



PLAY
INTERNATIONAL

PLAY IT HUMAN

HANDBOOK

Sport4Education

Acknowledgements

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PLAY International

PLAY International

PLAY International (formerly Sport Sans Frontières) is a French NGO which supports the idea that sport is a fundamental tool for social cohesion and to resolve many educational and health-related problems.

Since 1999, PLAY International works for social change in 12 different countries, and main projects are currently held in France, Burundi, Kosovo and UK. During these years the NGO has developed innovative solutions that have been shared with an ever growing number of teachers, coaches and volunteers.



PLAY International Kosovo

PLAY International is registered in Kosovo since 2002. Its mission is to contribute to social inclusion of the most vulnerable groups and to promote multi-ethnic dialogue by using sport as an active and concrete tool. Playing is a fundamental right, a universal language, and a powerful tool to address social issue, raise-awareness and educate.

Since 2008, under its **Sport4Youth** program, PI has coordinated a multi-ethnic network of sports volunteers that organize inclusive sport activities for children from different communities in 12 localities. This project helps bring together K-Albanian, K-Serbian, K-Ashkali, K-Roma, K-Bosnian, and K-Turkish youngsters and children.

Together with S4Y project, PLAY implemented two other main projects in 2017:

Values of Olympism: volunteers and Physical Education teachers, have been involved in organizing Playdagogy sessions in schools of four different localities. Through the activities, children could experience tolerance, friendship and respect for each other, through sport .

Human Rights Clubs: youngsters from different localities established five Human Rights Clubs with the aim of promoting Human Rights in their own localities. In the second phase of the project the clubs will develop action plan to implement activities for children, peers and all the citizenry.

Overall, in 2017, over 3700 children benefitted from the activities implemented by 160 trained practitioners.

WHAT CAN YOU FIND IN THIS KIT?

This Handbook is meant to be a concrete tool for practitioners to lead Playdagogy sessions. It is a very practical guide with concrete information about the situation of different communities in Kosovo, tips and tools to become a good sport animator and implement educative sport activities with children.

In it, you will find practical information and useful tips, together with the tools to be used during and after the activities.

More specifically:

- **Chapter 1 – Kosovo, Communities and Diversity:** in this Chapter you will find the thematic sheets on the Kosovo situation. It will provide data and information regarding the situation of communities, together with examples and definitions related to discrimination and integration. Reading this chapter you will also understand the importance of education in the process of overcoming stereotypes.
- **Chapter 2 - Playdagogy:** this Chapter will focus on Playdagogy as an educative methodology. It will provide all needed information about Playdagogy, the three steps of a session, and the peculiarities of each of them.
- **Chapter 3 - Implementing the kit:** in this Chapter you will find useful tips that will help you to increase your skills as a sport animator. There are also tools to be used directly on the field, to prepare a session and to assess the achieved results and difficulties.
- **Table of Games:** to be used as guideline for leading games and debates.
- **Report template (Annex):** to be used for the analysis and reporting on each session.
- **Useful contacts:** contacts of PLAY International staff in Kosovo.





1

KOSOVO, COMMUNITIES AND DIVERSITY

Communities in Kosovo:

How much do you know?

EDUCATION

1. Do you think that in Kosovo all children can attend school in their own language?

2. Do you think that in Kosovo all the schools admit students from all different communities? *(Explain your answer)*

3. Do you think that the official textbooks promote tolerance and respect among communities? In which way?

4. Do you think that the national educational curriculum of Kosovo effectively cover the history and culture of every community traditionally present in the country? *(Explain your answer)*

5. Do you think that in Kosovo schools there is a good and positive level of interaction between students and teachers from different communities? *(Explain your answer)*

6. Do you think that all the students in Kosovo have the same possibilities to access to higher education? *(Explain your answer)*

EMPLOYMENT

1. Do you think that everyone in Kosovo has equal opportunities to public employment?

SPORT

1. Do you think that members from all the different communities in Kosovo have the possibility to play and train in the main league of different sports? Do relevant Institutions take actions in this sense?

2. Do you think all communities have the same opportunities to access leisure sports? Are multi-ethnic sport activities are regularly organized across Kosovo?

EDUCATION

1. The rights of Kosovo's minority communities to use their **own language** is recognized by International and European law. This **promotion of minority languages** and cultures should be understood as a tool for **promoting mutual understanding among communities**, both majority and minority.

In reality...

Despite the *Kosovo 2011-2016 Education Strategic Plan* foresees the drafting of a curriculum for education in the Serbian language (together with teaching materials), K-Serbian students continue to learn in schools that operate under the Serbian system institutions.

In some areas K-Turkish and K-Bosniak constitute the majority of the population, schools that operate under the Kosovo system offer instruction in Turkish and Bosnian language. These schools provide also lessons in Albanian, as one of the official languages, but only as an elective subject limited to two hours per week.

Romani-language classes are provided in some schools under both education systems, but there is a lack of textbooks in this language.

The K-Gorani, K-Croat, K-Ashkali, K-Egyptian, and K-Montenegrin communities have no access to community-specific educational subjects.

2. Municipalities are further responsible for the **registration and admission of students based on non-discrimination** and selection of Directors and Deputy Directors of schools.

In reality...

Pupils tend to attend schools where they could find instruction in their mother tongue. K-Albanian students do not attend schools from the Serbian system, and vice-versa.

Moreover, apart from few exceptions, any of the schools provides the possibility to learn other communities' languages: K-Albanian children won't have Serbian or Turkish courses in their school, as K-Serbs will not learn Albanian language.

3.-4. The national educational curriculum of Kosovo must cover the **history, culture and other attributes of communities traditionally present in the country**, with the aim of fostering a spirit of **respect, understanding and tolerance among all communities in Kosovo**.

In reality...

In the existing Kosovo education system, the adopted curricula and materials insufficiently reflect the specific histories, cultures and other attributes of all communities within Kosovo.

The most frequent formulations in the textbooks are exaggerations of the role, qualities and values of a people or ethnic group compared to the others: as a result, history texts reinforce symbolic and simplistic representations of the nation through the division into "Us" versus "Them".

In addition, textbooks are primarily loaded with discriminatory language in terms of ethnicity, gender, sexual orientation and disability.

To conclude, it appears possible to affirm that the currently educational curriculum fails in promoting common values and encouraging respect and understanding of the country's cultural diversity.

EDUCATION

5. The Municipal Government should **promote the interethnic tolerance** and **help the staff** of the schools in overcoming stereotypes based on ethnicity. They could fulfil these responsibility through, for example, training school directors, teachers and school administrators in **special programs for elimination of prejudices** and for promotion of intercultural and interethnic tolerance.

In reality...

The level of interaction among students, teachers and academics coming from different ethnic groups is overall extremely low and strictly depends on individual initiatives rather than on a general trend.

6. Kosovo's legal and institutional framework includes a number of provisions to ensure that **all students have access to education in their mother tongue** at pre-school, primary and secondary school levels.

In addition, members of communities are guaranteed **equal access to higher education** by the Government, which is under an obligation to establish “special measures” to ensure the admission of candidates from community schools to higher and university educational institutions. Accordingly, each academic year, the Ministry of Education, Science and Technology sets aside a number of places at public universities for students from minority communities.

In reality...

All students who are educated in a language that is not one of the official languages of Kosovo and want to continue their studies, are obliged to learn an official language of Kosovo. Only in this way they have equal opportunities to progress to higher education. Consequently, students of non-majority communities often leave Kosovo to enrol in universities, primarily in Serbia and Turkey, facing then problems related to the slow and costly mechanisms for the recognition of their titles upon their return.

University education in Serbian language is available only in Mitrovica North: however, not all Faculties are provided and the recognition of diplomas in Kosovo keeps being uncertain.

EMPLOYMENT

1. People from all the different communities are entitled of **equal opportunities to education and employment**. Community members are entitled to **equitable representation in employment at all levels in Publicly Owned Enterprises (POEs) and public institutions**.

Article 11 of *The Kosovo Civil Service Law* requires that a minimum of 10% of positions at central level are reserved for “**persons belonging to communities that are not majority in Kosovo**”.

In reality...

Only the 7.7% of civil servants in central and local level institutions (excluding POEs) are from non-majority communities.

Ashkali, Egyptian, Gorani and Roma are relatively underrepresented compared to their share of the population.

A number of state employees are not considered civil servants, and therefore are not include within the scope of the Civil Service Law; these include employees of educational and health institutions.

SPORT

1. Within the new Strategy of the Department of Sport of the Ministry of Culture, Youth and Sport 2017-2021, the integration of minority communities has been set as a core priority.

In Reality...

The websites of the Football Federation and Handball Federation of Kosovo are only in Albanian or English.

The Football national team of Kosovo is composed only by K-Albanian players, as well as the athletes that represented Kosovo at the Olympic Games were all from Albanian community.

2. Everyone has the **right to play**, especially kids. The Article 31 of the *Convention on the Rights of the Child* recognizes that each child has the right to play, which is an essential element to one's wellbeing and personal development.

In Reality...

The majority of people participating in sports belong to the Albanian majority. Although, some clubs of ethnic minorities have been established so far, they do not all take part in Kosovo leagues, some of them for instance playing directly under Serbian sport leagues. This separation is also visible in the education sector, where physical education classes are mainly given by teachers from the same community.

Interaction among pupils from different communities even within the same education system is also limited, and while general cultural or sporting events are organized on a school-by-school basis, activities with the aim of promoting inter-ethnic dialogue and contact are only NGO-led.

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YOUTH INITIATIVES FOR HUMAN RIGHTS, *Discriminatory language in school textbooks. An analysis of upper secondary level school textbooks in Kosovo*, Pristina, November 2017

Conventions and Laws

Constitutions of the Republic of Kosovo

Convention on the Rights of the Child

Council of Europe-Framework Convention for the Protection of National Minorities

European Convention on Human Rights

Kosovo Civil Service Law No.03/L-149

Office for community affairs, *Assessment on the Employment of Members of Non-Majority Communities in the Kosovo Civil Service and Publicly Owned Enterprises*

Universal Declaration of Human Rights

From Stereotypes to Discrimination

ROLE PLAY:

Planet Earth is in danger: a meteorite is going to crash on our planet, devastating everything. The only safe shelter is a bunker which can accommodate maximum five persons.

