



Moving Youth and School Exchanges

Enriching school exchanges and youth encounters
with physical activity, play and sport elements

Published by

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Registered offices

Bonn and Eschborn, Germany

Global Programme 'Sport for Development'

Antonie Grubisic 5

1000 Skopje, North Macedonia

Phone +389 2 3103 560

E info@giz.de

I www.giz.de/en

I www.sport-for-development.com

Authors

Afrim Iljazi

Dina Klingmann

Filip Ivanovski

Layout

Jelena Dimkovska

Photo credits

©RYCO Ivan Mandic; RYCO Nebojsa Perkovic

©GIZ

On behalf of the

German Federal Ministry for Economic Cooperation and Development (BMZ)

Skopje, 2025

Moving Youth and School Exchanges

Enriching school exchanges
and youth encounters with
physical activity, play and
sport elements

This publication was produced for the purposes of the RYCO Superschools programme implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the Regional Youth Cooperation Office (RYCO) with the financial support of the European Union and the German Federal Ministry for Economic Cooperation and Development (BMZ).

Contents

1. Introduction	5
1.1. RYCO Superschools Programme	5
1.2. Education through Sport	6
1.2.1. Learning benefits!	6
1.2.2. Intercultural Dialogue	7
1.2.3. Youth Empowerment	7
1.2.4. Age-Appropriate Learning	7
2. Sport for Development	9
2.1 Sport for Development within Superschools	10
2.2 The Role of the Teacher in Facilitating S4D Activities and Involving Youth	11
2.3 Inclusive Safe Environment	13
3. Practical Ways to Include Sport for Development into a youth and school exchange	15
3.1. Creating Connections: Intercultural Dialogue & Getting to Know Each Other	15
3.1.1. Getting to Know Each Other	16
“Meet and greet”	16
“Who Likes What?” – Move to Connect (I like...)	18
“Cross the Line”	20
“The Inclusion Circle”	22
“Common Ground”	24
3.1.2. Language Animation: What It Is & Why It Works	26
“Name & Movement Circle”	26
“Touch and Match”	28
“Number Relay”	30
“Letter Relay”	32
3.1.3. Sample Session: Creating Connections	34

3.2. Building Trust: Teamwork, Cooperation & Shared Goals	36
3.2.1. Communication Without Words: Games for Nonverbal Collaboration.....	36
<i>“Blind snake”</i>	36
<i>“Human Knot”</i>	38
3.2.2. Cooperative Games	40
<i>“Octopus Tag”</i>	40
<i>“Tic Tac Toe”</i>	42
<i>“Crossing the River”</i>	44
<i>“Endzone Ball”</i>	46
<i>“DODGE BALL”</i>	48
<i>“Trees in the wind”</i>	50
<i>“Rely on Me”</i>	52
3.2.3. Sample Session: “Building Bridges”	54
3.3. Learning in Nature: Outdoor Spaces as Classroom	56
<i>“Tail Tag”</i>	56
<i>“Treasure Hunt”</i>	58
<i>“30 Questions Game”</i>	60
<i>“Nature Scavenger Hunt”</i>	64
<i>“Hiking Bingo”</i>	66
3.3.1. Sample Session: “Learning Outdoors”	68
3.4. Reflection & Transfer.....	69
3.5. Practical Appendix	71
3.5.1. Session Structure Template	71
3.5.2. Recommended Resources & Further Reading.....	72



1. Introduction

1.1. RYCO Superschools Programme

Setting the Scene

Superschools is the flagship regional exchange scheme of the Regional Youth Cooperation Office (RYCO), an intergovernmental organization established by the Western Balkans 6 (WB6) governments Albania, Bosnia and Herzegovina, Kosovo*, Montenegro, North Macedonia, and Serbia. The Superschools program is designed to foster reconciliation, peacebuilding, and intercultural learning by connecting secondary schools across the region through youth exchanges.

It targets high school students aged 14–19 and their teachers, offering opportunities to engage in structured, meaningful exchanges rooted in non-formal education, dialogue, and community involvement. Superschools emphasizes inclusive participation, student co-ownership, and local community engagement, while supporting teachers as key facilitators of the exchange process. Through collaborative projects, schools form bilateral partnerships across the WB6 and organize two intercultural exchanges per cycle, each hosting at least 15 students per school. Teachers receive capacity-building support to ensure high-quality implementation, while students gain vital competencies in intercultural communication, cooperation, and active citizenship. By strengthening inter-school ties and nurturing youth-led collaboration, Superschools plays a critical role in laying the ground for reconciliation and peacebuilding efforts in the region.

* This designation is without prejudice to positions on status and is in line with Security Council Resolution 1244 and the ICJ Opinion on the Kosovo Declaration of Independence

1.2. Education through Sport

Why is physical activity relevant for education, intercultural dialogue and youth empowerment?

Education through sport is a powerful and increasingly recognized approach to youth development, learning, and social cohesion. It is relevant not only for physical health but also for cultivating critical life skills, promoting inclusion, and fostering intercultural understanding. Education through sport goes beyond teaching physical skills; it uses the universal appeal and structure of sport to address social, emotional, and cognitive development. It is particularly effective with young people because it is engaging, accessible, connective and often seen as a neutral space where diverse individuals can come together.

Sport helps deliver values-based education and life skills, such as cooperation, communication, fair play, and resilience, in a practical and experiential way. It is especially effective in non-formal education settings and allows to reach youth who may be marginalized or rather disengaged from traditional learning environments.

In multicultural or post-conflict environments, sport and play can act as bridges between individuals creating sustainable and inclusive relationships between diverse groups and communities. By bringing together individuals from diverse backgrounds in a shared, rule-based environment, sport can break down cultural and social barriers. It provides a safe space for connection and for mutual respect, creates understanding, and collaboration, enabling participants to challenge stereotypes and develop empathy through experience rather than theory. When paired with guided reflection and dialogue, these activities become even more impactful, promoting intercultural learning and fostering values such as tolerance, solidarity, and peaceful coexistence.

1.2.1. Learning benefits!

Physical Activity supports **cognitive development** through improved memory and concentration abilities. Movement stimulates brain function, supports neuroplasticity, and enhances learning capacity in youth.

Through team sports and cooperative play, young people develop empathy, communication skills, regulating emotions and train conflict resolution abilities (**social and emotional learning**).



Regular activity improves physical health, reduces stress, and supports mental health, all of which are essential for effective learning and overall **health and wellbeing**.

Physical activity and play often encourage **participation** regardless of background, academic ability, or language proficiency, making it a platform for **equitable engagement**.

1.2.2. Intercultural Dialogue

Intercultural Dialogue is defined as building positive relationships through communication that bridges different perspectives, nurtures empathy, and breaks stereotypes. Sport and play naturally bring people from different cultures and backgrounds together. In a team or game setting, youth must cooperate, communicate, and often resolve differences. This shared experience can break down stereotypes and prejudices; create opportunities for cultural exchange through shared rules and goals; and promote mutual respect and understanding, especially when paired with guided reflection or dialogue after activities. In multicultural or post-conflict contexts, intercultural games and mixed teams can model peaceful coexistence and solidarity in action, rather than theory.

1.2.3. Youth Empowerment

It is important that young people discover and build on their strengths. By taking on roles such as peer mentors, team captains or referees young people gain leadership experience, take on responsibilities, and learn to trust others and themselves. Sport and physical activity can be playing fields to learn to set and achieve goals, handle success and failure, and take initiative. These experiences foster a sense of agency and resilience that extends far beyond the playing field (e.g. using sport and play in community projects).

1.2.4. Age-Appropriate Learning

Adolescents go through major physical, emotional, and social changes. They seek recognition, form strong peer bonds, and begin exploring their identity while becoming more sensitive to group dynamics, fairness, and social norms. As they mature, they develop greater self-awareness, reflection, and communication skills, and become more capable of handling responsibility, resolving conflicts, and showing leadership. Physical and emotional development varies widely, with noticeable differences between individuals and genders. Teachers play a key role in guiding this growth, first as role models who promote respect, inclusion, and teamwork, and later as mentors who encourage autonomy, initiative, and shared responsibility both within and beyond group activities.





2. Sport for Development

What is S4D?

Sport for Development (S4D) refers to the intentional use of sport, physical activity, and play to achieve specific development goals such as improved education, health, gender equity, social inclusion, and youth empowerment. It is not about sports performance or competition, but rather about leveraging sport as a tool for social and personal development (e.g. life skills) through structured, values-based teaching and participatory methods.

Experiential, participatory learning refers to the effectiveness of learning by doing and engaging in real-life issues rather than relying solely on theory. Sport and play offer these dynamic and practical experiences where young people can learn by doing, observing, and reflecting. S4D sessions and activities are designed around learning objectives, tailored to the respective socio-cultural context, and facilitated by pedagogues who act as role models (e.g. teachers, trainers or youth workers). Reflection is integrated into every activity or session to connect physical play with broader social learning.

S4D uses a combination of established learning theories to promote life skills and values through sport and play:

Non-Formal Education refers to organized learning that takes place outside the traditional school system. Unlike formal classroom settings, non-formal education is more flexible, learner-centered, and often focused on developing practical skills and supporting personal growth.

Social Learning Theory (Bandura) explains that people learn by observing others, copying their actions, and learning from what happens as a result. This theory highlights the power of social interaction, role models, and mentorship in shaping behavior and understanding. It shows how peers, teachers, and the learning environment influence what and how students learn.

Experiential Learning (Kolb) describes learning as a process based on direct experience. Learners go through four stages: having an experience, reflecting on it, making sense of it, and applying what they've learned. This approach helps students connect new knowledge to real-life situations and encourages active participation in the learning process.

2.1 Sport for Development within Superschools

How can a youth exchanges benefit from S4D?

School and youth exchanges that incorporate **Sport for Development (S4D)** transform physical activity into a structured educational approach for promoting intercultural dialogue, cooperation, and outdoor learning. These exchanges shift from informal interaction to intentional, reciprocal learning experiences.

First, S4D provides a pedagogically grounded framework: sport and games are designed with explicit learning objectives and reflection moments. Teachers guide experiential learning and support post-activity discussions to deepen understanding.

Through mixed teams e.g. across gender, ethnicity, or nationality youth engage in inclusive spaces where they collaborate, build mutual trust, and challenge stereotypes. They take on active roles such as referees, mentors, or team leaders, reinforcing a sense of ownership and agency.

Core values such as fairness, respect, inclusion, and empathy are lived and reflected upon. This allows values to resonate on personal and collective levels.

Embedding S4D in school or youth exchanges equips participants with practical skills: communication, cooperation, leadership, and intercultural awareness. It turns a youth exchange into a transformative journey of social-emotional learning, beyond sightseeing or passive cultural observation.

Guiding principles include:

- Being open to different ways of thinking and living
- Asking questions instead of making assumptions
- Listening to diverse perspectives
- Finding common ground while respecting differences



2.2 The Role of the Teacher in Facilitating S4D Activities and Involving Youth

In Sport for Development (S4D), the teacher plays a vital role in transforming sport from mere physical activity into a meaningful, inclusive learning experience. Teachers act as mentors, facilitators, co-learners, and role models.

The teacher's behavior on and off the field sets the tone for a safe, trusting, and value-based learning environment. As a role model, the teacher establishes trust and psychological safety, mediate conflicts constructively, promotes inclusive rules that respect diversity and ensures that every participant feels seen and respected.

