of integration. Working Paper No. 99. *Refugee Studies Centre. Oxford Department of International Development. University of Oxford*, p.3. Retrieved: <https://www.rsc.ox.ac.uk/files/files-1/wp99-ugfc-study-integration-2014.pdf>

Caperchione, C.M., Kolt, G.S. andMummery, W.K. (2009). Physical Activity in Culturally and Linguistically Diverse Migrant Groups to Western Society: A Review of Barriers. Enablers and Experiences. Sports Medicine, 39, 167-177. doi: 10.2165/00007256-200939030-00001

Cole, M., & Cole, R.S. (2001). *The Development of Children* (4th ed.). London, England: Worth Publishers. ISBN-10: 0716738333. ISBN-13: 978-0716738336

Commission of the European Communities (2007). *White Paper on Sport*. COM (2007) 391 – final. Brussels. Retrieved: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52007DC0391&from=EN>

Crisp, J. (2004). The local integration and local settlement of refugees: a conceptual and historical analysis. *UNHCR - Evaluation and Policy Analysis Unit, New Issues in Refugee Research.* Working Paper No.102, CP 2500, 1211. Geneva - Switzerland, ISSN 1020-7473. Retrieved: <http://www.unhcr.org/407d3b762.pdf>

Dykes, J. & Olliff, L. (2007). *Sport and Recreation as a Tool for Social Inclusion: The*

Experiences of Refugee and Migrant Young People, Centre for Multicultural Youth Issues, p.1. Retrieved:

<http://www.cmy.net.au/uploads/downloads/cmyi/pdfs/Publications/SportsTipSheets/SportTips08_SportandSocialInclusion.pdf>

Germanos, D. (2004). Play, an alternative perspective of the learning process. In Chatzikamari, & Kokkidou, *Play in educational processes*. Thessaloniki: University Studio Press.

Eitzen, D. S., & Sage, G. H. (2003). *Sociology of North American sport* (7th ed.). New York, NY: McGraw Hill. ISBN: 0072552506.

Engel, G. L. (1977). The need for a new medical model: A challenge for biomedicine. *Family Systems Medicine*, Vol 10(3), 1992, pp. 317-331.

ENGSO (2012). *Creating a Level Playing Field: Social inclusion of immigrants and ethnic minorities in Sport*. Erasmus+ Programme of the European Union. ENGSO - European Non-Governmental Sports Organisation. Retrieved:

<https://www.engso.com/single-post/2012/04/30/Creating-a-level-playing-field-2011-2012>

European Commission (2016). *Mapping of good practices relating to social inclusion of immigrants through sport*, Directorate C - General for Education, Youth, Sport and Culture Unit C.3 - Sport policy and programme. Final report to the DG Education and Culture of the European Commission – Study. ISBN: 978-92-79-59523-3, DOI: 10.2766/158610.

European Commission - Up2Europe (2017). *Sport as a tool for integration and social inclusion of refugees - EAC/S16/2017*, E.C., Directorate-General for Education, Youth, Sport and Culture, Directorate Innovation, International Cooperation and Sport - Unit C3 (Sport) J-70, 02/091. Retrieved:

<https://www.up2europe.eu/calls/sport-as-a-tool-for-integration-and-social-inclusion-of-refugees-eac-s16-2017_1930.html>

Hatzigeorgiadis, A., Morela, E., Elbe, A.-M., Kouli, O., & Sanchez, X. (2013). The Integrative Role of Sport in Multicultural Societies. *European Psychologist (2013). Vol. 18(3):191-202*. Hogrefe Publishing. DOI: 10.1027/1016 9040/a000155.

Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., Friedman, M., Gersons, B. P.R., De Jong, J. T.V.M., Layne, C. M., Maguen, S., Neria, Y., Norwood, A. E., Pynoos, R. S., Reissman, D., Ruzek, J. I., Shalev, A. Y., Solomon, Z., Steinberg, A. M., and Ursano, R. J. (2007). Five Essential Elements of Immediate and

Mid-Term Mass Trauma Intervention: Empirical Evidence, Psychiatry 70(4) Winter 2007., 70(4):283-315; discussion 316-69. doi: 10.1521/psyc.2007.70.4.283.

Larkin, A. (2008). *Sport and Recreation and Community Building: Literature Review for the NSW Department of the Arts Sport and Recreation*. NSW Department of the Arts, Sport and Recreation, p. 12. Retrieved:

<http://www.dsr.nsw.gov.au/assets/pubs/industry/study_communitybuilding.pdf>

McNamara, L. (2001). On the Field and Off the Field: Sport and Racial Hatred, *Racism and Civil Society: A National Summit on Racism*. Canberra. Human Rights and Equal Opportunity Commission.

Morgan, L. - RCOA (2008). *The Role of Sport in Assisting Refugee Settlement*. Refugee Council of Australia (RCOA), pp. 10-11. Retrieved:

<https://www.uts.edu.au/sites/default/files/com-student-work-morgan.pdf>

Mulcahy, G. (2017). *"Sport has the power to change the world" - N. Mandela*, Paradigm Sports - Don't Be A Kid's Last Coach. Retrieved: <https://www.paradigmsports.ca/sport-power-change-world-nelson-mandela/>

NISB - Nederlands Instituut voor Sport en Bewegen (2016). *JoinIn! - Key principles*. Retrieved: <http://international.nisb.nl/page/s991583>

Oliver, P. (2007). *What's the Score? A Survey of Cultural Diversity and Racism in Australian Sport*. Human Rights and Equal Opportunity Commission (Australian Human Rights Commission), p. 10. Retrieved:

<https://www.humanrights.gov.au/sites/default/files/content/racial_discrimination/whats_the_score/pdf/whats_the_score_report.pdf>

Olliff, L. (2008). Playing for the future: the role of sport and recreation in supporting refugee young people to'settle well'in Australia. Youth Studies Australia, 27(1), 52.