You are a member of the Scientific Council having the responsibility to decide who has the right to enter the bunker, and therefore survive and ensure the survival of humanity.

Choose the five best candidates in the list below:

Candidates:

- a scientist
- a criminal
- a policeman
- a homeless
- a doctor
- a radical animalist
- a religious
- an immigrant
- an actor
- a politician

DISCUSSION 1:

- Which persons did you select?
- Why? Give reasons for each of the chosen candidates.

Now read the full profiles of the candidates:

Scientist

An extraordinary man, intelligent and successful. Following a very serious nervous crisis, he discovered a way to destroy humanity in order to give nature the opportunity to regenerate. Declared crazy by doctors.

Criminal

Arrested for the death of her husband, she was just released because judged innocent after three years of jail.

Policeman

Commissioner at the central police office of his city, he loves exercising his power by terrorizing people. He is proud to consider himself racist and homophobic.

Homeless

Cultured and famous university professor. He is living today in the street for a personal choice: sharing his life with those who have nothing.

Doctor

Previous well-known doctor in a pediatrician hospital, she was recently fired because of relevant mistakes in her diagnosis.

Animal rights activist

Radical woman, lover of every animal species, always fighting in non-violent way for the respect of animals' rights. She has very good skills in farming and agriculture.

Religious

Strong and authoritative man, he is in charge of one of the biggest fundamentalist organizations of northern Europe.

Immigrant

Twenty-five years old, he just obtained a degree in aerospace engineering. Since he is in Kosovo, he represents the spearhead in this sector.

Actor

Worker in a textile factory, in his free time he collaborates as volunteers with a NGO that carries around shows in hospitals for charity purposes.

Politician

Affirmed in the fight against the corruption, he is accused for possible collusion with criminals organizations. The Court's verdict is due by the end of the month.

DISCUSSION 2:

- Now that you know the profile of the candidates, would you maintain your initial choices? What would you change? Why?
- What can we learn from this game?

Definitions

Stereotype:

A widely spread and oversimplified image or idea of a particular group or type of person.

A *stereotype* is a preconceived notion, primarily about specific groups of people. As a result, the group is reduced to one single idea, based on one particular feature.

Have you ever heard someone saying all Serbian people drink Rakja in the morning or people from the countryside are not smart and able to work only in the farm? Or women are bad drivers and Brazilians are good football players? Those are stereotypes: commonly held ideas about specific groups. Many *stereotypes* are racist or sexist.

As we can see, stereotypes can lead you to assume both positive and negative opinions about someone.

CAREFUL! Even if a general idea about a group can be true for one specific person belonging to that group, it will never be true for all. For example, the fact that your sister is a good cook does not imply that all women are good in cooking; having heard about one criminal from Italy in the news, does not imply that all Italians are dangerous.

STEREOTYPES ARE ALWAYS FALSE!

Prejudice:

A favorable or unfavorable opinion or feeling about someone or something, formed beforehand, without knowledge or direct experience.

Prejudice means "judgment in advance", having a negative perception of a group of people based on their origin, skin color, sex or partial experience — not on direct knowledge or rational arguments. For example, thinking that "He likes football because he is a man" implies judging that person just based on the assumption that all men like football (*stereotype*).

CAREFUL! Your prejudices can sometimes be based on previous experiences, but caused by one single case and not by the totality of the group to which that person belongs. For example, having had a negative experience with a person from Paris does not imply that you will never meet a nice French person.

PREJUDICE IS THE CONSEQUENCE OF STEREOTYPES

Discrimination:

Action of treating a person or particular group of people differently, especially in a worse way as compared to others, because of their identity (sex, skin color, origin, physical aspect), their choices (political opinion, religion, sexual orientation) or the situation (disability, family situation, skills, etc.)

Discrimination implies an unfair system that treats one group of people worse (or better) than another based on its characteristics. You can have a discriminatory attitude by refusing to interact with someone, or simply not taking him/her into consideration, excluding. This mostly happens towards people we consider "different" from us, for various reasons.

DISCRIMINATION IS PRESENT AT ALL LEVELS OF SOCIETY AND IT HAS A DIRECT IMPACT ON THE BEHAVIOUR OF THE AFFECTED PERSON OR GROUP.

Discriminatory acts lead the victims to feel fear and frustration, leading to progressive loss of self-confidence. Victims could respond to exclusion and threats in different ways: from shut themselves in, to re-act violently against the others, starting themselves to act in a discriminatory way.

CAREFUL! In certain cases, we talk about "*positive discrimination*": this applies to cases in which favorable measures are taken to allow a certain group of people having the same opportunities as the majority. In this sense, the special treatment is justified by the fact that it is needed to ensure equity. For example, in order to foster employment of people with disabilities, an organization can decide to reserve a certain number of working places and/or give advantage to them during the recruitment process.

To conclude:

Stereotypes are the result of ignorance, because they imply having general ideas about a group without direct KNOWLEDGE. These general and partial ideas could also be suggested by wrong information provided by media, widespread opinions conveyed by popular culture, social structures and different traditions of every community.

So...

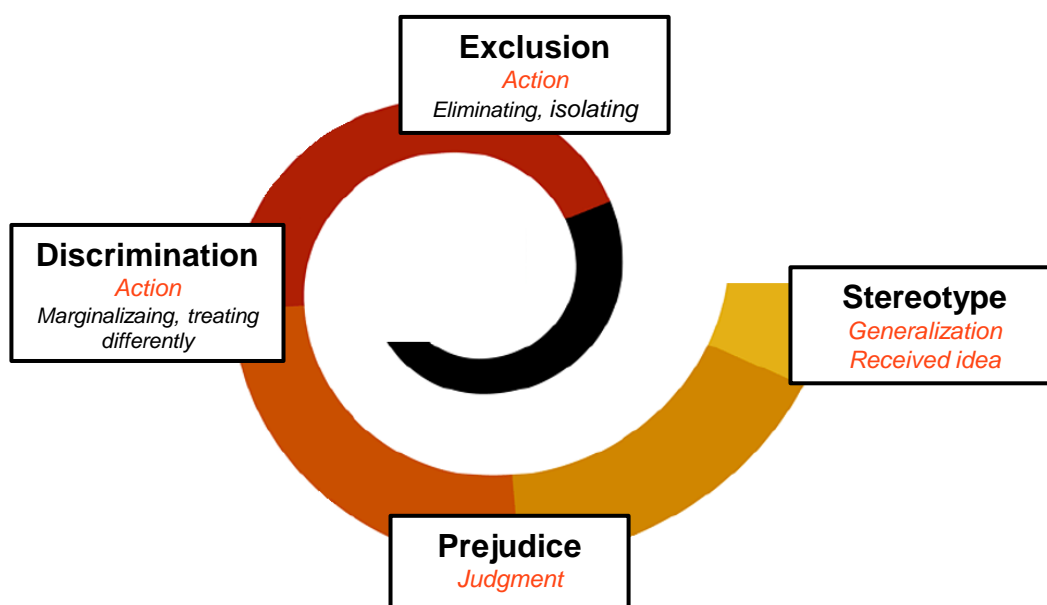
Prejudice is the consequence of Stereotypes, so judging someone in advance. If we contrast Stereotypes we will contrast also prejudice.

So...

DISCRIMINATION is the natural effect of the Stereotypes and Prejudice, the action following our ideas. It can drive to drastic situations, such as exclusion and violence.

As a result, by understanding and preventing prejudices and stereotypes, it is possible to contrast discrimination.

The **BEHAVIOUR** of each of us can change the situation: being aware of this is already a crucial step towards a positive change!



First of all they came to get the gypsies.

And I was happy because they were sneaking. → STEREOTYPE

Then they came to get the Jews.

And shut up, because they were unpleasant. → STEREOTYPE

Then they came to get the homosexuals, and I was relieved, because they were annoying me. → PREJUDICE

Then they came to get the communists, and I did not say anything, because I was not a communist. → DIFFERENT FROM MYSELF

One day they came for me, and there was no one left to protest. → IMPORTANCE OF OUR BEHAVIOR

How we can fight discrimination?

From Myself to the Others

START FROM YOURSELF

After understanding what stereotypes are and how they could turn into discriminatory acts, we are ready to **question ourselves**.

We all have stereotypes, and this is normal. For this reason, it is essential to be aware of those and understand our feelings, opinions and behaviors while meeting a person we perceive as “different” or going to new places: where do our opinions come from? Are they based on previous experiences or on something we heard?

Being self-critical and questioning our feelings is essential to overcome barriers and fight discrimination!

BE OPEN TO OTHERS

Remember that we are all different as individuals: therefore, we need to **accept and respect** differences.

Only by **meeting, exchanging, and being curious** about others, we can understand what “differences” mean. Meeting and exchanging can help **us to learn from others and others to learn from us**. Playing together is a great way to start knowing “the others”!

Being **empathic** means putting ourselves in the position of others: by doing this, we will better understand their situation, feelings and the consequences of our own actions. This will help us understanding the negative consequences of discrimination and therefore acting in an appropriate way.

Diversity is enriching!

From Acceptance to Inclusion

DEFINITIONS

Acceptance:

General agreement that something is satisfactory or right, therefore allowing the existence or presence of someone or something.

You might be happy to be part of a team, a working group, or an organization. However, if you do not have the possibility to express your opinions in the group in the same way as others, you will not feel included.

Acceptance implies coexistence, but not a relationship or a collaborative relationship between the parties. There is tolerance of each side towards the other, without interaction.

By accepting someone you tolerate his/her presence in a common physical space, but you do not place yourself in the position of willing to interact with him/her with a collaborative attitude.

Inclusion:

The act of including someone or something as part of a group, considering him/her equal to all others.