Teachers guide participants through structured activities and sessions that intentionally connect physical activities with social and personal development objectives. This includes:

- Choosing appropriate games, based on learning objectives
- Creating inclusive group dynamics, such as forming mixed teams
- Guiding the reflection

Through adapting rules, forming mixed teams, and ensuring that everyone can contribute meaningfully teachers can challenge stereotypes and encourage dialogue across differences.

Teachers help bridging the lessons learned in the S4D activities to other areas of life—school, community, relationships, or future employment. For instance, teamwork in a game can be linked to collaboration in the classroom; conflict resolution on the field can be applied to interpersonal challenges at school.

Youth are co-creators and can help design games, take on leadership roles (e.g. peer coaches, team leaders), and support peer-led reflections before larger group debriefs. This builds youth agency, strengthens confidence, and promotes a sense of ownership over the learning process.



In summary, teachers withing S4D activities and sessions:



2.3 Inclusive Safe Environment

In any school or youth exchange involving physical activity and sport, safety is more than just avoiding injuries. It also means making sure every student feels respected, included, and emotionally supported. Teachers play a key role in creating this kind of positive and safe environment.

Create a safe and structured space, checking the field or playing area beforehand for hazards. Make sure the equipment is safe, and the students wear proper gear for the respective activity. A first aid kit and basic first aid knowledge (like the RICE method for sprains: *rest, ice, compression, elevate*) are useful for emergencies.

Set up a simple code of conduct together with the students, this helps everyone feel involved and responsible. For example, a jointly agreed rule set: respecting each other on and off the field, no violence or bullying, support teammates, include everyone, follow safety instructions, time management etc.

Students should feel safe to express themselves without fear of being judged or laughed at. Teachers can help by being approachable, listening to everyone equally and responding to mistakes with support, not criticism.

Teachers need to be aware of the students' different abilities, backgrounds, identities, and their general comfort with physical activity. Activities should be chosen or adapted so that everyone can participate meaningfully, regardless of athletic skills. Teachers can adjust the pace, simplify the rules, or redesign games to make sure everyone can participate.

One way to foster interaction is by regularly mixing students from different schools into new groups. Roles within games can also be rotated, such as letting the youth take turns being team leaders, referees etc. to contribute in different ways. Encouraging students to lead warm-ups or simple games is also a possible way of engagement.





3. Practical Ways to Include Sport for Development into a youth and school exchange

This chapter provides teachers with suggestions how they can embed sport related activities or entire S4D sessions into their youth or school exchange. It is possible to pick any of the suggested activities from the three modules as a lone standing activity (e.g. a get to know each other activity) or combine several activities into a S4D Session (see chapter 3.1.2, 3.2.3 and 3.3.1). This can follow the principles: from easy to complex or from low to high physical activity. Therefore, the following practical activity section is divided into three different modules:

- **Creating Connections: Intercultural Dialogue & Getting to Know Each Other**
- **Building Trust: Teamwork, Cooperation & Shared Goals**
- **Learning in Nature: Outdoor Spaces as Classroom**





3.1. Creating Connections: Intercultural Dialogue & Getting to Know Each Other

Before students can collaborate, reflect, or explore deeper topics, they need to feel comfortable and safe in the group. Sport and play help quickly **break the ice**, build trust, and create a shared sense of identity. It's especially helpful in the early days of an exchange to establish a **cohesive group** atmosphere where collaboration can thrive. This chapter supports teachers in:

- o Creating a welcoming group atmosphere
- o Encouraging curiosity about each other's backgrounds
- o Laying the groundwork for respectful intercultural dialogue
- o Reducing language barriers through playful interaction (language animation)

3.1.1. Getting to Know Each Other

“Meet and greet”

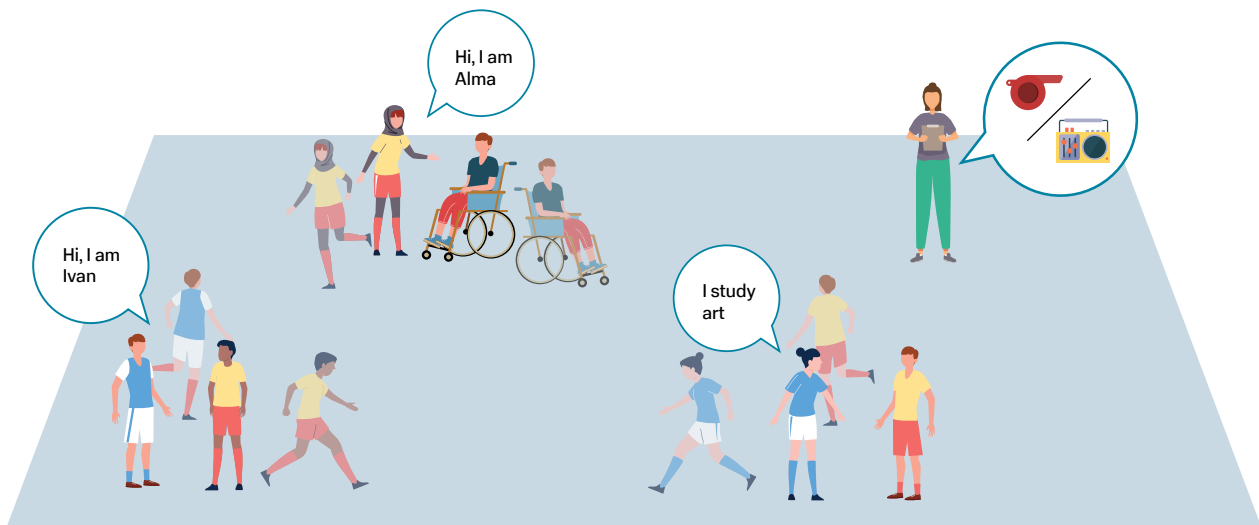
 <p>Objective(s)</p>	<ul style="list-style-type: none"> • Help participants learn each other's names and backgrounds • Promote active listening and respect for diversity • Initiate intercultural dialogue in a safe environment
 <p>Group Size</p>	Up to 25 participants
 <p>Duration</p>	20-30 minutes
 <p>Equipment</p>	<ul style="list-style-type: none"> • Whistle or Music box (optional)

1. Opening (5 min)

- This game is about meeting new people, asking questions, and learning cool things about each other. Everyone here has something unique to share.

2. The game (10–15 min)

- Ask participants to stand up and walk around the room or the marked area.
- When you blow the whistle or stop the music, participants stop moving and approach the nearest person. They greet each other and introduce themselves by sharing their name and an interesting fact about themselves.
- After a short exchange, the whistle/music sounds again, and participants resume walking until the next music stop.
- Participants should only speak to the same person once.
- Repeat for 4–5 rounds.



3. Reflection (5–10 min)

The teacher pauses the activity, gathers everyone in a circle and selects two participants. The group is then invited to recall and share any information they remember about these two people.





Further ask:

- Was there something that surprised you? Why?
- Did anyone say something you can relate to?
- Let a few volunteers share the coolest or funniest thing they have heard.

Key S4D Messages

- Everyone has a story worth sharing.
- Diversity is something to explore.
- Dialogue starts with curiosity and kindness.

“Who Likes What?” – Move to Connect (I like...)

 <p>Objective</p>	<ul style="list-style-type: none"> • Encourage participants to share parts of their identity and preferences through self-disclosure • Build trust within the group through shared interest and movement • Promote empathy through recognizing common ground
 <p>Group Size</p>	<p>10 - 25 participants (or in smaller groups of 7- 15 students)</p>
 <p>Duration</p>	<p>10-20 minutes</p>
 <p>Materials Needed</p>	<p>Markers (e.g. cones, paper tape, stickers, chalk X etc.), one per student</p>

1. Setup (5 min)

- Place one marker per person in a large circle.
- One student stands in the center without a marker; all others stand on a marker.

2. The game (10–15 min)

- The student in the center says:

“My name is [...] and I like [...].”

“My name is ANNA and I like sunny weather.”

“My name is VESNA and I like sweet over salty snacks.”

- All players who also like the thing (e.g. sunny weather) must leave their marked and move to a new one.
- The student left without a new marker becomes the next person in the middle.
- At the beginning players can walk inside the circle to switch places. If you want to increase the physical dynamic, you can add the rule that they need to go around the circle before claiming a new spot. But be careful, only clockwise to avoid accidents.



3. Reflection (5–10 min)





Bring the group together and ask:

- “What did you discover about other people’s likes or interests?”
- “How did it feel when others shared your likes?”
- “What does this tell us about the group - are we more similar or different than we thought?”

Key S4D Messages

- We are all different, but we share more than we think.
- Everyone has something to contribute to the group.

“Cross the Line”

 <p>Objective</p>	<ul style="list-style-type: none"> • Promote mutual understanding • Challenge stereotypes • Build empathy
 <p>Group Size</p>	10–30 participants
 <p>Duration</p>	20-30 minutes
 <p>Materials Needed</p>	<ul style="list-style-type: none"> • Tape or rope to mark a line on the ground • List of “Cross the Line if...” statements (see examples below)

1. Setup (5 min)

- Explain the purpose: Prepare a list of statements in advance (can be adapted to the group).
- Create a straight line on the ground. Ask all participants to stand on it.
- This activity helps us to discover what we have in common and where our experiences differ. No one is forced to share or explain.

2. The game (10-15 min)

Read out statements one by one.

- Cross the line if...
 - ...if music is part of your identity.
 - ...you speak more than one language.
 - ...you’ve ever felt left out.
 - ...if you love to dance, play football, or express yourself through movement.
 - ...if your family is from more than one country.
 - ...you’ve been treated differently because of where you’re from.

Give some time after each statement so students can observe and reflect silently. You can ask some students if they would like to share with the others why they moved across the line.



3. Reflection (10-15 min)





Gather in a circle. Use questions like:

- “How did it feel to step forward-or not?”
- “Did this change the way you see others in the group?”

Key S4D Messages

- Everyone has a story.
- We are more alike than we think.

“The Inclusion Circle”

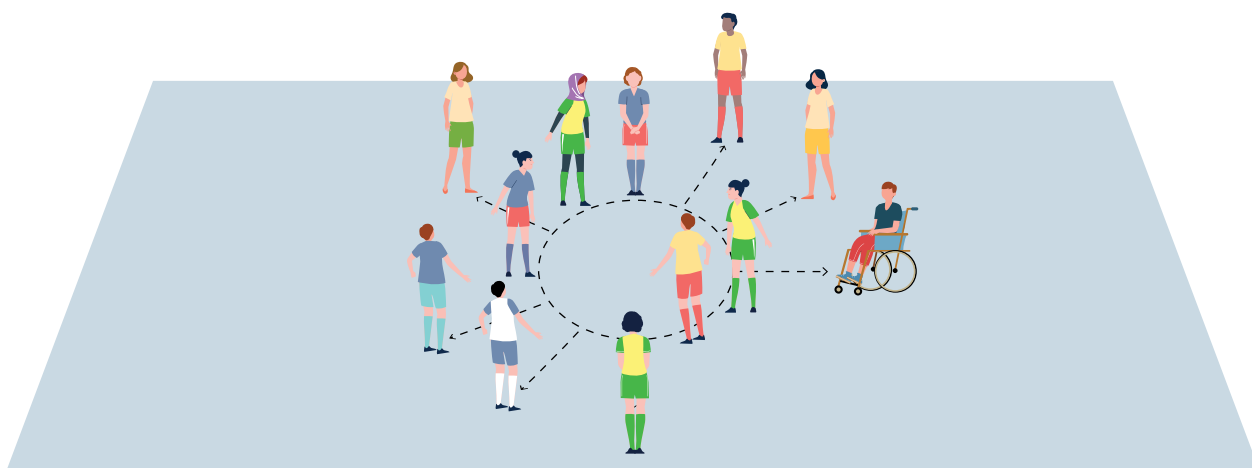
 <p>Objective</p>	<ul style="list-style-type: none"> • Build awareness and visualize the impact of how everyday behaviors and group dynamics can lead to feelings of inclusion or exclusion • Foster empathy by encouraging participants to reflect on their own and others' experiences with exclusion, discrimination, or being left out • Promote inclusive behavior and encourage personal responsibility in preventing exclusion and challenging bias or unfair treatment in teams, schools, or communities
 <p>Group Size</p>	5–25 participants
 <p>Duration</p>	20–30 minutes
 <p>Materials Needed</p>	<ul style="list-style-type: none"> • No equipment required

1. Setup (5 min)

Ask participants to stand in a **tight circle**, shoulder to shoulder, **facing inward**.

