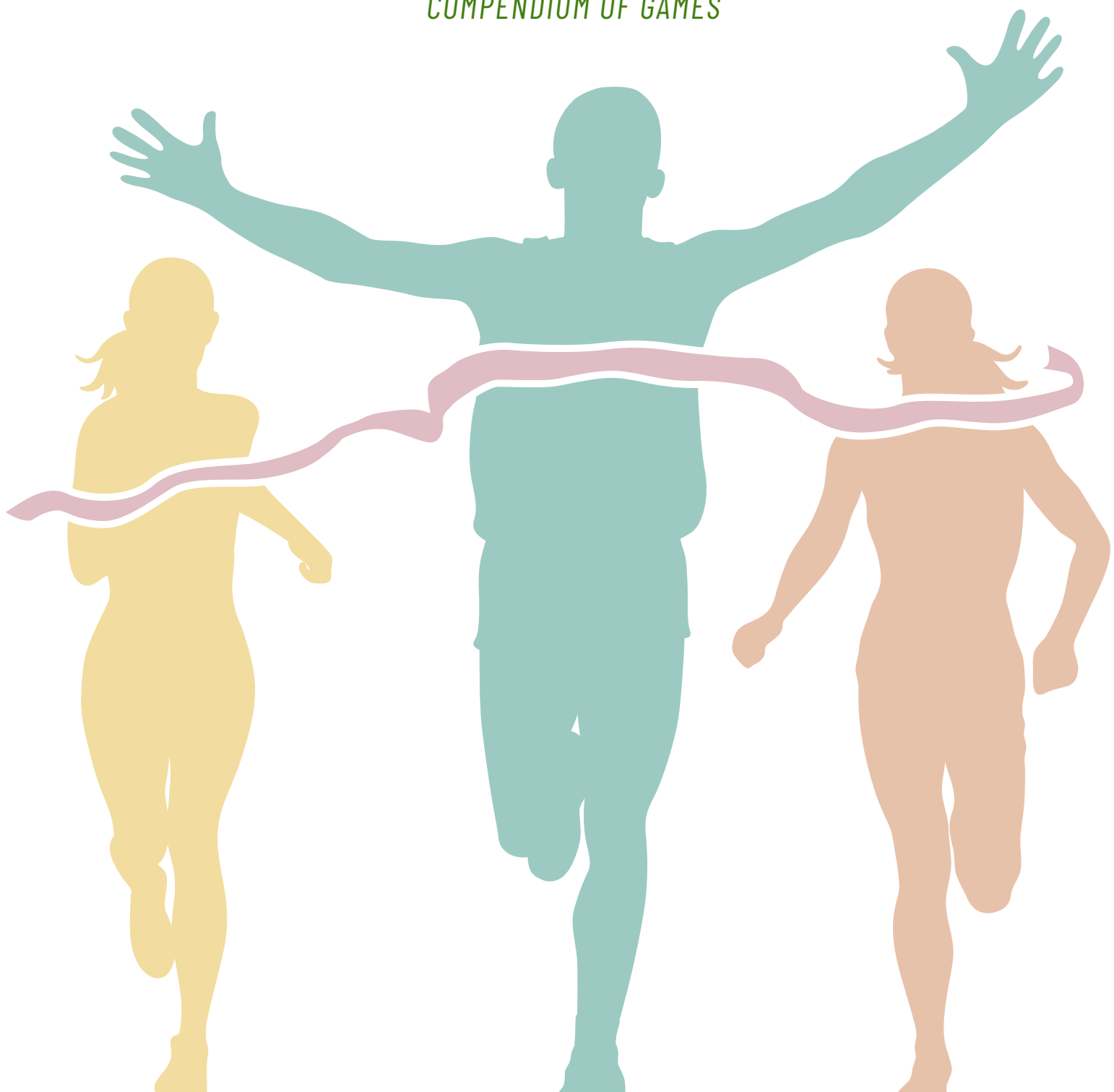




NON- FORMAL EDUCATION IN SPORT

COMPENDIUM OF GAMES



This publication was created within the project ***POW! DroP Out What to do*** or in short ***POW Project***.