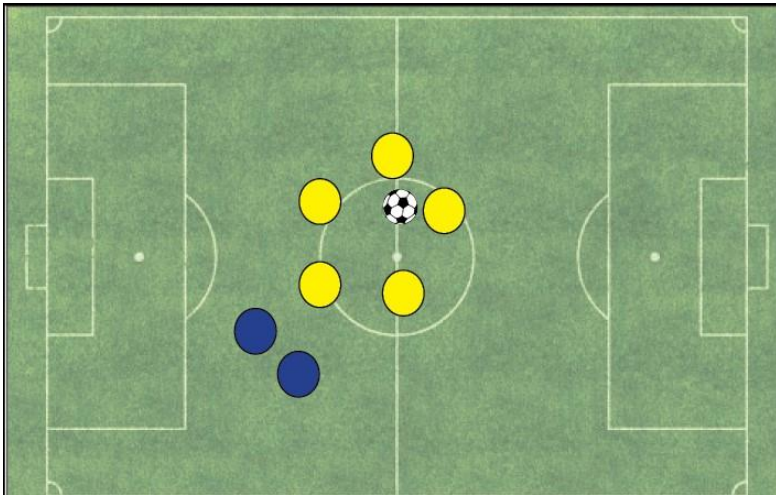
An inclusive attitude implies “**doing together**”, therefore the willingness to cooperate with others to improve the condition of both of you through mutual learning. If you have an inclusive attitude you can only gain and be enriched by every new encounter and situation.

To conclude:

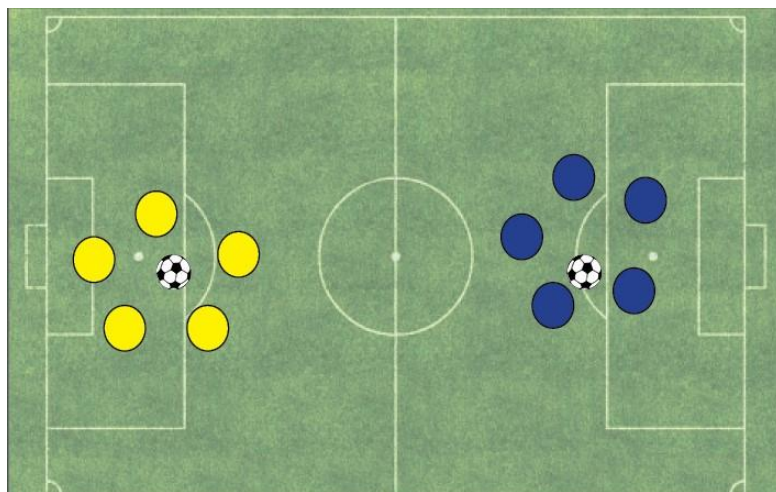
Acceptance is the first step towards inclusion: without accepting each other, it is impossible to collaborate in a constructive and respectful way

HOWEVER

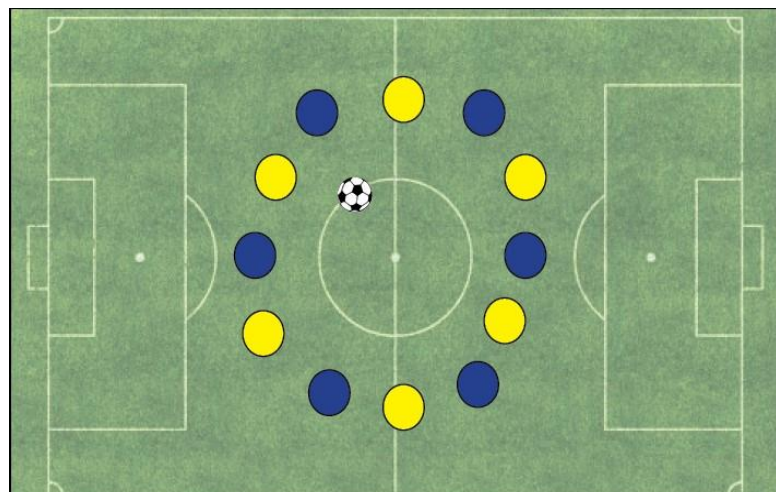
Acceptance is not sufficient: inclusion means overcoming all barriers, having the same opportunities, feeling equal while preserving our diversity.



DISCRIMINATION AND EXCLUSION



ACCEPTANCE



INCLUSION

Importance of Education

As we could observe, in Kosovo the integration among different communities remains very limited. This is due to a wide range of reasons.

Negative mutual perceptions that every group has regarding others represents one of the main obstacles hindering the construction of an inclusive society.

Negative stereotypes and prejudices lead to different and continued discriminatory behaviours, noticeable everyday in various contexts.

What can be your role in this complex context?

TO FIGHT DISCRIMINATION, WE CAN:

PREVENT

- Raise-awareness about the importance of understanding and addressing stereotypes
- Foster exchanges and cooperation among children of different communities or backgrounds

REACT:

- Help victims of discrimination to recognise their situation and express their feelings
- Help children understanding the consequences of discrimination

Therefore:

- **You**, as a teacher and educator, need first to understand your own stereotypes and prejudices, in order to help others in overcoming theirs.
- **You**, as a teacher and educator can help children and youngster changing their perceptions and opinion about others.
- **You**, as a sport animator, can prove that sport could be a powerful tool to overcome the negative perceptions towards others, including other communities.
- Through sport, **You** can show to children the importance of working and playing together for reaching a common objective.
- Through sport, **You** can help children overcoming linguistic, ethnic, religious and cultural barriers.

PLAYDAGOGY

2



Playdagogy: active and participative learning



PLAY IT HUMAN

Playdagogy's aims

Playdagogy's main aim is to provide youth and community workers, teachers and sport coaches with playful and dynamic pedagogic tools that provide children (6-12 years old) with the information and confidence to address and reduce risky behaviors:

1. Raise awareness about social issues in a positive and fun way.
2. Offer a space where children can reflect, stay active and become actors of change.
3. Identify high-risk behaviors and promote pro-social behaviors through mentality shift.

Creation of pedagogical content:

Pedagogical (learning) content is created collectively with stakeholders who know the beneficiary group, specialists in physical activities and the expertise of partners working in the area of intervention (according to the topic).

Why use play?

Our methodology considers that physical activity and sports are impactful and under-used educational tools which allow children to learn and express themselves. The space, design and discussion contribute to children's active participation and development. Playdagogy is therefore meant to have an impact on different areas: intellectual/cognitive, physical, emotional, and social.

Our ambition: Awareness-raising

The aim of Playdagogy is to provide new way of looking at something – from a different perspective or with new information. Indeed, changes of behaviour requires that people feel concerned by an issue or a problem. Through Playdagogy, children are actively, autonomously and personally involved: the game allows them to discover the awareness-raising theme. Participants are at the heart of the process – helping them to become active and responsible citizens.

The educator is a guide in all Playdagogy sessions: supporting reflection, providing information and encouraging discussion.

Raising awareness and learning through game:

The objective of the Playdagogy is to raise awareness children through game about identified social problems. It is done by the progressive integration of the thematic in the physical activity. The space of practice and exchanges allow the child to participate actively to the session. The child is the key actor and stimulate their reflection. As a result, in a natural way, the child understands the subject, and finds links between the game and daily life.

The 3 steps of a Playdagogy session

Playdagogy is an innovative methodology of active education, specific to PLAY International. It uses sport as an educational tool but also as catalyst for sensorial, cognitive and emotional experimentation. This dynamic assists children to reflect and share during the discussion on social or environmental issues.

Each Playdagogy session lasts about 45-60 minutes and is divided into three steps”

- 1. GAME WITHOUT THEME:** a typical session is based on physical activities (handball, basketball, etc.) or traditional well known games (cat and mouse, tag, etc.). Children play and enjoy themselves by practicing the physical activity,
- 2. GAME WITH THEME:** vocabulary and symbols are introduced into the game to familiarize children with the addressed topic. This creates links between the game and the daily life,
- 3. DEBATE:** at the end of a session, a discussion is lead to give children the opportunity to reflect and express themselves about the awareness-raising theme. The key messages are conveyed and discussed.

STEP 1 GAME WITHOUT THEME

The child learns the rules, has fun exercising and develops strategies for the game.

Adult makes the children active in a fun and safe environment.

STEP 2 GAME WITH THEME

The child has feelings / sensations, experiments and questions him/herself.

Adult is facilitator. They provide clues, symbols and observes behaviours that will be discussed.

STEP 3 DEBATE

The child express themselves and assimilate awareness-raising messages.

Adult is mediator. Supporting and facilitating the discussion around the key concepts.

1

game without theme

AIM

Children become rapidly active. They are motivated and have fun

TIME

10-15 minutes. If games are not known by your children, we suggest you to do 1 or 2 sessions (of just the game without theme) before, to teach them rules and instructions.

OBJECTIVES FOR CHILDREN

- To start quickly - simple familiar game with clear instructions
- To have 6-10 minutes of practice minimum
- To play in a secure and appropriate space
- To understand how the game works and how to win
- To have 70% chance of success

REQUIREMENTS FOR EDUCATORS

- Be organized – know how to organize groups, number of players, number of teams dimensions of the space on which the activities/games will take place
- Know the rules and possible variables
- Prepare the necessary equipment

DON'T FORGET

- Keep waiting times to a minimum
- Keep games animated: ensure regular rotation of position and roles.
- Use variables to make the game more interesting and adapted to your group

2

game with theme

AIM

Children become accustomed to the vocabulary and the awareness-raising objective. The idea is to plant the seeds that will then feed the debate in the final step.

TIME

15-20 minutes minimum. Adapt according to evolutions during the game.

OBJECTIVES FOR CHILDREN

- Understand the vocabulary
- Understand the sense of the game and their actions
- Receive clues to stimulate curiosity and reflect on the theme

REQUIREMENTS FOR EDUCATORS

- Use descriptive elements to keep game easy, organized and relevant
- Use elements symbolizing facts linked to the daily life

DON'T FORGET: YOU CAN INTEGRATE THE THEMATIC IN FIVE DIFFERENT WAYS

1. Rename the space, the equipment, the status of players or teams:

It allows children to evolve in an environment linked to the theme and be aware of some key elements. Movements, interactions, the use of equipment take a new meaning, directly related to key messages. E.g. Areas are named and identified as 'the market', or players are named 'food groups'.

2. Adapt or modify rules to make children reflect while playing:

Children adapt or modify their game strategy to reach a goal. It leads to intentions that can induce a behavior. E.g. The players 'high energy food' are allowed to run.

3. Integrate didactic tools (pictures, cards, documents, media) to ensure the understanding of contents and issues linked to the theme:

Children handle objects that they will use during the game to reach a goal. Then they will have the opportunity to link the game, the facts and the reality according to the theme. E.g. the player choose a card 'inactive' that stop them from running another lap.