2. The Game (10 min)

- Begin with a short group discussion:
- “What helps people feel safe, welcome, and included in a group or community?” Capture answers like respect, listening, support, shared values, empathy, etc., factors that help individuals feel a sense of belonging.
- Ask everyone to close their eyes. The facilitator reads a list of questions concerning experiences of discrimination or exclusion.
- For every statement that students would personally answer ‘yes’ they take one step back, silently and with eyes still closed.
- The facilitator poses 10–15 statements one after another (a list of questions is provided below).
- At the end, gently ask everyone to **open their eyes** and observe the distance now between them. After eyes open, give 10–15 seconds of **silent reflection** before debriefing.
- At this stage, students will probably notice that they are not standing in a tight circle but spread apart, visually representing the impact of exclusion.



3. Possible Questions (Facilitators can add their own questions to the list):

- Have you ever been ignored or interrupted while speaking in a group?
- Have you ever felt excluded because you didn't share the same interests as others?
- Have you ever been told that a particular sport or physical activity is not for people like you?
- Have you ever been told that you can't do something because of your gender?
- Have you ever felt judged for your family background or where you come from?
- Have you ever been made to feel that your opinion wasn't valued in a discussion?
- Have you ever been told that you aren't good enough because you're too young?
- Have you ever been laughed at because of a mistake you made in front of others?
- Have you ever been mocked or teased for the way you look or your body shape?
- Have you ever felt unwelcome in a space because of your ethnic or religious background?

4. Reflection (10 min)





Invite students back into the circle and share their observations. Ask:

- *How did you feel when you had to take a step back?*
- *What did it feel like to look around and see how far some people had moved?*
- *Were you surprised by the distance you or others traveled?*
- Have you ever (perhaps unintentionally) contributed to someone feeling excluded or feeling left out?
- *What can we do, as a group, to create more inclusive spaces — here and elsewhere?*

Key S4D Messages

- Be aware of inequalities.
- Be mindful of your own behaviors.
- We all have a role in creating safe, respectful, and welcoming environments.

“Common Ground”

 <p>Objective</p>	<ul style="list-style-type: none"> Help students reflect on their own identities by mapping elements of their given, chosen, and core identity Identity is multilayered and worth exploring Physically connect with others through shared identity aspects
 <p>Group Size</p>	10 -25 participants
 <p>Duration</p>	30 - 40 minutes
 <p>Materials Needed</p>	<ul style="list-style-type: none"> Blank paper and pens/pencils for each student Space for moving into large chalk/rope or cone-marked circles on the ground Signs with category names for the circles (e.g., “Ethnicity,” “Gender,” “Role,” etc.)

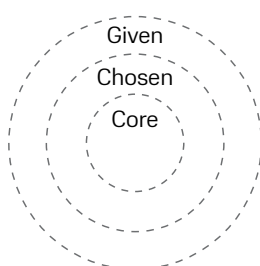
1. Setup (15 min)

Briefly introduce the three identity categories:

Given identity – aspects you’re born with or assigned (e.g., ethnicity, nationality, gender assigned at birth).

Chosen identity – aspects you choose or develop (e.g., hobbies, political beliefs, friends, career path).

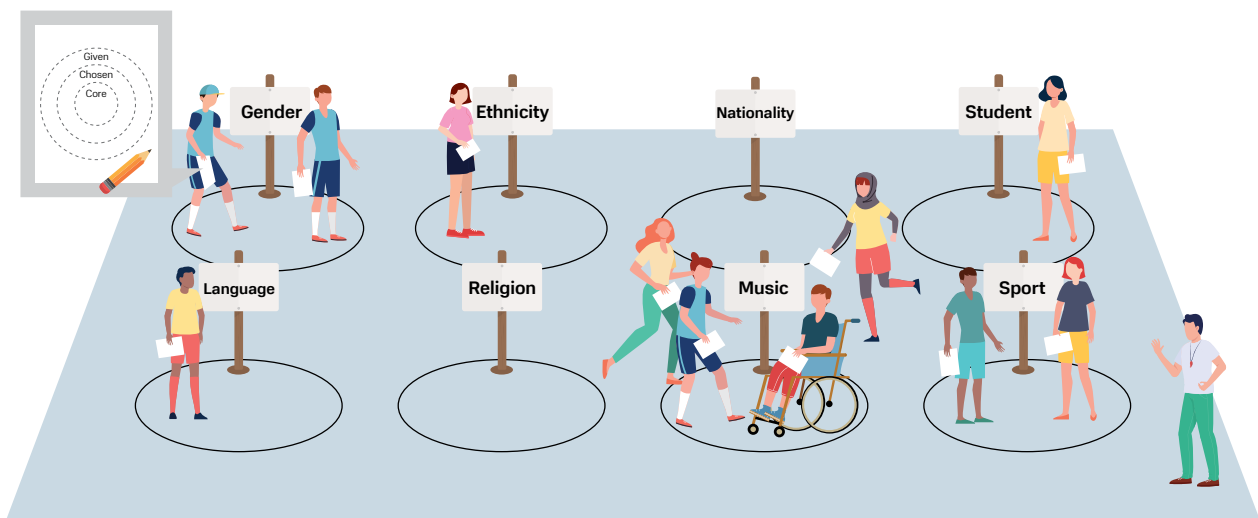
Core identity – values, beliefs, or things that feel central to who you are (e.g., faith, justice, kindness, independence).



- Each student draws three concentric circles and labels them: *given*, *chosen*, *core*.
- Inside each circle, they write 3–5 elements that represent their own identity under that category.
- Emphasize there are no right or wrong answers, and they can keep their maps private if they wish.
- Meanwhile mark 8-10 stations or circles on the ground and label them with one identity element.
- Prepare elements such as *gender*, *ethnicity*, *nationality*, *student*, *language*, *religion*, *music*, *family*, *independence*, *sport*, *creativity*, *success* etc.

2. The Game (10–15 min)

- The facilitator calls out one identity element.
- “Does this identity category feel like a major part of who I am?” Participants who share this as important for their identity move to the marker/into the same circle.
- Another element is introduced, and students have to decide if they move on or stay in the previous marker/circle if they consider it *more* important than the previous ones.
- Students can move on to other identity elements when introduced but are not allowed to move back to an already introduced identity element. Go through all selected 8-10 identity elements with the group.



3. Reflection (10 min)

Gather the group and invite a few responses to these questions:

- Was it difficult to decide on your circle? Why?
- Did you see any identity elements you hadn't thought about before?
- How did it feel to be in a group with people who shared an identity element with you?
- Did you discover any similarities with someone you didn't know well?





Key S4D Messages

- Our identity is formed of different layers.
- We often share more commonalities than we think.
- Finding common ground builds connections.

3.1.2. Language Animation: What It Is & Why It Works

It is a playful method that enables the establishment of contact between participants of the exchange. It can support creating a joint group dynamic and overcoming barriers in getting to know each other better. In case languages of participants differ, this method helps to introduce relevant or recurring words for the exchange. It might increase the interest to learn more of the other language or to explore the other culture better.

“Name & Movement Circle”

 <p>Objective</p>	<ul style="list-style-type: none"> • Break language barriers in intercultural groups • Build confidence, memory, and active listening • Encourage respect and curiosity within the group
 <p>Group Size</p>	10 - 25 participants
 <p>Duration</p>	10 minutes
 <p>Materials Needed</p>	None

1. The Game

- Stand in a circle. Athletes on television usually present themselves with a 'signature movement'. Ask students to say their name and invent a signature move (e.g. a pose, wave, clap, jump, spin), something that represents them.
- The next repeats the first person's name & movement, then adds their own.
- Once everyone is introduced with name and movement (by themselves and their neighbor) the memory throwback round starts.
- Asks the group to recall all movements and names in the right order without the help of the one who introduced or repeated them before.







2. Reflection

- Was there a movement or name you really remembered? Why?
- How do our names and styles reflect who we are?

Key S4D Messages

- Let's introduce and show interest to each other.
- We value and remember members of our group.

“Touch and Match”

 <p>Objective</p>	<ul style="list-style-type: none"> Vocabulary learning in the partner language / language of the exchange <i>Warm up and apply language skills in a playful way</i>
 <p>Group Size</p>	At least 5 players
 <p>Duration</p>	10-15 minutes
 <p>Materials Needed</p>	<ul style="list-style-type: none"> Indoor or Outdoor setting (with coloured objects)

1. Setup (5 min)

- Ensure the play area contains a variety of colorful objects.
- Review the vocabulary for **body parts** and **colors** in the target language(s) with the group.
- Example:
 - Red – *Rot*
 - Blue – *Blau*
 - Elbow – *Ellbogen*
 - Knee – *Knie*
- Do a short warm-up where participants point to body parts or name colors.

2. The game (10-15 min)

- The facilitator calls out a body part + color combination (e.g., “Elbow red!” or “Foot green!”).
- Players must find an object of the given color in the room or area and touch it with the specified body part.
- Keep the game dynamic by changing the pace, using multiple languages, or letting players take turns giving commands.

Options:

- Multilingual Round: One language for colors, another for body parts.
- Team Challenge: Play in pairs and race to complete the task together.
- Speed Round: Last one to complete the task correctly becomes the next announcer.







3. Reflection (5 min)

- Which words do you remember?
- What was the most creative pairing?

Key S4D Messages

- Physical warm up and breaking the ice can be easily combined.
- Learning through movement strengthens memory and engagement.

“Number Relay”

 <p>Objective</p>	<ul style="list-style-type: none"> • Break down inhibitions • encourage non-verbal communication • build vocabulary in a partner language through cooperative play
 <p>Group Size</p>	<p>At least 10 players (can be scaled up; divide into multiple teams for larger groups)</p>
 <p>Duration</p>	<p>20 minutes</p>
 <p>Materials Needed</p>	<ul style="list-style-type: none"> • Prepared list of numbers (or letters/words) • Clearly marked start line and finish/goal line

1. Setup (5 min)

- Divide players into two or more teams, each team having an equal mix of both language groups.
- Each team lines up in a single-file line, with all teams side by side behind a starting line.
- Explain the rules clearly, emphasizing non-verbal communication and the goal of shouting the correct number in the partner language.
- Show a quick demo of how the number is to be passed along (writing on the back).

2. The game (10-15 min)

- The person at the back of each team is shown a number.
- They pass the number forward by drawing it with their finger or tapping it out on the back of the person in front of them — no speaking allowed.
- This continues down the line until the first person receives the information.
- The first person sprints to a designated spot and shouts the number aloud in the partner language.
- If correct, the team earns 1 point. After each round, players rotate positions, so a new person is at the front and back.
- Repeat several rounds, increasing the difficulty (e.g., from 1-digit to 3-digit numbers, or use letters or short words instead).