Pantazis, S. (2002). Η Παιδαγωγική και το Παιχνίδι - Αντικείμενο στο Χώρο του Νηπιαγωγείου. Gutenberg. Αθήνα.

Refuge Council of Australia (2010). *A Bridge to a New Culture. Promoting the participation of refugees in sporting activities*. Full Report. Retrieved:

<https://www.refugeecouncil.org.au/r/rpt/2010-Sport.pdf>

Refugee crisis (2017). *Fact sheet*. Hellenic Republic - General Secretarial for Media & Communication. Retrieved: <https://government.gov.gr/wp-content/uploads/2017/04/gr_fact_sheet_refugee_print_19_01_2017-2.pdf>

Shields, D. L., & Bredemeier, B. L. (2007). Advances in sport mortality research. In G. Tenenbaum & R. C. Eklund (Eds.), *Handbook of sport psychology* (3rd ed., pp. 662-684). New York, NY: Wiley.

Solomon, I. (2000). Social indiscipline and school class: Play and educational practices (1830-1913). In Gougouli & Kouria, Child and play in the Greek society. Kastanioti Publishers, Athens.

SPIN - Sport Inclusion Network (2012). A publication in the framework of the European project - *"Involving immigrants in mainstream sport institutions"* co-funded by the European Union. Retrieved: <https://sportintegration.files.wordpress.com/2016/04/spin-gpg6-web-final-subm.pdf>

Statista - The Statistics Portal (2016). Child refugee arrivals increasing rapidly in Greece. *Infographic Newsletter. Statista Charts*. Independent. Source: UNHCR. Retrieved:
<https://www.statista.com/chart/4478/child-refugee-arrivals-increasing-rapidly-in-greece/>

Statista -The Statistics Portal (2016). Greek tragedy. Infographic Newsletter. Statista Charts. Independent. Source: UNHCR. Retrieved:<https://www.statista.com/chart/4457/greek-tragedy/>

Statista - The Statistics Portal (2018). Refugees worldwide 2001-2016 - Number of refugees worldwide from 2001 to 2016, by type (in millions). Source: UNHCR. Retrieved:
<https://www.statista.com/statistics/268719/number-of-refugees-worldwide/>

UNAOC - 7th Global Forum of the United Nations Alliance of Civilizations - UNAOC (2016). *Sport a powerful tool for social integration and inclusion: elite athletes tell UNAOC Global Forum*. International Centre for Sport Security (ICSS), Baku, Azerbaijan. Retrieved:
<http://www.theicss.org/en/news/read/sport-a-powerful-tool-for-social-integration-and-inclusion-elite-athletes-t> & Press Releases, 27/04/2016, Retrieved:
<http://www.save-the-dream.org/resources/press-releases/sport-is-a-powerful-tool-for-social-integration-and-inclusion7th-unaoc-glob>

Unesco, L'enfant et le jeu, Approches théoriques et applications pédagogiques, coll. «Etudes et documents de l'éducation» (1979). *Chapitre I, éd. Unesco*. Paris, pp. 19-23.

United Nations High Commissioner for Refugees (UNHCR) (1993). Policy on Refugee Children. *Office of the United Nations High Commissioner for Refugees*. Geneva. Retrieved: <http://www.refworld.org/pdfid/3f9e6a534.pdf>

United Nations High Commissioner for Refugees (UNHCR) (2008). Guidelines on Determining the Best Interests of the Child. *The UN Refugee Agency*. Geneva - Switzerland. Retrieved: <http://cpwg.net/wp-content/uploads/sites/2/2013/08/UNHCR-Guidelines-on-Determining-the-Best-Interest-of-the-Child.pdf>

United Nations High Commissioner for Refugees (UNHCR) (2008). *Sport for Refugees - Let's Play!* UNHCR. ¶ 6. Retrieved: <http://www.unhcr.org/partners/PARTNERS/488edb1b2.html>

United Nations High Commissioner for Refugees (UNHCR) (2016). Global Trends. Forced Displacement in 2026. 2016 in Review Trends at a Glance. *UNCHCR - The UN Refugee Agency*. Retrieved: <http://www.unhcr.org/5943e8a34.pdf>

United Nations High Commissioner for Refugees (UNHCR) (2017). Figures at a Glance Statistical Yearbooks. *The UN Refugee Agency*. Retrieved: <http://www.unhcr.org/figures-at-a-glance.html>

United Nations High Commissioner for Refugees (UNHCR) (2012), Retrieved: <https://www.unhcr.gr/fileadmin/Greece/News/2012/positions/2012_Migration___Asylum_GR.pdf>

UNHCR, UNICEF and IOM (2017). Children in Europe Accompanied, Unaccompanied and Separated. *Quarterly Overview of Trends* (January - March 2017). Retrieved: <https://data2.unhcr.org/en/documents/download/58431>

Wiedemann, N., Ammann, P., Bird, M.M., Engelhardt, J., Koenen, K., Meier, M., & Schwarz, D. (2014). Moving Together - Promoting psychosocial well-being through sport and physical activity. *International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support (PS Centre)*. Copenhagen - Denmark. ISBN (electronic version): 978-87-92490-24-7, pp. 17-18.

World Health Organization (WHO) (2017). *Physical activity*, Media centre - Fact sheet. Retrieved: <http://www.who.int/mediacentre/factsheets/fs385/en>