4. Put children in strategic reflection, to make them adapt their attitude and objectives, to make them responsible and offer them a space of autonomy and initiatives:

Self-determination is a key element in building your self-esteem and encouraging fun in learning. Giving children a choice where they are likely to succeed is a major pillar of the active pedagogy.

5. Simulate an emotional experiment close to the reality to provoke authentic reaction of children and have an interesting reflection about these reactions:

By encountering an unknown artificial situation, children will react as they would do 'in real life'. It is an advanced stage of the learning process, focused on 'doing' in order to 'learn'. This approach that requires careful planning and control of the situation.

3

debate

AIM

Children reflect on their experiences during the game and make the link to real life; they develop their knowledge and understanding.

TIME

15-20 minutes at the end of the game.

OBJECTIVES FOR CHILDREN

- Understand the purpose and rules of the discussion
- Understand the used vocabulary
- Make concrete links between the game and the theme
- Be stimulated and have the occasion to be active and participate
- Challenge, revisit and strengthen their current knowledge on the topic with new information

REQUIREMENTS FOR EDUCATORS

- Feel comfortable with the theme, know key messages and pass messages to children
- Be ready with initial questions to launch the discussion and keys to animate and make it active
- Take care about what the children are saying, so that you can reopen the discussion with concrete examples which are relevant for children and then assess their acquired knowledge
- Make sure all children participate and feel free to express their opinions

DON'T FORGET KEYS TO LEAD A DEBATE

INTRODUCING THE DEBATE – 4 techniques:

1. Begin by asking children how they feel after this game. E.g. 'Did you like it? What did you enjoy most and least?'
2. Ask everybody to participate. Divide children in groups and let them discuss different aspects of the theme (ex. each group corresponds to one position, one answer) and then discuss with other groups
3. Tell a story from real life to spur and encourage discussion between children
4. When didactical tools (cards, pictures, etc.) are used during step two, propose a short time to discuss these supports and their reactions/emotions during the game.

MODERATING AND ANIMATING THE DEBATE

- Take examples of behaviours observed during the game and reuse vocabulary from the 'game with theme'
- Draw parallels between the game and daily life situations to help children to understand key messages
- Use feelings lived during the game and opinions about the theme to facilitate the discussion between children
- Use appropriate vocabulary, depending on the age and knowledge of your group, in order to facilitate the understanding of the discussion and the integration of messages
- Use children's reflections and thoughts to go deeper – linking to society, science, etc.
- Try to get children to respond to each other's answers (ex. 'It's interesting you think that, but would everyone react in the same way? What does everybody else think?')
- Use simple language, keep the questions as simple, short and open as possible. Ask easier questions when children don't speak a lot (ex.. 'Do you agree with what he/she just said? Why?')

CONCLUDING THE DEBATE - 3 techniques:

1. Repeat what children said by summarizing and making links with key messages of the session
2. Ask a few children to summarize what they understood from the discussion, then recall the key messages
3. Replay the game with theme to observe changes of behaviours revealing the awareness (if enough time)

3

IMPLEMENTING THE KIT



Table of Games

CYCLE	NAME	TOPIC	OBJECTIVE	KEY MESSAGES
1	House of Stereotypes	Discover Your Stereotypes	To understand that stereotypes are always bad, and that is not possible to identify one group under one definition	<ul style="list-style-type: none"> A stereotype is using labels to describe others. It can be positive or negative Stereotyping is wrong because we can't generalize people into categories based on traits or characters. Every person is unique We all have stereotypes about people we don't know and we can all be object of stereotypes
1	Under Discrimination	Understand Discrimination	To understand that discrimination is a consequence of stereotypes and leads to exclusion	<ul style="list-style-type: none"> Stereotyping people will affect our behavior towards them Discrimination means treating people unfairly because of their characteristics like gender or ethnicity Negative discrimination can lead to social exclusion from a group and it can be very hurtful for the person experiencing it
1	Kosovo Chain	Communities and Stereotypes	Understand the different stereotypes we might have about Kosovo communities and fight against present discrimination	<ul style="list-style-type: none"> Kosovo is a diverse society with many different communities There are stereotypes about each community living in Kosovo and all of them suffer from discrimination We can fight against stereotypes by getting to know each other: we should not be afraid of others just because they look, talk or act differently from us We should not exclude people based on their differences, because this is discrimination
2	Questions and Surprises	Overcome your stereotypes	To understand that it is possible to overcome stereotypes only knowing ourselves	<ul style="list-style-type: none"> If we want to fight discrimination, we need to recognize and understand our own stereotypes To understand our stereotypes we need to know where they come from To overcome our stereotypes we need to know ourselves, our own feelings and opinions, and be ready to question them
2	Diversity is Richness	Diversity is Richness	To understand that exchanging with others is mutually enriching	<ul style="list-style-type: none"> We are all different as individuals: therefore, we need to accept and respect differences We can overcome stereotypes by meeting, exchanging, being open and curious about others, playing together. By meeting, we can learn from others and others can learn from us: diversity is enriching.
2	All Included	From Acceptance to Inclusion	To understand that including someone means doing together, having the same opportunities and feeling equal	<ul style="list-style-type: none"> Being accepted/accepting others is not enough: being integrated means doing together, having the same opportunities, feeling equal. "Living and doing together" can be challenging everywhere in the world Each of us is important to build an inclusive society

Pedagogical cycles



6 GAMES & 2 CYCLES:

CYCLE 1: Stereotypes and Discrimination

- **GAME 1:** House of Stereotypes
- **GAME 2:** Under Discrimination
- **GAME 3:** Kosovo Chain

CYCLE 2: Diversity and Inclusion

- **GAME 1:** Questions and Surprises
- **GAME 2:** Diversity is Richness
- **GAME 3:** All Included



WHY TO CREATE A CYCLE OF SEVERAL PLAYDAGOGY SESSIONS?

The objective is to develop healthy and responsible behaviours: making the children react and the aware of issues requires time.

One cycle is based on educative objectives and on the results to reach. Each session of the cycle is a step towards the defined objectives.

DON'T FORGET:



- Implement sessions in a regular way (e.g. once per week) in order to observe an evolution in the children's behavior .
- Implement the cycle with the same group of children from the beginning to the end of the project.
- If a theme is not understood by children, you can propose the same session more than once, using some variables - by progressively complicating messages and subjects.
- Always respect the 3 steps of a session.
- Make the link between different sessions, ask children about what they learned during the previous sessions.

Tips for a good session

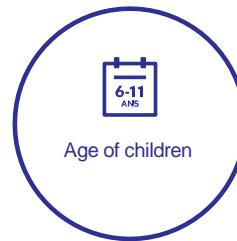
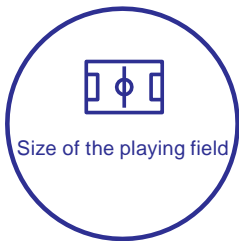
Organizing a session

The game sheets contain all information required to organize a session.

Make sure you are familiar with these elements in advance: this is the key for a successful session!

On the game-sheets you can find information on:

- The space and equipment required,
- If an annex needs to be copied and distributed,
- How to set up the space,
- The pedagogical objectives, key messages and debate questions.



Preparing before the session

REMEMBER! It is very important to prepare both the game and the debate before the session: the good quality of the activity depends on the quality of the preparation!

- Know the rules of all phases of the game before starting the session
- Master debate and key messages
- Prepare field and material before children arrive

Being a good sport animator

REMEMBER! You are always a model for children: if you check your phone or shout at your colleagues during the activity, they will reproduce your behaviors

- If you are motivated, children will be motivated
- Be attentive and available to listen and understand children
- Include all children in the activity and ensure all are active, all have fun and learn

Implementing Playdagogy

REMEMBER! It is essential that children understand the key messages of the session: if the session is implemented in a rush, you won't achieve your educative objective!

- If you do not have enough time to implement the three steps of Playdagogy in one lesson/activity, you can separate them: first, you do only the "Game without theme", so that children understand the rules and functioning of the game; implement the "Game with theme" and the debate during the following session.
- Ensure you dedicate enough time to the debate (15-20 minutes)

Address the topic

REMEMBER! The topic of discrimination can be very sensitive, primarily when it comes to communities. For this reason, we need to face it in the appropriate way!

- Set clear rules at the beginning of the session: everyone has the right to express feelings and opinions, without hurting others
- Make sure no one feels judged: all children need to feel comfortable to express themselves
- Be attentive to children and intervene in case of conflicts or discriminatory behaviors

Adapting to children

REMEMBER! It is very important to adapt the games to the number, age, knowledge and skills of the children you work with as well as to the situation you work in!

Unexpected situations always appear: the number of children won't be always as we plan, the available space might be smaller or the time shorter, the material insufficient for a large number of players, etc.

If the game is new for your children or children are very young:

- Simplify the rules of the "Game without theme", in order to make it easier to understand;
- During the first session, play only the "Game without theme", so that children get familiar with it. Implement the full session (Game without theme, Game with theme, and Debate) the following time.
- During the Debate, focus on simple key messages. Be careful to use easy vocabulary and relevant examples.

If you have a big number of children:

- Divide children in more teams and let them play with rotations;
- Give special responsibilities to the children who are waiting (ex. They could become referees);
- Install several identical fields to reduce the number of players and the inactivity (if possible);
- Increase the duration of "game without theme" to ensure a rotation of teams.

If you have a group of older and more experienced children

- Adapt the rules to make the game more dynamic, complex, and/or physically intense;
- Increase the duration of "game without theme" and "game with theme";
- During the debate, ask one child to take care of the time and one leader explain the rules and ensure they are respected;
- During the debate, only intervene to provide specific information (key messages, figures, etc.) or to clarify misconceptions. Keep a focus on what they say they learned through the game.

Evaluating

WHY TO EVALUATE

When we implement a Playdagogy session or cycle, it is always important to ask yourselves “why”: what is the objective of the session/cycle? What do we want to achieve through it?

As an educative tool, Playdagogy should offer children a possibility to understand a certain topic and learn something which can be useful in their life. How can you measure whether your session was successful in this sense?

HOW TO EVALUATE

Reflection and evaluation of learning occurs at three moments: before, during and after a learning experience.

BEFORE a session it is important to think about what the children already know, their abilities and what you would like for them to learn.