Optional: Allow short timeouts for teams to strategize or change how they relay the information.



3. Reflection (10 min)





Gather the group in a circle and reflect using questions such as:

- How did it feel to communicate without speaking?
- What strategies worked best for your team?
- Did you learn any new words or practice the partner language?
- What challenges did you face, and how did you overcome them?

Key S4D Messages

- Communication and understanding can be built through creative, non-verbal means.
- Cooperation and overcoming language barriers builds stronger teams and communities.

“Letter Relay”

 <p>Objective</p>	<ul style="list-style-type: none"> • Vocabulary learning in the partner language / language of the exchange • Or explore vocabulary related to a specific topic (sport, culture, emotions etc.) • encourage cooperative learning
 <p>Group Size</p>	<p>At least 10 players (can be scaled up; divide into diverse teams)</p>
 <p>Duration</p>	<p>25 minutes</p>
 <p>Materials Needed</p>	<ul style="list-style-type: none"> • At least 2 flip charts • At least 2 pens (used as relay batons) • Prepared alphabets (A–Z or similar) written vertically on each flip chart before the game • Optional: Obstacles on the way to the flip chart (trees, cones, balancing tools)

1. Setup (5 min)

- Divide players into two or more teams, each team having an equal mix of language groups.
- Set up one flip chart or board per team, with the alphabet (A–Z) written vertically in large letters.
- Mark a starting line at a reasonable distance from the flip charts.
- Give each team a pen, which will act as the relay baton.
- Explain the rules.

2. The game (10-15 min)

- Players line up behind the starting line in their teams.
- On the signal, the first player from each team runs to the board, writes a word starting with “A” in the partner language, and runs back to hand the pen to the next player.
- The next player must write a word starting with “B”, and so on.

- The goal is to complete the entire alphabet (A–Z) with appropriate words in the correct order.
- Only one player per team is allowed beyond the starting line at a time.
- Teammates are encouraged to advise and support each other verbally from behind the line.
- Speed and accuracy are both important — only correct words count.

Optional rule variations: Alternate languages per letter, use a specific vocabulary theme, add obstacles or physical challenges between the starting line and the flip chart (e.g., jumping, hopping).



3. Reflection (10 min)

Bring the group together for a short reflection. Use guiding questions like:



- What made this game challenging or fun?
- How did it feel working as a team across languages?
- Did you learn or reinforce any new vocabulary?
- How did your team support one another?
- Would a different strategy have helped you go faster or be more accurate?

Key S4D Messages

- Learning is more effective when it's active.
- Language barriers can be overcome through teamwork and encouragement.
- Cooperative competition promotes both skill-building and relationship-building.

3.1.3. Sample Session: Creating Connections

This sample session begins with simple movements and an easy introduction to the topic and then step by step moves towards more complex activities and deeper content. Instead of a reflection after each activity the entire session is reflected at the end.

 Section	 Activity	
Introduction	<p>Touch and Match (Language Animation)</p> <p>Description: Calling out body parts + colour combinations in different languages. Players are supposed to touch as fast as possible coloured objects with the specified body part. Students can also facilitate this activity.</p>	
Main Part	<p>Meet and Greet</p> <p>Description: Participants jog or run around; when music/whistle stops, they pair up, share names and personal facts. Repeat several times.</p>	
	<p>Common Ground (Identity Mapping)</p> <p>Description: Students map identity elements into <i>given</i>, <i>chosen</i>, and <i>core</i> categories. In a second step they move to marked stations (language, music, family, etc.). Reflection explores similarities and differences.</p>	
Closure	<p>Reflection Circle</p> <p>Description: The group sits in a circle. All activities are jointly reflected. Following a general structure (<i>reflect, connect, apply</i>), guiding questions of the activities can be of help. E.g.</p> <ul style="list-style-type: none"> • <i>What did we do? What did you experience during the session?</i> • <i>How does this relate to our exchange? To our school environment?</i> • <i>How can we use this idea in similar situations?</i> 	



Objective



Duration



Equipment





	Icebreaker; playful warm-up for entire group; learning body parts and colours in another language.	10 min	Indoor/outdoor space colourful objects.
	Getting to know each other; active listening and dialogue.	20 min	Whistle or music box (optional).
	Explore multilayered identity; exchange with others about your own observations.	40 min	Paper & pens, cones/ rope for identity stations.
	Reflect on the experiences; connecting activities with real life situations; jointly exploring different elements of intercultural dialogue.	20 min	Ball (as a microphone for the participant who is sharing his/her observations).

3.2. Building Trust: Teamwork, Cooperation & Shared Goals

In any exchange programme, building a strong group dynamic is key. Before participants can collaborate meaningfully or engage with deeper intercultural questions, they need to feel safe, heard, and part of a team.

3.2.1. Communication Without Words: Games for Nonverbal Collaboration

“Blind snake”

 <p>Objective</p>	<ul style="list-style-type: none"> • Working together with non-verbal communication • Building trust, responsibility and group cohesion
 <p>Group Size</p>	<p>5 - 25 participants (in teams of 5–7 people)</p>
 <p>Duration</p>	<p>30-40 minutes</p>
 <p>Materials Needed</p>	<ul style="list-style-type: none"> • Blindfolds • Items to be collected (e.g. balls, cones etc.) • Boxes or cones for collected items

1. Setup (5 min)

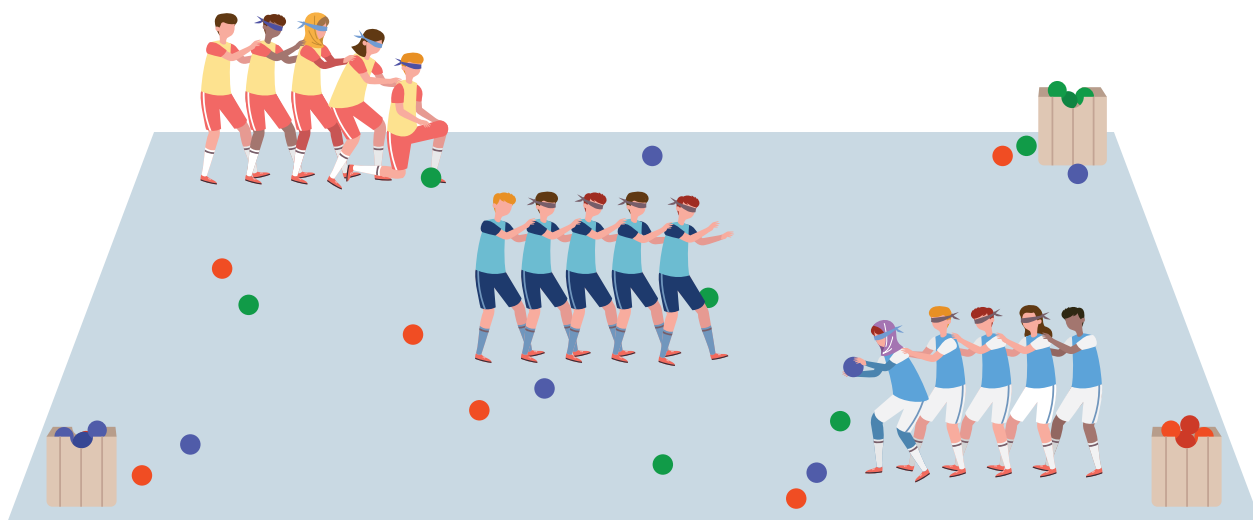
- Mark an area large enough for the participants to move around safely when blindfolded.
- Mark a ‘home area’ with cones or place a box for the teams to collect their items.
- Divide participants into equal teams.
- Each team forms a straight line/snake with hands on the shoulders of the person in front.
- All members of the snake are blindfolded except for the guide, the person at the end (back) of the snake.
- While the person at the back is responsible for guiding the snake, the person in the front is responsible for picking up the objects.

2. The Game (15–25 min)

- The snake members develop a strategy and agree on internal non-verbal commandos.
- From the start of the game no one is allowed to speak anymore.
- With a signal, teams begin moving, using their silent communication to navigate and collect items.
- Teams have 3-5 minutes to gather and return as many objects as possible, carrying only one item at a time.
- Once an item is brought back to their house: Roles are switched so everyone gets a chance to be blindfolded and to lead. The last player closes their eyes, and the first player becomes the new guide in the back. The team that collects the most objects wins.

Tips:

- The guide from each team can speak if they see a risk, shouting “STOP” to halt all movement. The teacher can also call a stop if necessary. The game resumes when the teacher signals “START” after eliminating the risk.
- Students must keep their eyes closed even when at the home base, except for the first player in line, who acts then as the guide.
- If teams struggle to navigate, pause the game and allow extra time for strategy discussions before restarting.



3. Reflection (10 min)





Gather participants in a circle and ask:

- “How did it feel to cooperate blindfolded?”
- “How did it feel to be the guide of the snake?”
- “Did everyone feel included in the team strategy and implementation?”
- “Why is communication (verbal, non-verbal) key for cooperation?”

Key S4D Messages

- Trust and communication are essential in any group.
- Everyone contributes to the process.
- Communication is key to understanding each other even if we communicate differently.

“Human Knot”

 <p>Objective</p>	<ul style="list-style-type: none"> Strengthening problem-solving skills and collaboration
 <p>Group Size</p>	<p>The ideal group size is between 6 to 12 players. If the group is bigger divide them into smaller groups to make the game more manageable</p>
 <p>Duration</p>	<p>20-25 minutes</p>
 <p>Materials Needed</p>	<p>None</p>

1. Setup (5 min)

- Ask participants to stand shoulder-to-shoulder in a circle.
- Everyone extends their right hand and grabs the hand of someone across the circle (not the person next to them).
- Then they extend their left hand and grab a different person's hand across the circle.
- Make sure no one is holding both hands of the same person.

2. The Game (10–15 min)

- Without letting go of each other's hands, the group must untangle themselves into a full circle again.
- Players must step over arms, duck under, twist around, and communicate to find solutions.
- Sometimes the group may end up in two smaller circles, which is also considered a successful solution.
- Option: play one round in complete silence.



3. Reflection (5 min)

Gather participants in a circle and ask:

- How difficult was it to find a solution? Why?
- What strategies helped the group solve the knot?
- How important was communication?
- Did everyone get a chance to share ideas?

Key S4D Messages

- Complex challenges require collective effort, and different perspectives need to be taken into account.

3.2.2. Cooperative Games

“Octopus Tag”

 <p>Objective</p>	<ul style="list-style-type: none"> Promoting teamwork and strategic cooperation by focusing on a shared goal rather than individual efforts Effective communication and coordination
 <p>Group Size</p>	10–25 participants
 <p>Duration</p>	10–25 minutes
 <p>Materials Needed</p>	<ul style="list-style-type: none"> Cones to define playing area

1. Setup (5 min)

- Mark the playing area with cones.
- Select two participants to start as the Octopus.
- The two Octopus players hold hands and use their free hands to tag others.

2. The Game (10–15 min)

- The remaining participants move freely within the playing field, trying to avoid being tagged.
- When someone is tagged, they join the Octopus by holding hands and continue tagging others.
- If the Octopus chain breaks (players are no longer connected), they must reconnect before tagging can continue.
- The game ends when all participants have been tagged and become part of the Octopus.
- The last two players caught can be the Octopus in the next round.
- The game starts with a count to 5 by the Octopus.



3. Reflection (5 min)





Gather participants in a circle and ask:

- What makes it difficult or easy to succeed in this game?
- How did you communicate with each other?

Key S4D Messages

- Collaboration and joint goal orientation is key.

“Tic Tac Toe”

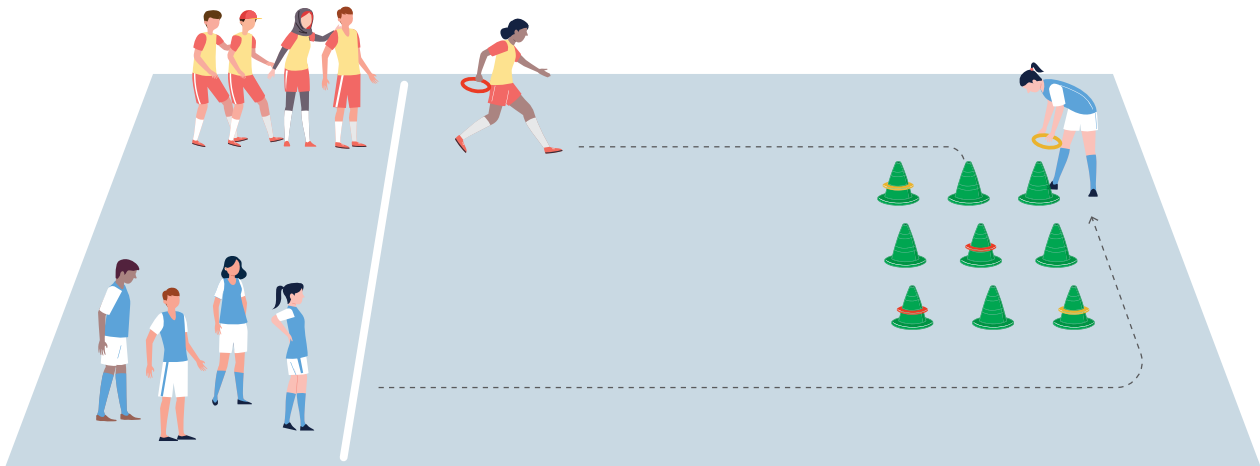
 <p>Objective</p>	<ul style="list-style-type: none"> • Increase concentration and decision-making skills • Encourage strategic thinking and joint problem-solving
 <p>Group Size</p>	<p>10–25 participants (teams of max. 4-5 people)</p>
 <p>Duration</p>	<p>25-30 minutes</p>
 <p>Materials Needed</p>	<ul style="list-style-type: none"> • 9 cones or a taped square or ropes arranged in a 3×3 grid • 6 bibs/markers in two different colors (3 per team)

1. Setup (5 min)

- Set up a grid of 3 x 3 fields using cones, with a starting point approximately 20 meters away.
- Divide participants into two or four equal teams.
- The objective for both teams is to place three markers in a row (horizontal, vertical, or diagonal) first, while preventing the other team from succeeding.

2. The Game (15–20 min)

- The first participant from each team runs to the grid carrying a marker and places it on one of the nine cones.
- They then run back and tag the next participant, who repeats the process. Once all three cones are set the player running can move *one* of the existing ones to a free spot.
- The game continues until a team successfully places three markers in a row (horizontal, vertical or diagonal).
- Players are not allowed to move the other team's markers or obstruct each other. They also cannot wait at the cones for the opposing team to make a move.
- Play multiple rounds to allow teams to develop new strategies.



3. Reflection (5 min)





Gather participants in a circle and ask:

- How did your team communicate and make decisions in the game?
- Was it easy to agree on a strategy?

Key S4D Messages

- Find the best way and strategy for your team.

“Crossing the River”

 <p>Objective</p>	<ul style="list-style-type: none"> • Foster problem-solving, communication and collaboration • Thinking outside of the box
 <p>Group Size</p>	<p>10–25 participants (teams of 5–7 people)</p>
 <p>Duration</p>	<p>30–40 minutes</p>
 <p>Materials Needed</p>	<ul style="list-style-type: none"> • Large flip chart papers sheets (“stones”) • cones

1. Setup (5 min)

- Mark two lines 6–10 meters apart as riverbanks.
- Provide each team with a flip chart paper “stones”.

2. The Game (15–25 min)

- Teams must cross the “river” without touching the ground, only stepping on paper sheets “stones”.
- Each team is given 2 minutes to discuss their strategy for building their path and crossing the river. During this time, teams cannot start their journey.
- The first team to successfully get all members across the river wins.
- If someone steps in the river, the entire team returns to the start.
- Encourage teams to find different solutions to succeed.

Tips:

- Do not allow a strategy where each player creates “waterproof shoes” by dragging small pieces of paper across the river, as this removes the need for real teamwork.
- Participants may also go back to pick up more team members if they cannot manage to bring the entire team in one go.

**3. Reflection (10 min)**





Gather participants in a circle and ask:

- How did you decide on your strategy?
- Did everyone's ideas get a chance to be heard?
- What helped your team succeed?

Key S4D Messages

- We succeed when we listen to each other and work together.
- Cooperation helps overcome obstacles.

“Endzone Ball”

 <p>Objective</p>	<ul style="list-style-type: none"> • Develop teamwork and communication • Practice respect, fair play, and inclusive participation • Promote problem-solving and strategy in a playful way
 <p>Group Size</p>	<p>10–25 participants (2–4 teams)</p>
 <p>Duration</p>	<p>30 minutes</p>
 <p>Materials Needed</p>	<ul style="list-style-type: none"> • 1 soft ball or volley-, hand- or football • Cones to define the field and endzones

1. Setup (5 min)

- Mark a rectangular playing field (approx. 20–25m long, 10–15m wide).
- Mark a 2–3m deep endzone at each end of the field.
- Divide players into 2 equal teams.

2. The Game (15–20 min)

- A player may throw and catch the ball, but no one is allowed to walk or run with the ball.
- No physical contact between players is allowed.
- If a player catches the ball in the other team's endzone, his/her team wins a point. The aim is to score as many points as possible in the given time (e.g. 2x 10min).
- If the ball touches the ground or is intercepted, possession changes.
- Teams can be changed so different groups play against each other.



3. Reflection (5 min)



Gather participants in a circle and ask:

- What worked and what did not work out in your team?
- Was everybody involved?

Key S4D Messages

- Respecting rules and opponents create a positive experience for all.
- Adaptability is important to reach goals.
- Including everyone requires a mindset.

“DODGE BALL”

 <p>Objective</p>	<p>Build teamwork and encourage strategic thinking. Promote more inclusive practices and fair play</p>
 <p>Group Size</p>	<p>10 - 26 participants (2 teams)</p>
 <p>Duration</p>	<p>30 - 45 minutes</p>
 <p>Materials Needed</p>	<p>1 - 2 soft balls (soft material e.g. pilates or gymnastic ball no football, handball etc.) Cones to set up the playing field</p>

1. Setup (5 min)

- Mark a rectangular court (approx. 20x20m).
- Divide the field into two halves with a center line.
- Split participants into two equal teams and assign each to one side.
- The aim is to eliminate the opponent team from the playing field.
- Both teams select a captain who is positioned opposite his/her team on the outfield.
- There are many variations to this game, but this one keeps everyone engaged and encourages team strategy and comebacks.

2. The Game (20 - 30 min)

- The game starts with one team throwing the ball across the field toward the opposing team.
- A player is eliminated when hit by the ball before it touches the ground. The eliminated player moves to the outfield around the opponent's court.
- From the outfield, players can throw the ball at infield opponents (without stepping into the field). If they hit an in-field player, that player is out, and the outfield player returns to their team's field.

- If the ball is intercepted the game continues without one player being eliminated.
- The round ends when all players from one team are eliminated, or a set time limit is reached (e.g. 10min, the team who more players still in the infield, wins).

Variation “Queen Bee”

- Before the game begins, each team secretly selects one “Queen Bee” from among their players.
- The Queen Bee must be protected and her identity kept hidden.
- If the Queen Bee is hit and eliminated, the game ends immediately and the opposing team wins.



3. Reflection (10 min)





Gather participants in a circle and ask:

- Do you know this game? How does it differ from the way you played it? What did you like and what did you not like?
- How can we make activities more inclusive so everyone with different skills can participate?
- How can we make our school environment or our communities more inclusive?

Key S4D Messages

- Be creative so everyone can join and participate.
- Let's use our different skills and experiences.

“Trees in the wind”

 <p>Objective</p>	<ul style="list-style-type: none"> • Builds trust and responsibility • Gain confidence in your group
 <p>Group Size</p>	10- 25 participants, 5-7 members per group
 <p>Duration</p>	10-15 minutes
 <p>Materials Needed</p>	---

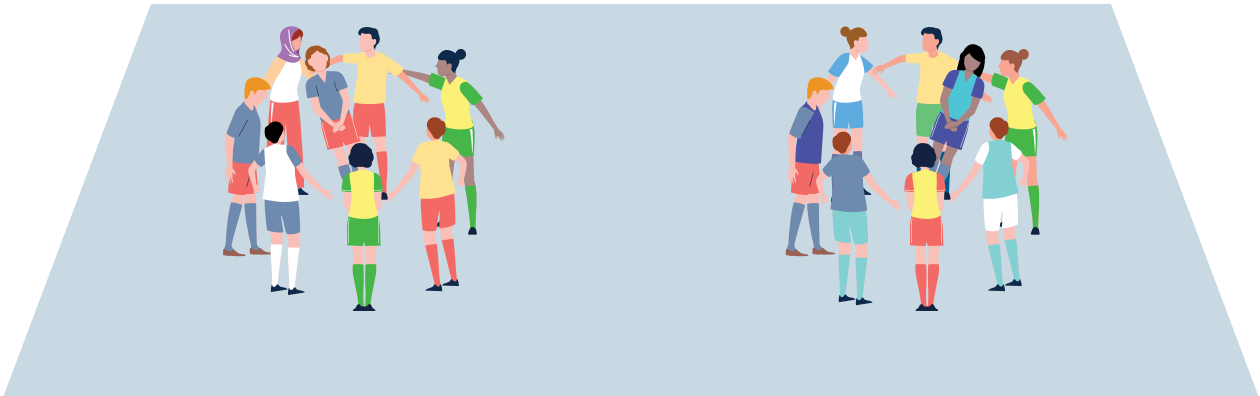
1. Setup (2 min)

- Choose an area without any obstacles, where participants can move freely.
- Divide participants into groups of 5-7.

2. The Game (10 min)

- Members of each group stand closely in a compact circle, facing inward.
- One participant takes on the role of the “tree” and positions himself/herself in the center with arms either by their sides or raised upwards and his/her feet solidly on the ground.
- The participant representing the tree tightens his/her muscles, closes his/her eyes and slowly lets himself/herself fall in any direction.
- The other participants symbolize the “wind” and softly guide the tree back to the center, keeping it standing tall. They keep their hands in front of their bodies and pass the person in the middle from one side to the other, without any abrupt movement, not letting the person fall.

- The wind can gently move the tree or push it a bit more strongly in every direction.
- Ensure that the participants in the circle prevent the tree from leaning excessively and take their responsibilities seriously.
- The roles are switched, allowing every participant an opportunity to be the tree in the center.



3. Reflection (10 min)





Gather participants in a circle and ask:

- How did you feel being the “tree”?
- Did you feel safe when you relied on your group?
- How did you feel being part of the “wind”?
- What does this game tell us about insecurity, fear and responsibility?