DURING the session the children will be thinking about the theme, and the discussion is designed to bring the experience of the game into the conversation, where the learning is consolidated. For teachers and volunteers, it is important to constantly reflect if the children are enjoying the game, if they are understanding the theme, and if the information offered is at the right level.

AFTER the session it is important that all involved reflect on whether their understanding has developed as a result, or not, and whether certain elements need to be reinforced in future sessions.

AT THE END OF THE CYCLE it is important to reflect on the impact on the understanding children have of the subjects approached, on their behaviors and the ambiance of the group.

In this Handbook, we propose some concrete tools which will help you evaluating your sessions:

- **Report on Session:**

This report is supposed to provide both a quantitative and a qualitative analysis of a session. First of all, you will track the number of children participating in the activity, by gender and community. Secondly, following this template will allow you to focus on the most important aspects of a session and identify positive aspects, problems and difficulties, as well as leads for improvement for the coming activities.

Remember: it is crucial to be self-critical and evaluate our own work – this is the only way to progress!

- **Interviews with Children:**

This interview should be proposed to the group of children at the end of the cycle of activities. The children will be put in front of concrete everyday-life cases, linked to Stereotypes, Discrimination, Acceptance and Inclusion: through their answers, we will understand how they would react in a certain situation.

Children’s answers after the cycle, combined with the report on session made by teachers and volunteers after each PLAYDAGOGY activity, will allow us to map their perception about the topics: indeed, after six Playdagogy sessions we would expect to notice positive changes in the individual behavior and way of thinking of children, their attitude or the dynamics in the group.

Remember: it is important that children experience at least 3 sessions!

Finally, we are interested to receive your feedback on this kit: is it useful for guiding the activities? What would you add or change? Don’t hesitate to send us any additional comment you may have: this will certainly help us improving the quality of future kits! You can find our contacts in the back page of this Handbook.



Sport4Education



Name of game: _____ School: _____

Number of the kids (M/F): _____ Class: _____

Children's age: _____ Date: _____

Phase	Positive points	Negative Points	Comments
Game without theme			
Game with theme			
Debate			
Conclusion			

Signature

Useful Contacts

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PLAY
INTERNATIONAL

PLAY IT HUMAN

HOUSE OF STEREOTYPES •

Relay

Objective

Children discover existing stereotypes.

Key messages

- A stereotype is using labels to describe others. It can be positive or negative.
- Stereotyping is wrong because we can generalize people into categories based on traits or characters. Every person is unique.
- We all have stereotypes about people we don't know and we can all be object of stereotypes.



15-30 players



8-12 years old



10x25 meters



45 minutes



30 cones



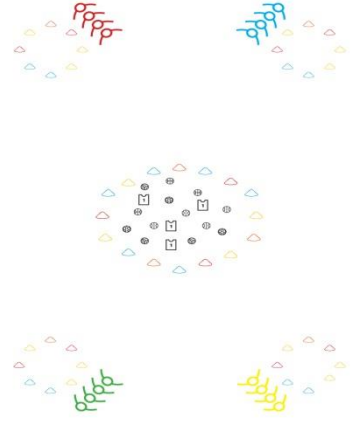
3 set of bibs



Balls or other objects



Annex to be printed



GAME WITHOUT THEME



10

AIM OF GAME:

To be the team to collect the most number of objects the fastest before the end of the game.

INSTRUCTIONS:

Divide children into 4 teams. Each team has their own section of the field. In the middle of the field is a huge house with lots of items (balls, jerseys, cones etc).

At the sound of the whistle, a player from each team has to run and take an object and bring it back to their zone.

The game ends once the house is emptied of all its objects. Each team must then count the number of objects they've gathered. The team with the most items in the house wins.

Rules

- Players can collect only one object at each time.
- The players need to tag next player's hand and repeat the cycle.
- If the player don't respect the rule of one team member at time, the whole team loses one object back to the house in the middle.

Variations

- To complex the game, you can set up cones around the house and each zone. Then each player must zigzag between the cones to reach an object.

RULES AND INSTRUCTIONS:

Use the new vocabulary to describe the game.

The game with a theme will be in two phases.

Teacher first asks the players if they know what stereotype is? (Stereotype is a simplistic idea about the personality of behavior of a determined group. Through the next games we will discover different stereotypes.)

Phase 1. Bring the team zones closer to the house.

Each team symbolizes a group: **1) People with disabilities 2) Poor people 3) European people 4) Countryside people.** These groups are marked with a paper attached to a cone to help players remember them (Annex1). In the house there are now mixed stereotypes about these different groups (Annex 2).

The players task is to run to the house, collect one stereotype, come back to the team and **decide together** which group zone does it fit the best. The player brings the card into that group zone and runs back to tag next team member to go. The teacher will be supervising the game next to the house and will help if there is a need.

When the house is empty, the teams will gather together for few minutes and choose 3 stereotypes that are according to them, related to their group. *Before going to the next phase there will be small debate: from each team 3 team members present which stereotypes they selected and why. The children can also add stereotypes they have in mind but that were not included in their cards.*

Phase 2. Each team symbolizes Kosovo community: **1) Romans 2) Serbians 3) Albanians 4) Bosniaks.** These groups are marked with a paper attached to a cone to help players remember them (Annex 3). In the house there are now mixed stereotypes (Annex 4) about these different groups.

The players task is to run to the house, collect one stereotype, come back to the team and **decide together** which community zone does it fit the best. The player brings the card into that group zone and runs back to tag next team member to go. The teacher will be supervising the game next to the house and will help if there is a need.

When the house is empty, the teams will gather together for few minutes and select 3 stereotypes that are according to them, related to their group. *Before going to the next phase there will be small debate: from each team 3 **different** team members present which stereotypes they selected and why. The children can also add stereotypes they have in mind but that were not included in their cards.*

DISCUSSION

 15

QUESTIONS:

KEY POINTS:

Did you enjoy the games?

In real life do we label these groups of people the same way? Why? *Have you been labeled based on your community? How did that make you feel?*

In real life we all label people and we can all be object of labels. We do this because for us it makes understanding complex world easier. However we make assumptions about groups we don't even really know. In Kosovo, we often label people because of their belonging to a different community and this could hinder us from getting in contact with them.

What is a stereotype? What are stereotypes based on? Are stereotypes always negative?

A stereotype is using labels to describe others. Often these labels can be based on characteristics like clothing, looks, the way a person talks or the group he or she belongs to. We might judge the whole group based on one person or previous experience. Stereotype can be also positive or neutral. In the game we had positive stereotypes like "all European people are rich" and "all Serbian are tall".

Is it bad to stereotype? What could be the consequences of stereotyping?

Stereotyping is not only hurtful, it is also wrong. Constantly putting someone down because of characteristics or group he/she belongs to will not encourage the person to succeed. We can't generalize people into categories based on traits or characters. Every person is unique. Stereotyping can lead to discrimination which is similar to bullying.

PEOPLE WITH DISABILITIES

POOR PEOPLE

EUROPEAN PEOPLE

COUNTRYSIDE PEOPLE

They don't like to do sports	Nobody loves them	They all are rich	They work in the fields
They always need help	They like to be dirty	They live in beautiful places	They never leave their village
They are good people	Everyone avoids them	They work hard	They don't go to school
They suffer	They don't have any education	They think they are better people	They are strong
They cant do everything	They took bad decisions in life	They respect the rules	They wear terrible clothes
They are innocent	They do not work	They are better in sports	They speak only dialect

ALBANIAN

SERBIAN

BOSNIAK

ROMA

They don't speak Albanian	They ask for charity	They are violent people	They like to listen Dua Lipa songs
They are friends with Serbian people	They don't go to school	All of them hate Albanians	They are the best in football
They are not smart	They don't want to work	They are very good at basketball	All of them hate Serbians
They have good food	They never respect the rules	They don't want to play with Albanian	They have big families
They are all muslims	They work as street cleaners	They are tall people	They are friendly
They only support a football team from Bosnia	They play music very well	They are dangerous	The men do the decisions

UNDER DISCRIMINATION • Pass to score

Objective

Understand that stereotypes create discrimination which can lead to exclusion.

Key messages

- Stereotyping people will affect our behavior towards them.
- Discrimination means treating people unfairly because of their characteristics like gender or ethnicity.
- Negative discrimination can lead to social exclusion from a group and it can be very hurtful for the person experiencing it.



12-30 players



8-12 years old



30x15 meters



45 minutes



20 cones



1 volleyball



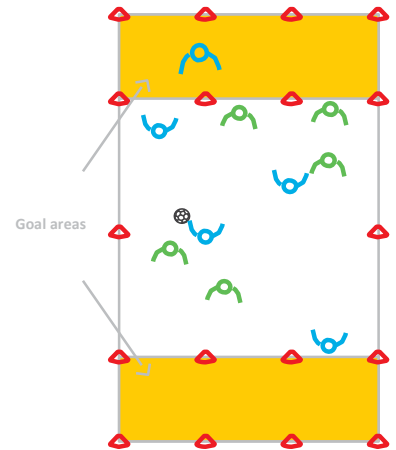
1 set of bibs



1 whistle



Annex to be printed



GAME WITHOUT THEME

🕒 10

AIM OF GAME:

To score the most points, by passing the ball to a team member standing in the opposite goal area.

INSTRUCTIONS:

Divide players into 2 teams of 15 players. 10 players from each team will be playing and the rest start as substitutes.

Start the game with both teams in their own goal areas. By passing the ball (throwing and catching) amongst teammates each team tries to get the ball into the opposite goal area to score. To score, the ball must be caught by a teammate who is in the opposing goal area. If the ball is intercepted the roles change: the defending team is now in control and trying to score.

Play 10 minute game. Teacher will change all the substitutes after 5 minutes and referee the game.

If the field is big enough, make 4 teams without substitutes and play on two parallel courts.

Rules

- The player with the ball cannot take more than one step.
- Players cannot stay in the opposite goal area for more than 10 seconds.
- Defenders are not allowed to touch or tackle any player.
- Defenders are not allowed to enter their own goal zone.
- If the ball goes out or falls to the floor, it is thrown in by the other team
- Each time a goal is scored the field resets with all players returning their goal area. The team who did not score starts with the ball.

Variations

- To make the game more challenging, use a smaller ball
- For less experienced players, allow up to 3 steps with the ball.

GAME WITH THEME

🕒20

RULES AND INSTRUCTIONS:

Use the new vocabulary to describe the game.