Key S4D Messages

- Easy tasks can still be challenging.
- Be responsible and trustworthy.
- Cooperation requires trust in others.

“Rely on Me”

 <p>Objective</p>	<ul style="list-style-type: none"> • Deepen the understanding of trust and responsibility • Build trust and strengthen cooperation within the group • Balance between risk-taking and caution
 <p>Group Size</p>	<p>10 -25 participants in pairs</p>
 <p>Duration</p>	<p>20-35 minutes</p>
 <p>Materials Needed</p>	<ul style="list-style-type: none"> • Clean outdoor or indoor space • Blindfolds

1. Setup (5 min)

- Mark an area large enough for participants to move safely.
- Explain that one partner will lead while the other must rely on them for support and guidance.

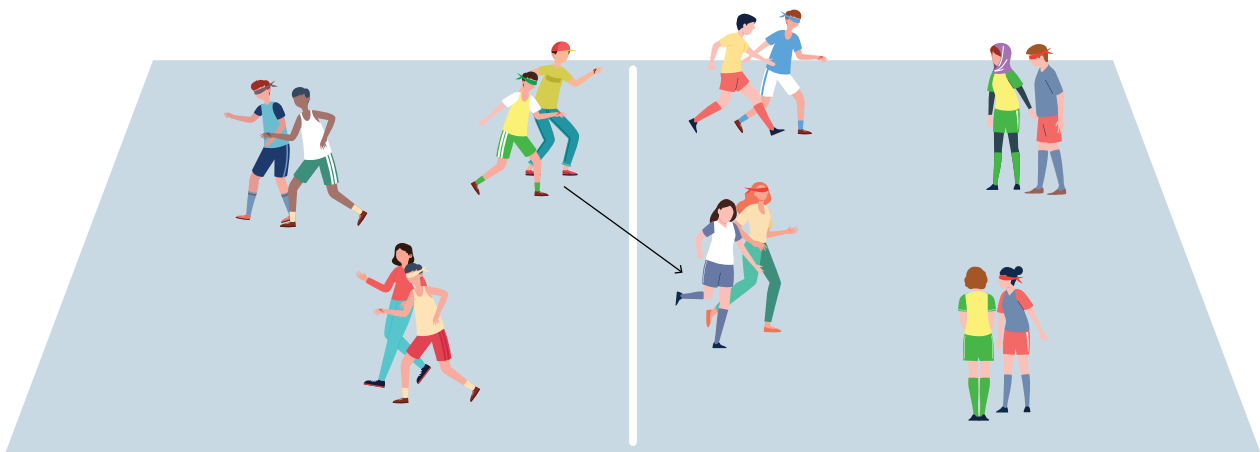
2. The Game (15–20 min)

- Participants are divided into pairs.
- In each pair, one participant is blindfolded, and the other can see.
- The seeing participant guides their “blind” partner by hand.
- In the first round, all pairs move around freely within a marked playing area.
- The seeing partners are responsible for guiding their blindfolded partners safely and making sure they do not bump into other pairs. Switch after a couple of minutes.
- In the second round, one pair is selected to start as the catcher, and all others try to avoid their tag.
- After a count of three, the catchers start chasing and tagging other pairs.
- When a pair is tagged, they become the new catcher.

- The seeing partner is once again responsible for safely guiding their blindfolded partner, plus making sure they successfully tag others and avoid being tagged.
- As in the first round, participants should switch roles to ensure everyone has the chance to experience both guiding and being guided.

Safety:

- Ensure the playing area is obstacle-free to prevent accidents.
- Seeing partners must always prioritize their blindfolded partner's safety.
- If the game becomes too chaotic or if participants feel uncomfortable running blindfolded, instruct everyone to walk quickly instead of running.
- If any participant is not guiding responsibly, the teacher pauses the game to reinforce the importance of care and trust.



3. Reflection (10 min)



Gather participants in a circle and ask:

- How did it feel to rely completely on someone else/less known to you?
- Was it easy to trust your partner? Why or why not?
- As a leader, how did you make sure you are trustworthy, and your partner feels safe?
- Where do you need to trust and rely in your school context? Where do others trust and rely on you?
- Where is trust and reliance maybe missing in our daily life, in our communities?

Key S4D Messages

- Teamwork thrives when we rely on and support each other.
- Be trustworthy and reliable.
- When we feel safe and supported, we better reach our goals.

3.2.3. Sample Session: “Building Bridges”

 Section	 Activity	
Introduction	Blind Snake Description: Teams form ‘snakes’ with hands on shoulders. All except the last person (guide) are blindfolded. The guide directs silently; the front player collects items. Roles rotate.	
Main Part	Rely on Me Description: Participants form pairs. One is blindfolded and guided safely by their partner, later in a tagging variation. Roles rotate.	
	Trees in the Wind Description: Small groups form circles. One person stands in the middle as the ‘tree’ and gently leans while others support them as ‘the wind’. Roles rotate.	
Closure	Reflection Description: Reflection of the session happens first in the smaller ‘tree groups’. Participants receive 2-3 guiding questions (e.g. <i>What did you experience during the session? Did you feel safe relying on someone of your group? When not?</i>) Second part of the reflection is with the entire group in a circle (e.g. <i>Why is trust and reliability so important for collaboration? Where does collaboration in our communities not work because of lacking trust? What could we do to increase trust and reliability in our environment?</i>)	



Objective



Duration



Equipment

	Working together with non-verbal communication, building trust and group cohesion.	30 min	Blindfolds; items to collect (balls, cones); boxes/cones for collection.
	Deepen the understanding of trust and responsibility; build trust and balance between risk-taking and caution.	20 - 30 min	Blindfolds; safe open space.
	Build trust and responsibility, gain confidence.	10 - 15 min	
	Reflect on the experiences; connecting activities with real life situations; jointly exploring different elements of intercultural dialogue.	20 min	





3.3. Learning in Nature: Outdoor Spaces as Classroom

Outdoor learning offers a powerful opportunity to foster reflection, teamwork, and holistic development. By stepping outside the traditional classroom, teachers can create space for curiosity, creativity, and deeper connections — not just with the environment, but also among participants.

A change of setting helps learners engage in new ways. Whether it's a forest, a sports field, a park, or a schoolyard, any accessible outdoor space can become a meaningful learning environment. Nature naturally encourages cooperation, trust, and openness.

Importantly, the impact of outdoor learning doesn't come from the activity alone — it comes from how the experience is guided and processed. Facilitated reflection, group discussions, and shared observations help participants make sense of their experiences and connect them to wider learning goals.

“Tail Tag”

 <p>Objective</p>	<ul style="list-style-type: none"> • Playful warm up • Promote fair play while encouraging cooperation and strategy
 <p>Group Size</p>	<p>10–25 participants</p>
 <p>Duration</p>	<p>20–25 minutes</p>
 <p>Materials Needed</p>	<ul style="list-style-type: none"> • One piece of cloth, scarf, or bib (“tail”) per participant • Cones to mark the playing field

1. Setup (5 min)

- All players are within a designated playing area (can be marked).
- Each player tucks a bib into the back of their waistband, making a “tail.”
- Emphasize safe play: no grabbing clothing, only tails.

2. The Game (10–15 min)

- On a signal, all players try to protect their own tail while attempting to grab the others’ tails. The goal is to capture as many tails as possible while saving your own one.
- Players who lose their tail must leave the playing area.
- In the end, there are two winners: the last player still with a tail, and the player who has captured the most bibs.



3. Reflection (5 min)





Gather participants in a circle and ask:

- What strategies did you use?
- Did you notice cooperation or alliances forming during the game?

Key S4D Messages

- Different strategies can be successful.
- Make use of your chances.

“Treasure Hunt”

 <p>Objective</p>	<ul style="list-style-type: none"> • Encourage teamwork and problem solving in an outdoor setting • Can be used to increase intercultural knowledge • Strengthening group cohesion through collaboration and active participation
 <p>Group Size</p>	<p>10 - 30 participants, 3-6 participants per team</p>
 <p>Duration</p>	<p>30-40 minutes</p>
 <p>Materials Needed</p>	<ul style="list-style-type: none"> • Clues written on cards/paper • Small treasures (stones, coins, puzzle pieces, stickers, snacks etc.) • Envelopes or bags to hide the treasures with the clues • Cones to define start and finish lines

1. Setup (10 min)

- Select 6-10 hiding spots around the outdoor area (trees, benches, corners, under cones, etc.).
- Place a clue card at each location that leads to the next spot.

Each clue includes:

- A simple task the team must complete before moving on, e.g. sport elements (only jump to the next clue; create a human pyramid before moving on; transport a balloon to the next spot by keeping it up in the air).
- A hint to find the next location.

Examples:

Clue: This traditional food is made with layers of pastry, often filled with meat, cheese, or spinach. It's popular across the Balkans.” (*Answer: Burek*)

Task: Spell BUREK using your bodies as letters.

Hint: Find the place where people sit and gossip, just like at a local kafana. (*Bench*)

Clue: In which city can you walk across a bridge and move from Europe to Asia?” (*Answer: Istanbul*)

Task: Shake hands or fist bump with every team member while saying ‘hello’ in different languages.

Hint: I’m tall, rooted, and watched over Tito, kings, and poets. (*Tree*)

2. The Game (20 -30 min)

- Divide students into balanced teams across schools (physical skills, gender etc.).
- Give each team their first clue.
- Teams move around, completing tasks and collecting treasures.
- Facilitators monitor, help if a team is stuck, and ensure fair play.







3. Reflection (10 min)

- What strategies helped your team succeed?
- How did you experience your team’s work?
- How did your team make sure everyone was included?

Key S4D Messages

- Intercultural learning can be playful and exploring.
- Teamwork requires communication, patience and inclusiveness.

“30 Questions Game”

 <p>Objective</p>	<ul style="list-style-type: none"> • Collaboration and problem solving • Topic learning (e.g. intercultural learning) through different questions
 <p>Group Size</p>	<p>10–25 participants, 4 or more teams of 4-5 players</p>
 <p>Duration</p>	<p>45- 60 minutes</p>
 <p>Equipment</p>	<ul style="list-style-type: none"> • Game plan with 30 numbered spaces • 30 numbered question cards • List of correct answers • Bibs in different colors for the teams • Dices – one per team • Cones

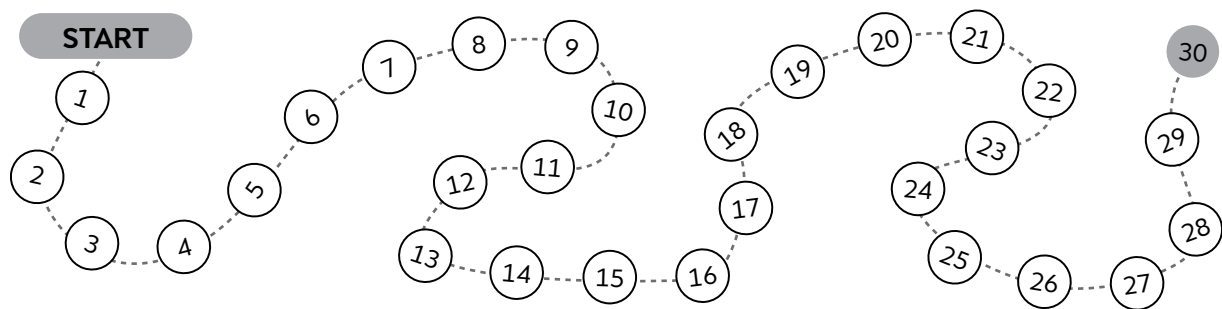
1. Setup (5-10 min)

- Place the game map on a central table or marked spot in the playground.
- Spread 30 question cards randomly across the playground (numbers facing up, questions hidden).
- Each team places their dice at the “START” on the map.
- The coach stands near the map with the answer list.
- Mark a designated “answer check” area where teams line up to present their answers.