This game will be in two phases.

Phase 1. The two teams will play two 4-minute games against each other. If you have substitutes you will have to rotate players after 2 minutes.

1.1 The teacher chooses **3 players** from each team to represent a stereotyped group: **“People with disabilities” for team 1 and “Poor people” for team 2.** The teacher gives these players a **discrimination** (card) which tells them how they are being discriminated against in the game (Annex 5). This discrimination is kept secret from the opposing team.

1.2 After 4 minutes playing, the teacher chooses 3 different players from each team to represent: **“European people” for team 1 and “Countryside people” for team 2.** The teacher again gives these players a **discrimination** which tells them how they are being discriminated against in the game (Annex 5). This discrimination is kept secret from the opposing team.

Phase 2. The two teams will play two 4-minute games against each other. If you have substitutes you will have to rotate players after 2 minutes.

2.1 The two teams are given two Kosovo communities to represent: team 1 are **Bosniaks** and team 2 are **Roma**. In the first 4-minute round, the Bosniaks team is given a **discrimination** that they need to follow (Annex 5), while the Roma team is playing normally.

2.2 In the second 4-minute round, the Roma team is given a **discrimination**, while the Bosniak team plays normally.

DISCUSSION

🕒15

QUESTIONS:

Which kind of discrimination did you experience? Was it good or bad? Why?
Listen to their answers

Do you remember stereotypes about different groups in the “House of Stereotypes” game we played before?

How were these groups of people treated today in the game? For the ones who had a negative discrimination, how did you feel in the game?

What is discrimination?

Have you felt discriminated against before? Positively or negatively?
Let children give personal examples from their experiences

What are the consequences of negative discrimination?

KEY POINTS:

Some players experienced **negative discrimination**: discriminated players had **less chances** to succeed in the game. One discrimination was **positive**: players had more chances to score.

In this week’s game we had the same groups of people and communities we stereotyped last week (People with disabilities, Poor people, European people and Countryside people). Three groups were associated with negative stereotypes, while one group (European) were given positive stereotypes.

The groups associated with negative stereotypes experienced discrimination which affected their ability to fully participate in and enjoy the game. The players may have felt anger, frustration, unfairness or injustice. The discrimination made playing more difficult and challenging for them compared to the other players or team.

One group experienced positive discrimination, which was still seen as an injustice by the other groups, as they could not benefit from the same advantage.

Discrimination means treating people differently based on characteristics such as their skin color, age, religion, gender, economic situation, disability or ethnicity. Often discrimination is based on stereotypes about different groups. Discrimination can be positive or negative. Both can have damaging consequences because of the feeling of injustice or exclusion it provokes among negatively discriminated groups.

There are different types of discriminative actions, such as: avoiding the person, rejecting, humiliating or being violent towards them, because of their characteristics.

It can lead to social exclusion, for instance at school, with your neighbours or within the work environment. The person experiencing exclusion might feel anger, sadness, loss of self-confidence, from being treated unfairly. These behaviours can have a negative effect on their well-being, self-esteem and life-chances. Discrimination and excluding someone is like bullying.

Because your team is Bosniak:

All your goals are worth 0.5 instead of
1 point

Because your team is Roma:

If you drop the ball, you need to return
to your own goal line before being
able to continue the game.

Because you are a person with a disability:

You can only use your non-dominant hand
when playing.

Because you are a Poor Person:

You cannot cross the half-line of the court
(you need to stay in defence).

Because you are European:

You can stay in the opponents' goal as long
as you want.

Because you are from the countryside:

You cannot be in the opponents goal area.

Phase 2:
Team rules

Phase 1: Individual rules

KOSOVO CHAIN • Tag

Objective

Understand the different stereotypes we might have about Kosovo communities and fight against present discrimination.

Key messages

- Kosovo is a diverse society with many different communities.
- There are stereotypes about each community living in Kosovo and all of them suffer from discrimination.
- We can fight against stereotypes by getting to know each other: we should not be afraid of others just because they look, talk or act differently from us.
- We should not exclude people based on their differences, because this is discrimination.



15-30 players



8-12 years old



10x25 meters



45 minutes



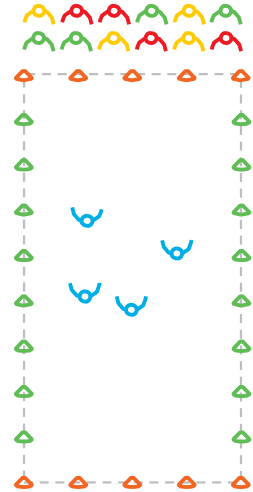
30 cones



3 sets of bibs



Annex to be printed



GAME WITHOUT THEME



10

AIM OF GAME:

For chasers, to tag as many players. For the dodgers, not to be tagged.

INSTRUCTIONS:

Select 4 volunteer children to be the chasers.

The other children spread out along one edge of the playing field. When the teacher shouts 'GO', all the players have to try to run to the other end of the field without being tagged. If tagged, players become chasers by forming a human chain with the chasers who tagged them. The chasers join hands, and continue chasing the other dodgers.

Once no players are left on the field, the teacher calls 'GO' again and the dodgers try again to reach the opposite side of the field. The game continues until all the dodgers have been tagged.

You can play two 5-minute games starting with different chasers.

Rules

- If a player leaves the playing area, he/she must join the closest chain.
- Tag with one hand; violent tagging is not allowed
- The chains cannot be broken.
- Dodgers cannot pass through the chain (under legs or arms of the chasers) but must go around it.

Variations

If it is too easy for the chasers,

- Make the field larger
- Prohibit chasers from moving backwards or forwards – they can only move horizontally.
- Only one end of the chain can tag a dodger (a chain cannot tag 2 dodgers at the same time)

GAME WITH THEME

🕒 20

RULES AND INSTRUCTIONS:

Use the new vocabulary to describe the game.

This game is in two phases. Children will be divided into four teams which now represent **different communities** living in Kosovo. Each **community** will have one **Community Leader** (captain) representing them at the beginning of each phase.

Remember: *before starting the Game with Theme, collect all children and ask them which communities live in Kosovo (Albanians, Ashkali, Bosniaks, Croats, Egyptians, Goranis, Montenegrins, Serbs, Roma, Turks)*

To begin, each **Leader** picks one “Community-card” (Annex 6): the community written on the card becomes the identify of the team, independently from the players’ real community of belonging. *The teacher will follow the reactions of the players and can use those later in the debate. Introduce the cards for all.*

Then, play two 4-minute rounds by phase (4 rounds in total). Choose one player from each community to be the **Community Representatives** (chaser); change them at the beginning of each round.

Tell the rules only to **Community Representatives**, and ask them not to share the rules with the others.

When the **Community Representatives** tag other players, they accept them into their **community**.

- **Phase1. DISCRIMINATED KOSOVO:** The **Representatives** can only tag players who are **in their community**. Only the **Representatives** know the objective; they tell the players when they join the chain. The first community to construct their chain is the winner.
- **Phase 2. INCLUSIVE KOSOVO:** Tell the **Representatives** that the objective now is to have the most **multi-ethnic Kosovo chain** possible: they can now tag whoever they want and mix communities. The longest and most multi-ethnic chain wins.

DISCUSSION

🕒 15

QUESTIONS:

How did you react when you were asked to represent another community? Can you explain why?

Which phase did you find the most interesting – Discriminated Kosovo or Inclusive Kosovo? Why? What was specific in each phase?

In real life, do you think that different communities mix? Which ones?

Who thinks he/she has experienced discrimination or has an example?

What do you think we could do to fight discrimination and make Kosovo more inclusive?

KEY POINTS:

In Kosovo there are many different communities, about whom we sometimes make assumptions or stereotypes about. In the “House of Stereotypes” Game, we said that everyone was unique. Do you think your reaction today was based on stereotype? Do you know all members of that community to say they are all the same?

Show with examples that the stereotypes the children tell about different communities are not true.

“Discriminated Kosovo” phase is restrictive, you could only choose the ones from your community: as in real life, choosing to associate only with those who are the same as you, is less enriching and limits your choices and opportunities. In “Inclusive Kosovo” phase, you had much more opportunities to mix and to create a bigger chain all together. All communities participated in the creation of the Kosovo chain.

Listen to the answers and say if it is discrimination or not. Provide examples.

We should not exclude others just because they look, talk or act differently. We can fight against discrimination by getting to know each other and trying to find what we have in common, like sports, hopes, dreams, families; in order to challenge our stereotypes; instead of letting differences divide us. We have laws in Kosovo that ensure that every community has got their rights protected, including the right to not being discriminated and having equal chances like others (at school, in the work environment). This legal framework is called Minority Rights.

ALBANIAN COMMUNITY

SERBIAN COMMUNITY

ROMA COMMUNITY

BOSNIAK COMMUNITY

QUESTIONS AND SURPRISES

Relay

Objective

Understand that to fight discrimination we need to start from ourselves

Key messages

- If we want to fight discrimination, we need to recognize and understand our own stereotypes
- To understand our stereotypes we need to know where they come from
- To overcome our stereotypes we need to know ourselves, our own feelings and opinions, and be ready to question them



15-30 players



8-12 years old



10x25 meters



45 minutes



50 cones



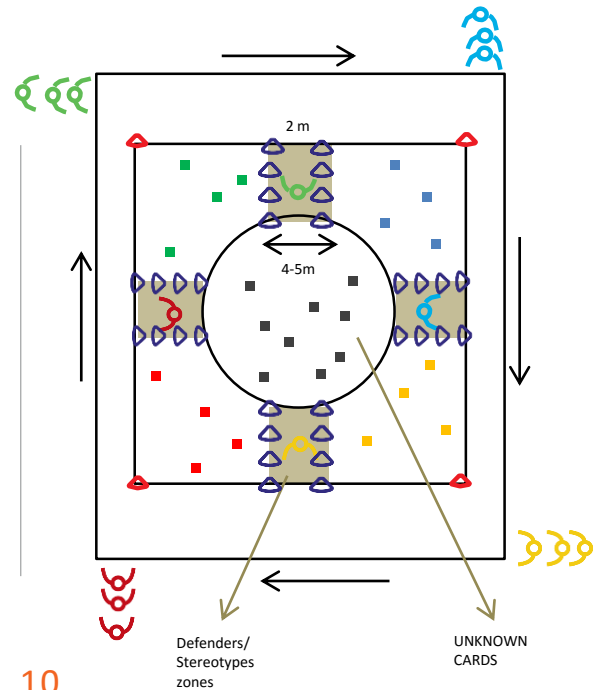
3 set of bibs



Scarves / jerseys



Annexes - Cards



GAME WITHOUT THEME

🕒 10

AIM OF GAME:

Collect the highest number of cards in the given time

INSTRUCTIONS:

Divide children into 4 teams. Each team starts from one corner of the field. Each team chooses one defender, who takes position in the respective defender's zone. Each player has a scarf.

Grey cards are spread in the internal circle. *In this phase, the colored cards are not used.*

At the signal, the first player from each team has to run around the circle, enter the central zone pick up a card and come back to his/her team. The second player will start when the first claps in his/her hand. Run in the sense of the clock (as shown by the arrows).

To get to the central zone, players need to pass one defender:

- RED players enter the YELLOW defender's zone
- GREEN players enter the RED defender's zone
- BLUE players enter the GREEN defender's zone
- YELLOW players enter the BLUE defender's zone

The defenders will try to catch the scarf of the attacker who wants to enter their zone: if defenders take the scarf, the attacker has to go back to his/her team (running on the outside corridor without having the possibility to get any card).

Each round should last 5-6 min. Once the game is over, each team counts the cards: the team with the highest number of cards wins.

Change the defenders every 2 minutes, so that all children can experience both roles.

Rules

- Players can collect only one card at each time
- Defenders cannot leave their zones
- Players can start running only once their teammate claps in their hand
- The players run on the outside corridor and enter the defender's zone through the cones
- Players who lose their scarf are not allowed to enter another zone

Variations

- If players lose their scarf, they have the possibility to try picking a card entering through another zone (apart from their own)

RULES AND INSTRUCTIONS:

Use the new vocabulary to describe the game:

- Defenders become Stereotypes
- Teams are called Communities (« red community », « yellow community », etc.)
- The cards of our own color represent people we consider similar to us
- The Grey cards represent people we do not know and we consider different

BEFORE starting this phase, ask children if they know what a “stereotype” is: complete the answers and give examples.

The aim and rules of the race remain the same as in the previous phase. Now grey cards are placed in the central circle (as in the previous phase); colored cards are spread in each team’s zone (ex. Blue cards next to the blue team):

- **Cards of our own color count +1pt**
- **Grey cards count +3pts**

Each player can now chose which card to take:

- He/she can take a card of his/her own color without being attacked by any stereotype/defender (getting 1pt): the player picks a card in his/her zone, runs all around the field (in the outside corridor) and comes back to his/her team
- He/she can try to reach the central zone to get a +3pts car: now the player is free to chose which defender/stereotype’s zone to enter (except from his/her own one). *The second choice is more challenging: players need to beat the defenders/stereotypes.*

As before, attackers have to return to their team if the defender/stereotype catches their scarf. They have only one attempt: if caught, they go back running in the outside corridor.

Play two rounds: after the first round, leave 3 minutes to the teams to discuss the results of their choices and elaborate a strategy. Try to notice if children change their behavior during the second round.

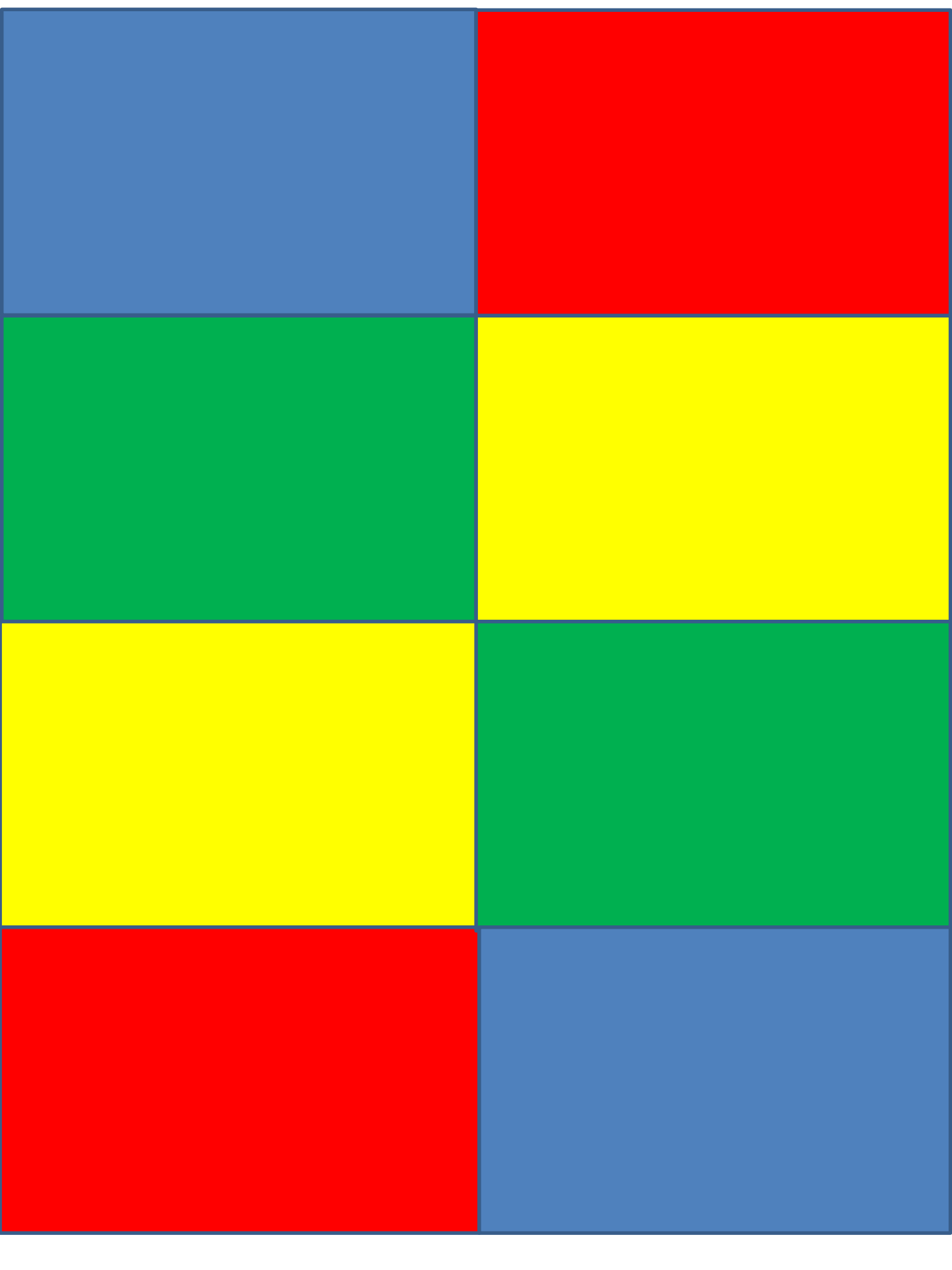
DISCUSSION

QUESTIONS:

1. Which choices did you make during the game? Why? Which of the two possibilities was more difficult? How did you feel? Was it worth risking to get more points?
2. In which situations do you face the same kind of choices in real life? What do you usually chose? What is difficult about meeting someone new who is “different” from us?
3. In these situations, which is the first step we should make? Why is it crucial to “question ourselves”? What does this mean?
4. Which concrete steps can we take when we meet a new person?

KEY POINTS:

1. In the game we had the possibility to chose between picking our own cards (easier to get) and trying to get grey cards (need to pass the defender/stereotype): the first ones symbolize people we know and/or we perceive similar to us, while the second ones represent someone we do not know and we think is different from us (for various reasons: different community, origin, gender, physical aspect)
 - Investigate the reasons for children’s choices
 - Investigate children’s reactions and changes during the second round
2. Ex. When meeting someone we don’t know, when going to a new place. When meeting someone we do not know, we cannot foresee whether we will get along well with him/her: there can be problems in communication, we can be scared, and we are often influenced by what we heard about that person (or the group he/she belongs to). This means that we base our behavior on our stereotypes.
However, meeting a new person is mostly a positive surprise!
3. In these situations, it is very important to question ourselves and be self-critical: this means knowing ourselves. We need to ask ourselves why we think something (positive or negative) about a person or a group of people we don’t know: is it because of a previous experience? Or because someone (my father, my teacher, etc.) told me? Is it always true? Does this apply to the person in front of us?
Opinions can change with each experience we have – we need to be ready for surprises!
4. Think, ask yourself questions; do not act instinctively based on what you heard – accept the uncertainty and try: do not judge before knowing, a new person can be a unique positive experience!



TOGETHER WE CAN

Numbers

Objective

Understand that diversity is always enriching

Key messages

- We are all different as individuals: therefore, we need to accept and respect differences
- We can overcome stereotypes by meeting, exchanging, being open and curious about others, playing together
- By meeting, we can learn from others and others can learn from us: diversity is enriching



15-30 players



8-12 years old



10x25 meters



45 minutes



50 cones



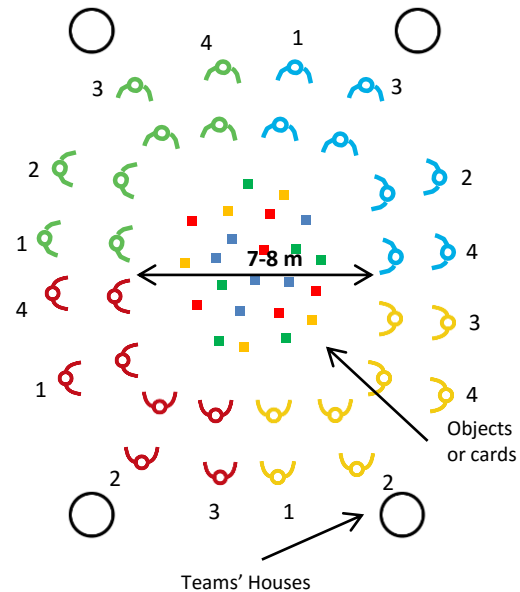
3 set of bibs



40 objects: balls, cones, jerseys, others



Annexes - Cards



GAME WITHOUT THEME

10

AIM OF GAME:

Score the highest number of points in the given time.