2. The Game (20–30 min)

- All teams roll the dice to determine where to start on the map. Each team moves its dice to the corresponding number.
- Teams race to find the question card with their number.
- The first team member to find the card reads the question aloud to their team and returns the card when all players of the team join him/her.
- Teams discuss and agree on the answer.

- The entire team runs to the answer check area to give the team's answer.
- The teacher checks the answer:
- If correct, the team rolls the dice again and advances on the map.
- If incorrect, the team must run one lap around the pitch before rolling again.
- The process continues until a team reaches field no. 30 and answers the final question correctly. That team is declared the winner.



3. Reflection (10 min)

- How did you communicate and support each other during the game?
- Did you have a plan? What worked well?
- Did you follow the rules and respect other teams?
- What was unknown or new to you?

Key S4D Messages

- Each of us brings a different skill set to a group.
- A team can only be successful together.

Ideas

1. Sing 5 seconds of a song your whole team knows (any language).
Record a short video.
2. Name 3 things young people in both your cities worry about.
3. Take a team photo where everyone is mid-jump.
Capture the moment.
4. Complete the sentence: "We feel connected when..."
5. Line up by shoe size.
Take a photo of the result.
6. List 5 foods shared across your hometowns (even if called differently).
7. Create a frozen pose showing the potential winner team.
Take a photo.
8. Create a joint definition what peace means for you.
9. Say "hello" in three languages used in your place of living.
10. List 3 values that are important to your group.
11. Make a 10-second team rhythm using claps, snaps, or stomps.
Record a video.
12. Name one myth or stereotype about your countries you'd like to change.



-
13. Form a human group sculpture (e.g., pyramid or creative shape).
Take a photo.

 14. Name 3 school subjects that exist in both schools.

 15. All team members jump at the same time.
Capture in a photo.

 16. Complete this sentence: "T...w... ma..s the .re.. ...k!"

 17. What are 3 ways to politely disagree in your culture?

 18. What is a combining cultural element of your group?

 19. Come back as a snake without letting each other go.

 20. Complete the sentence: "Youth from both our cities..."

 21. The word "Balkan" originates from which language?

 22. Name 3 things that might make conversations between people from the Western Balkans difficult.

 23. The Balkan Peninsula is named after a mountain range. What does the word "Balkan" originally mean?
A Forest
B Peak
C Mountain
D Valley

 24. Write 3 simple group rules for peaceful living.

 25. List 5 hobbies popular among youth in your hometown.

 26. Create a photo expressing the word "reconciliation."





 27. Finish the sentence: "If I could change one thing about how our countries see each other, I'd change..."

 28. Invent a short, funny team handshake and perform it.

 29. Perform a group dance.

 30. Make a 5-second team video message about what "youth cooperation" means to you.
-

“Nature Scavenger Hunt”

 <p>Objective</p>	<ul style="list-style-type: none"> • Encourage teamwork and cooperation • Promote intercultural learning through group collaboration • Build awareness of the environment and develop observation skills
 <p>Group Size</p>	<p>10-25 participants (divided into smaller teams of 4-6)</p>
 <p>Duration</p>	<p>30-40 minutes</p>
 <p>Materials Needed</p>	<ul style="list-style-type: none"> • A list of natural items to find (e.g. a smooth stone, red flower, a leaf bigger than your hand, something that smells good) • A bag to collect findings • Pens and paper, potentially mobile phones

1. Setup (5 min)

- Select a safe and appropriate outdoor space with diverse natural elements.
- Prepare a scavenger hunt list in advance with 10-15 natural items participants can realistically find in the outdoor area.
- Divide participants into mixed teams (choose a method to mix groups so they work with different peers than usual).
- Explain rules: teams must collect or take notes (picture, draw etc.) of as many items as possible within the given time.

2. The Game (15–25 min)

- Give each team the scavenger hunt list and spread out in the designated area to search for items.
- Encourage them to explore the area and find the items on the list.
- They must collaborate, communicate, and share roles.
- After time is up, everyone gathers, and teams present their findings.



3. Reflection (10 min)

- How did you decide who does what in your team?
- Did you face challenges (e.g., disagreement, not finding something)? How did you solve them?
- What did you learn about each other while working together?





Key S4D Messages

- Everyone brings unique strengths to a team (someone may be observant, another good at organizing).
- Shared outdoor experiences foster a sense of connection.

Ideas

Category	Ideas
Nature Items to collect	A leaf bigger than your hand. A flower with a bright color (red, yellow, purple). A smooth stone you can skip across water. Something that smells good (herb, flower, plant).
Observational challenges (photo or drawing)	A plant growing in an unusual place (between stones, on a wall). A bird or insect. A shadow that looks like an object or animal. A tree that looks unique (very tall, bent, unusual bark). A cloud with a special shape (animal, object, letter).
Intercultural / teamwork challenges	Collect something that exists in both cities or home towns (e.g., pine cone, dandelion). Find something linked to a cultural symbol (e.g., oak leaf, wildflower). Take a team selfie at the most peaceful spot you find. Create a team symbol using natural materials (stones, sticks, leaves). Each member finds one natural item that represents something personal for them and explains why.

“Hiking Bingo”

 <p>Objective</p>	<ul style="list-style-type: none"> • Connecting and collaborative sharing • Learning more about group members (background, skills, experiences etc.)
 <p>Group Size</p>	10–25 participants
 <p>Duration</p>	30-45 minutes
 <p>Equipment</p>	<ul style="list-style-type: none"> • Bingo sheet (board with 5x5 tasks, questions etc.) for each participant; it is good to have at least 2-3 different versions, so participants do not all have the same tasks, and they are not in the same order • Pens

1. Setup (5 min)

- This activity is designed for outdoor settings such as during a hike, a city walk etc.
- Distribute one bingo sheet and a pen to each participant.
- Aim is to fill in a vertical, horizontal or diagonal row and call the “bingo” as well as completing the entire board.
- The aim is to complete a horizontal, vertical, or diagonal row of the bingo sheet and eventually try to fill the entire board.
- Participants can ask others to sign their sheet if they meet the criteria in a box. However, each person can only sign once per sheet.
- On your command participants are allowed to look at the sheets and start exchanging.

2. The Game (20–30 min)

- Participants move around, talk to each other, and work on completing the Bingo tasks.
- Once someone completes a row (or more), they shout “Bingo!”.
- The game can continue until several people complete the board, or the hike is completed.
- Teachers can offer small rewards or a symbolic prize to the first person to complete a row and the first to complete the entire sheet.
- At the end, check a few responses or ask for brief testimonies to verify the answers and encourage storytelling.

3. Reflection (10 min)

- Which prompts or answers surprised you?
- Did you learn something new about someone in the group?
- Were there boxes that were harder to complete? Why do you think that is?

Key S4D Messages



- Let's explore and embrace our diversity.
- Meaningful interaction helps us build understanding and connection.

Hiking Bingo (Ideas)

Find someone who speaks three or more languages.	Find someone whose parents have different national or ethnic backgrounds.	Find someone who has hosted an exchange student before.	Share a funny translation mistake.	Find someone who has visited your hometown before the exchange.
Ask someone to teach you a phrase in their language.	Find someone who has the same favorite song as you.	Find someone who can dance a traditional dance and teach you.	Find someone who changed his/her perspective. Something they used to believe but don't anymore.	Find two students who have the same birthday month.
Find one individual that prefers salty over sweet snacks.	Find someone who's taken part in a cultural or religious celebration.	Tick this box when you see a wooden object that looks like a human being (take a picture).	Find somebody that has had their name or surname mispronounced.	Find someone who's interested in studying abroad.
Learn a local greeting and use it today.	Tick this box when you hear the word "tired" three times.	Find someone who plays a team sport.	Find someone who has worn traditional clothing from their culture.	You tick this box when you hear the word "friendship" twice.
Take a selfie with someone showing the same wired face expression.	Find someone who has been part of a youth-led initiative.	Find somebody that is trying to learn a new language.	Find someone who celebrates a different religious holiday than you.	Find two individuals that love mountains more than sea.



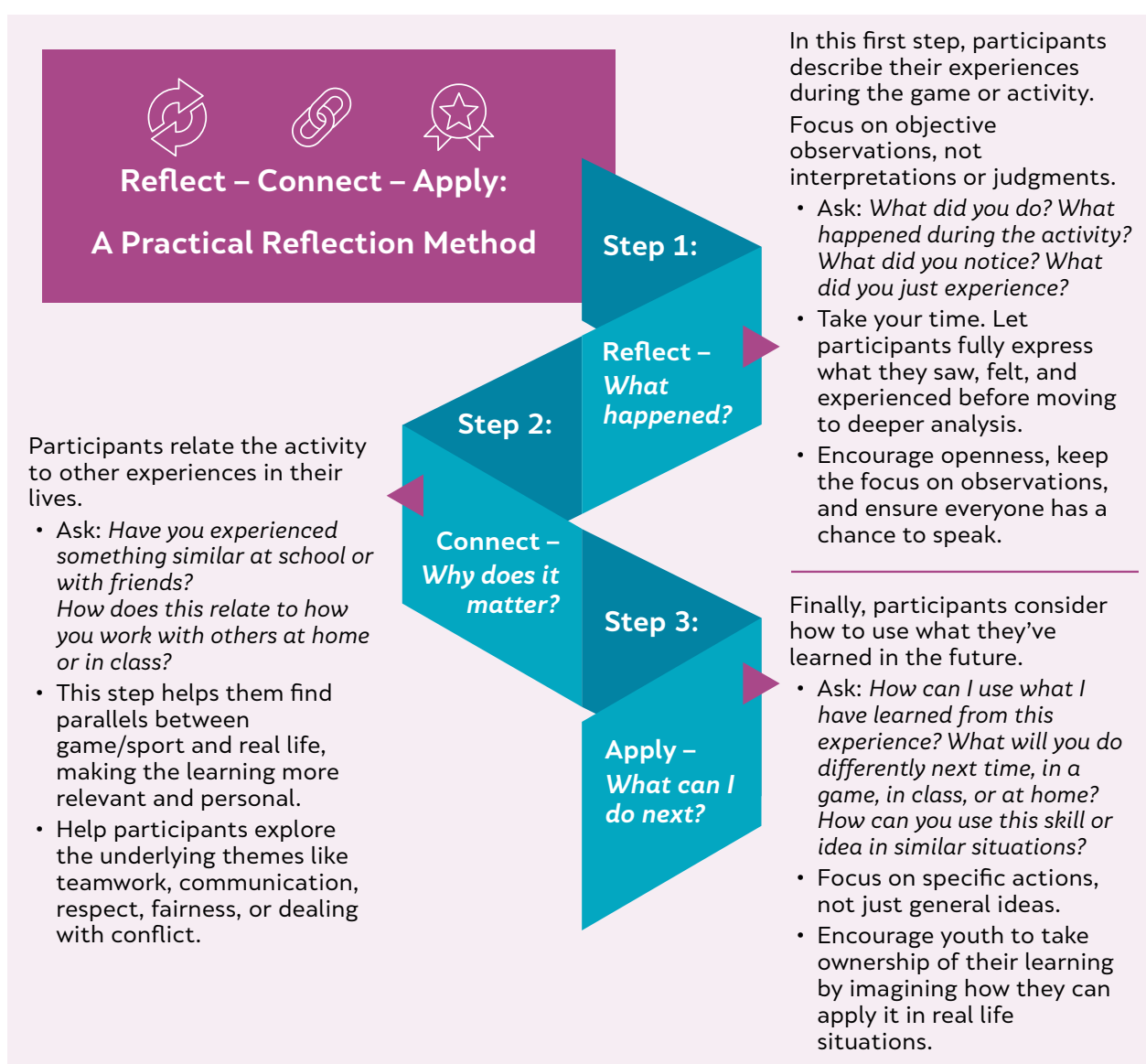
3.3.1. Sample Session: “Learning Outdoors”