INSTRUCTIONS:

Divide children into 4 teams. Create couples in each team. Create two circles of players, one within the other: players of the same couple are in front of each other. Leave a distance of 1.5m between the two players of the same couple, in order to create a corridor between the two circles. The position of each couple is well defined by cones.

Give a number to each couple: the order of the numbers shall be different and secret for each team (each couple knows only its own number).

All objects (balls, jerseys, cones, etc.) are spread in the center of the circle (at least 2m of distance between players and objects). Give a value to each kind of object and inform players (ex. balls=3pts, jerseys=2pts, cones=1pt).

The animator calls a number: the called players runs around the whole circle, pass under the legs of their couple-mate and enter the circle. Once inside, players collect one object, leave it in their team's house and go back to their teammate. Children run in the corridor between the circles. Four children will be running at the same time: all follow the same direction (clockwise).

For each couple, the player who runs first is the external one: once he/she finishes his/her round, players switch – the second player will run when the animator calls his/her number the second time.

Each round last 4-5 min (make sure all players run at least once), or until all objects are collected: at the end, the team who collected the most points wins.

Rules

- Players can collect only one object at each time
- Collected objects are placed in a circle positioned near to each team (Teams' Houses, outside the circle)
- Players of the same couple must switch after each round
- If a player is touched by those running behind him/her, he/she is not allowed to take an object

Variations

- Call 2 numbers at the same time (8 children running)

RULES AND INSTRUCTIONS:

Now remove the objects and use the cards (Annex): the cards will be used to create a picture.
In all rounds, the cards are put so that the color is visible (and not the picture)

The objective is to create the picture hidden behind the cards.

The structure of the game remains the same as in the Game Without Theme, but the instructions are specific for each round.

Round 1: DO IT ALONE

- Setting: all cards are in the center of the circle, mixed in terms of colors.
- Instructions: collect the cards having the same color as your team

Once all cards are collected, leave time (2-3 min) to each team to try creating the picture with the cards they collected.

None of the teams will have enough cards.

Round 2: WE EXCHANGE

- Setting: cards are divided by color, corresponding to the color of the team (ex. Red cards in front of red team)
- Instructions: players who enter the circle at the same time have the possibility to exchange their cards (ex. The Red player picks a red card and exchanges it with the Blue player who picked the blue one) – players can choose whether to exchange cards or not

Once all cards are collected, leave time (2-3 min) to each team to try creating the picture with the cards they collected.

None of the teams will have enough cards.

Before beginning the 3rd round, ask children why they think they are failing in creating the picture and which solution they could find: let them propose solutions → the only possibility is to use ALL cards together

Round 3: WE COOPERATE

- Setting: leave the cards collected during Round 2 in the four circles
- Instructions: following the same functioning of the previous rounds, now players will bring cards back into the circle

Once all cards are in the center of the circle, children will get all together and create the picture, putting together all cards – create a circle and ensure everyone is participating.

DISCUSSION

QUESTIONS:

1. What happened in each round of the game? In which round did you achieve your objective? Why? And why did you fail in the previous rounds?

Investigate children's feelings and emotions during the different rounds

2. In which moments do you face the same situations in real life? Is it difficult to cooperate with someone you consider "different"? Why? Positive/negative experiences?

Ask children to share their experiences

3. What is "diversity"? What is an "exchange"? Do you think it is possible to learn something from others when they are "different" from us? And can others learn from us? Why?

4. What should we remember from this activity?

KEY POINTS:

1. ROUND 1: we collected only the cards from our own color and the picture was incomplete → this means that we will always miss something if we only stay with those we know and we consider similar to us; ROUND 2: we exchanged cards, but then tried to build our picture without interacting with the other teams and we failed again → this means that if we are separated in closed groups, we will not achieve our objective; ROUND 3: we all cooperated, mixing all cards and creating a common picture all together → we can get the full picture only by exchanging what we have and cooperating

2. Often, it seems very complicated to exchange or cooperate with someone we don't know and we consider "different" (different community, different economic/social conditions, different abilities, etc.). However, we need to overcome these barriers if we want to achieve our objectives. Indeed, sometimes we discover having more common interest with someone we consider "different" than with people from our own community/locality!

3. Diversity means we are all different from each other, as individuals: ex. We can both be girls, but we are from different communities; we can both be Albanians, but have different economic situation. Exchanging is giving and simultaneously receiving from others. This means that we can always discover something new when we cooperate with someone we consider "different" from us: we can learn something and he/she can learn something from us. Think about colors: red + red = red (nothing new, same as before), while red + yellow = orange (new, interesting).

4. We are all different from each other, and this is what makes us unique. For this reason, we need to accept and respect differences. By exchanging, sharing and cooperating with those we consider "different" from us we enrich each other.

ACCEPTED OR INCLUDED?

10 passes

Objective

Understand the importance of including everyone, independently from their community or origin

Key messages

- Being accepted/accepting others is not enough: being integrated means doing together, having the same opportunities, feeling equal
- “Living and doing together” can be challenging everywhere in the world
- Each of us has an important role to build an inclusive society



15-30 players



8-12 years old



10x25 meters



45 minutes



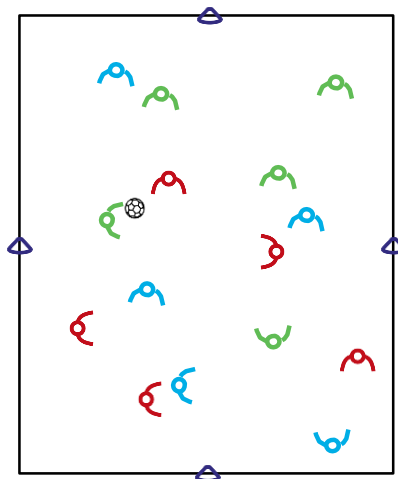
30 cones



2 set of bibs



2 volleyball or handball balls



GAME WITHOUT THEME

10

AIM OF GAME:

Score the highest number of points.

INSTRUCTIONS:

Divide children into 3 teams. One cone is placed on each side/line of the field (as in the schema) – *it is important that the four cones are visible (different color than cones used for the field).*

The three teams are on the field: 2 teams try making passes while the third team defends trying to intercept the passes.

Players pass the ball to each other by hand: teams have to make 10 passes and then touch one of the cones (use cones of different color than the cones used to delimit the field) with the ball (touching = putting the ball on the cone, not throwing it). Every time a team touches the cone after the 10 passes, it gets 1 point. Players count passes aloud.

Every time the defenders intercept the ball, the team of the player who lost the ball becomes defender.

Play two games of 4 minutes.

Animators shall always repeat which team is in defense, in order to make sure children understand the quick changes.

If playing with three teams is too chaotic or complicated for children, play with 2 teams on field and give the third one the responsibility of referees. Rotate teams after 4 minutes.

Rules

- If the ball falls to the ground and is collected by one of the attackers teams, start counting passes from 0
- If the ball (or the player) holding it goes out of the field, it goes to the opponent team
- If the ball is only touched by the adversary but not caught, we continue playing
- The player who is holding the ball can make only 1 step
- A player is not allowed to give the ball back to the player who passed it to him/her

Variations

- To simplify the game, allow players to make 3 steps with the ball
- Change (reduce or increase) the number of passes needed before scoring to make the game easier or more complicated
- Change the type of ball

RULES AND INSTRUCTIONS:

Now the teams represent communities in Kosovo: K-Albanians, K-Serbs, and K-Roma

Round 1: WE ARE TOGETHER

The field remains the same; play with two balls.

The three teams play at the same time. Each team has a different task:

- Red team: make 15 passes and then touch one of the cones (15 passes and cone touched = 1 point). The rest of the rules of the previous phase are maintained.
- Blue team: touch the four cones with the ball, doing at least 3 passes between each cone (4 cones touched = 1 point). The rules of the previous phase are maintained.
- Green team: impede the other teams' passes (10 passes intercepted = 1 point)

This round lasts 5 min.

Round 2: WE DO TOGETHER

Now we play with 16 cones spread all over the field (4 by 4 different colors). Play with 1 ball.

All teams cooperate to achieve the same objective: touching the cones of the right color in the least time possible.

The animator announces the colors, by showing a cone.

Players pass the ball to each other (independently from the teams): when the animator announces a color, players need to touch ALL cones of that color. Players have to make at least 3 passes between each cone.

A player is not allowed to give the ball back to the player who gave it to him/her. The player who is holding the ball can make only 1 step.

Animators shall track the time needed for children to achieve the objective.

After 3-4 minutes, add the time challenge: the objective has to be achieved within the given time (adapt the time according to the previous results). Leave children 3 minutes to discuss a strategy in order to better cooperate and improve their performance.

DISCUSSION

QUESTIONS:

1. What happened in each round of the game? What changed between Round 1 and Round 2? Which round was more difficult?
2. What do the two rounds represent in real life? Can you make some examples? Do you think it is enough just to accept?
3. Do you think people from different communities in Kosovo accept or include each other? Do you think these challenges exist only in Kosovo?
4. Who is responsible for creating a more inclusive society? Who can make it possible to "do together" (play together, share experiences, etc.)?

KEY POINTS:

1. ROUND 1 ("We are together"): we were all playing, but each team had a different objective: there was no interaction; ROUND 2 ("We do together"): all teams cooperated to achieve a common objective and all players were included. Sometimes it was difficult to coordinate, but we found a strategy to be successful when all of us were active.

Investigate children's feelings and emotions during the different rounds

2. The first Round represents "Acceptance": accepting someone we consider "different" means letting him/her be in the same space with us, respecting his/her who he/she is. However, accepting/being accepted is not enough: "Inclusion" (represented by Round 2) means doing together, cooperating, having the same opportunities and common objectives. As in the game, "inclusion" is more challenging, but can bring huge benefits to all parts!

Ask children to share their experiences

3. In Kosovo, communities live together (= Acceptance), but often they do not interact and do not cooperate: inclusion remains very limited. This kind of challenges exist everywhere in the world (ex. Migrations, minorities): every time different groups come together, it is needed to find a way to "live and do together", respecting and valorizing diversity.

4. Each of us plays an important role: if we want to fight discrimination and build an inclusive society, we need to participate (the same as in the game: in the last round, all of us were needed to achieve the objective). We need to speak with our friends, family and others, to express our opinion and react if we see something we do not agree with.