 Section	 Activity	 Objective	 Duration	 Equipment
Introduction	Tail Tag Description: Each participant tucks a bib/scarf into their waistband as a ‘tail’. Players try to capture others’ tails while protecting their own. Ends when one remains or with most tails collected.	Playful warm up; fair play encouraging cooperation and strategy.	20 min	One bib/scarf per participant, cones to mark playing area.
Main Part	30 Questions Game Description: Teams roll dice and race to find question cards placed around the area. After solving tasks and questions, they return to check answers. Goal: reaching the finish line by correctly answering questions.	Collaboration and problem solving, intercultural learning.	30 -40 min	Game board with 30 spaces, 30 question cards, dices, cones, bibs.
Closure	Reflection Description: The group sits in a circle. All activities are jointly reflected. Following a general structure (<i>reflect, connect, apply</i>), guiding questions of the activities can be of help (<i>What did you notice? How did your collaboration work? How was it to work as individual versus as a team? Did you follow the rules and respect other teams? Have you experienced similar situations before? What would you do differently?</i>).	Reflect on the experiences; connecting activities with real life situations; jointly exploring different elements of intercultural dialogue.	20 min	

3.4. Reflection & Transfer

In Sport for Development (S4D), reflection is a key part of the learning process. It allows participants to process their experiences, connect them to their daily lives, and discover how to apply what they've learned beyond the game. Teachers guide this process thoughtfully and intentionally.

- **Create a quiet and comfortable space** where participants feel safe to share.
- **Allow a moment to recover and settle** after physically demanding activities.
- **Provide clear guidance** so everyone understands the purpose and structure of the reflection.
- **Take your time** and don't rush. Give participants space to think and express themselves.
- **Read the atmosphere** if the group has already reflected multiple times, be mindful of fatigue. It's okay to shorten the session or revisit the topic later.



Tips:

- Be a guide, not a lecturer. Ask questions more than you give answers.
- Ensure everyone's voice is heard, especially quieter participants.
- Keep the space respectful and inclusive. No answer is "wrong."
- Use a mix of small group and whole group reflection, especially in diverse or multilingual groups.
- Be flexible. The depth of reflection may vary depending on the activity, group energy, or stage of the exchange.






Variations:

Other reflection methods can be walking in pairs and exchanging thoughts on 2-3 reflective questions provided by the teacher, small and big group discussions as well as individual journaling or drawing and respective sharing.



3.5. Practical Appendix

3.5.1. Session Structure Template

 Section	 Activity	 Objective	 Duration	 Equipment
Introduction				
Main Part				
Closure				

3.5.2. Resources & Further Reading

African Union Sports Council (n.d.). *Introduction to Sport for Development*. Retrieved October 9, 2025, from <https://sportsCouncil.au.int/en/introduction-sport-development>

Baffsky, R., Kemp, L., & Bunde-Birouste, A. (2021). Theory of Change in Sports-Based Urban Youth Programs: Lessons from Creating Chances. *Oxford Research Encyclopedia of Global Public Health*. <https://doi.org/10.1093/acrefore/9780190632366.013.313>

Bailey R, Dismore H. *Sport in Education (SpinEd)—The Role of Physical Education and Sport in Education. Final Report*. Berlin, Germany: International Council for Physical Education and Sport Science; 2004

Bailey, R. (2006). Physical Education and Sport in Schools: A Review of Benefits and Outcomes. *Journal of School Health*, 76(8), 397–401. <https://doi.org/10.1111/j.1746-1561.2006.00132.x>

Bidzan-Bluma, I., & Lipowska, M. (2018). Physical Activity and Cognitive Functioning of Children: A Systematic review. *International Journal of Environmental Research and Public Health*, 15(4), 800. <https://doi.org/10.3390/ijerph15040800>

Brander, P., & Europe, C. O. (2012). *Compass: Manual for Human Rights Education with Young People*. Council of Europe

Center for Nonviolent Action (2014). RECONCILIATION?! Training Handbook for Dealing with the Past. Retrieved October 9, 2025, from https://nenasilje.org/publikacije/pdf/prirucnik_pomirenje/Handbook_Reconciliation_e.pdf

ChildFundRugby. (2025, April 22). *The positive impact of sport on education - ChildFund Rugby*. ChildFundRugby. Retrieved October 10, 2025, from <https://www.childfundrugby.org/the-positive-impact-of-sport-on-education/>

Chileva, A., Y-Peer PETRI-Sofia Team, Clarke-Habibi, S., & Kut, G. (2021). *YOUTH PEER EDUCATION FOR PEACEBUILDING AND CONFLICT TRANSFORMATION: A MANUAL FOR TRAINERS IN THE WESTERN BALKANS*. https://www.rycowb.org/wp-content/uploads/2022/03/Y-Peer_PB_Manual_English_web.pdf

Clarke-Habibi, S., UNICEF Albania, & RYCO. (2019). *A TOOLKIT FOR EDUCATORS IN THE WESTERN BALKANS EDUCATING FOR INTERCULTURAL DIALOGUE, PEACEBUILDING, CONSTRUCTIVE REMEMBRANCE AND RECONCILIATION*. UNICEF Albania and RYCO. <https://www.rycowb.org/wp-content/uploads/2021/10/A-TOOLKIT-FOR-EDUCATORS-IN-THE-WESTERN-BALKANS.pdf>

Deutsche Gesellschaft für Internationale Zusammenarbeit (2022). Development of a Player. Retrieved October 9, 2025 from <https://www.sport-for-development.com/imglib/downloads/Manuale/Iraq/giz2020-en-poster-development-of-a-player-iraq.pdf>

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). *Promoting youth exchanges*. (n.d.). Retrieved October 9, 2025, from <https://www.giz.de/en/worldwide/156147.html>

Deutsche Gesellschaft für Internationale Zusammenarbeit. *Spo(r)tlight on! Newsletter*. (2022). Issue No. 9, Q2. Retrieved October 9, 2025, from <https://www.sport-for-development.com/imglib/newsletter/2022-07-giz-en-newsletter.html>

Deutsche Gesellschaft für Internationale Zusammenarbeit. *Sport for Development Toolkit*. (n.d.). Retrieved October 9, 2025, from Essentials - What S4D is about - Sport for Development

Deutsche Sportjugend. (2019). *Language animation in sports*. Retrieved October 9, 2025, from <https://www.dsj.de/publikation/detailseite/bewegte-sprachanimation-deutsch-englische-version>

Deutscher Olympischer Sportbund (n.d.). *Sport für Entwicklung*. Retrieved October 9, 2025, from <https://www.dosb.de/ueber-uns/internationales/sport-fuer-entwicklung>

EDU:PACT Network, University of Vienna, German Sport University, University of Southern Denmark, University of Thessaly, University of Rome "Foro Italico," Right To Play Deutschland, Vienna Institute for International Dialogue and Cooperation - fairplay initiative (VIDC), International Council for Coaching Excellence (ICCE), Hellenic Ministry of Culture and Sport, European Network of Sport Education (ENSE), Zelli, A., Johansen, D., Skovgaard, T., Bredahl, T., Tschan, H., Tessitore, A., Petry, K., Moustakas, L., . . . Vienna Institute for International Dialogue and Cooperation - fairplay initiative (VIDC). (2021). *EDU:PACT Module Handbook*. Teaching and Learning Guidelines on Intercultural Education through Physical Activity, Coaching and Training. Retrieved October 9, 2025 from https://edupact.eu/fileadmin/user_upload/k_edupackt/Downloads/EDUPACT_Module_Handbook_English.pdf

Eime, R. M., Young, J. A., Harvey, J. T., Charity, M. J., & Payne, W. R. (2013). A systematic review of the psychological and social benefits of participation in sport for children and adolescents: informing development of a conceptual model of health through sport. *International Journal of Behavioral Nutrition and Physical Activity*, 10(1), 98. <https://doi.org/10.1186/1479-5868-10-98>

Elsner, J. & Wolf, K. *Why sport is an effective tool for development | D+C - Development + Cooperation*. (2024). Retrieved October 9, 2025, from <https://www.dandc.eu/en/article/world-today-home-largest-generation-young-people-history-many-places-they-lack-prospects?>

European Union. (2025, April 7). *A chance for new friendships and lifelong experiences - Superschools Program | WeBalkans | EU Projects in the Western Balkans*. WeBalkans | EU Projects in the Western Balkans. Retrieved October 9, 2025, from <https://webalkans.eu/en/stories/a-chance-for-new-friendships-and-lifelong-experiences-superschools-program/>

Felfe, C., Lechner, M., & Steinmayr, A. (2016). Sports and child Development. *PLoS ONE*, 11(5), e0151729. <https://doi.org/10.1371/journal.pone.0151729>

Jadwiszczak, M., Wawrzyniak, S. & Pezdek, K. More than movement: a systematic review of moral and social development in adolescents physical education. *BMC Public Health* 25, 2076 (2025). <https://doi.org/10.1186/s12889-025-23169-2>

Regional Youth Cooperation Office (n.d.). *Superschools*. RYCO. Retrieved October 9, 2025, from <https://www.rycowb.org/building-capacity-and-momentum-for-ryco-2-3-2/>

Steinbach D., Klingmann, D., Iljazi, A., Veljanoska, M., Lupevska, J. (2020). *Course Outline – Training of Trainers*. GIZ GmbH. Retrieved from <https://www.sport-for-development.com/imglib/downloads/Manuale/Western%20Balkan/giz-spin2020-en-cd-material-for-instructors-course-outline-tot-basic-level-western-balkan.pdf>

Shao, J., Cui, Z., & Bao, Y. (2025). Adaptive sports programs as catalysts for social inclusion and cognitive flexibility in inclusive physical education: the mediating roles of emotional resilience and empathy. *BMC Psychology*, 13(1). <https://doi.org/10.1186/s40359-025-03092-2>

Steinbach, D., & Klingmann, D. (2020). *Sport for Development: A Hands-On Introduction*. GIZ Western Balkans

Steinbach D. & Ferataj, D. (2025). *Empowering Youth through Sports for Development: A Strategic and Practical Handbook*. SPACES for Youth Partnership, ISA, SPIN Sport Innovation, Outreach Egypt. Retrieved from https://www.sport-for-development.com/imglib/downloads/Country%20Collection/Steinbach_Ferataj_Empowering%20Youth%20through%20Sports%20for%20Development%20A%20Strategic%20and%20Practical%20Handbook_EN_10Sep%202025.pdf

Superschools | Home-New. (n.d.). *Superschools - Find Ideal Partner for Your Next School Project Supported by RYCO*. Retrieved October 9, 2025, from <https://superschools.net/new/>

Talbot M. The case for physical education. In: G Doll-Tepper, D Scoretz, eds. *World Summit on Physical Education*. Berlin, Germany: ICSSPE; 2001: 39-50