Partners:



**Funded by
the European Union**

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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INTRODUCTION

This compendium of games is designed to serve as a practical guide for incorporating **Non-Formal Education (NFE)** principles into sports and physical activities. NFE is a structured approach to learning that takes place beyond the traditional classroom, offering an adaptable, learner-centered framework. Unlike formal education, which follows a rigid curriculum, NFE emphasizes flexibility, empowering participants to take an active role in shaping their learning experiences. This flexibility makes NFE suitable for various contexts, needs, and learner groups, fostering personalized growth that can be both engaging and transformative.

In the context of sports, NFE promotes **holistic development** by shifting the focus from competition and fitness to building a broad set of life skills. This approach encourages teamwork, communication, leadership, empathy, and resilience—skills that enrich not only athletic performance but also equip individuals for personal and professional success. In this way, sports become a platform for cultivating social and emotional competencies that extend far beyond the playing field.

Additionally, NFE in sports is an **inclusive approach** that values diversity. Traditional sports programs can sometimes exclude individuals who may not have advanced physical abilities or confidence. In contrast, NFE adapts activities to meet the unique strengths and interests of each participant, fostering an environment where everyone can contribute and grow. This inclusivity builds social cohesion, boosts confidence, and helps all participants feel a sense of belonging.

A key feature of NFE is its **experiential nature**: learning through active participation. By engaging in sports activities, reflecting on experiences, and discussing them, learners internalize lessons more effectively than through passive methods. This approach promotes self-awareness, helping participants connect their activities to real-world challenges and fostering personal growth that endures beyond the immediate experience.

For educators, NFE offers a refreshing shift in their role. Rather than acting as traditional instructors, educators become **facilitators**, guiding participants as they explore, take risks, and discover insights within a safe, supportive environment. This approach reduces the pressure of competition, helping participants see failure as an essential part of the learning journey and shifting the focus from winning to learning.

This compendium of games is grounded in these principles, offering a range of activities designed to enhance participants' physical, social, and emotional development. By using sports as a vehicle for personal growth, the games within this collection aim to create meaningful learning experiences, empowering individuals to build essential life skills. With NFE's flexible, learner-driven methods, sports become a valuable educational tool, preparing participants for the challenges of everyday life and fostering a sense of empowerment and growth.



MUSICAL CHAIRS

6-15 years old



-Number of chairs one fewer than the number of players.



-Equipment for music playing



HOW TO PLAY:

The players start running or dancing around the chairs, while the music is playing. Once the music stops, the players should sit on a chair. The player that doesn't find a chair is eliminated. Every round has a fewer chair. The winner is the one that sits on a chair after all rounds.

The objective of the game challenges physical coordination and a broad range of mental skills. The game aims to develop skills related to spatial awareness and prompt reactions. It is a game that is related to the development of all the skills that are related to the quick reaction to a specific stimulus.

ADAPTATIONS:

In order to achieve inclusivity for all we could complete the following adaptations:

-to include persons with mobility issues we can use spots marked on the floor instead of chairs: the aim is to be placed in the spot whether you sit on a wheelchair or not.

-to include persons with difficulty in moving quickly we can have lower speed of music.

In order to to make the game more challenging we could complete the following adaptation:

-to increase the speed of the music, so the players need to adapt to a quicker pace.



DARK ROOM

6-15 years old



-1 room with possible objects that can be used for hiding

The game improves the empathy of players because they act in a room with low visibility and understand the difficulties of people with vision impairment. Also, the game enhances quick thinking, quick reactions and innovative thinking of players when they choose their strategy of hiding.

HOW TO PLAY:

One person counts to 20 and the other players hide in a dark room. The person that counts, once has completed counting, searches for the others in the dark room. The players can move in the dark room and change hiding spots. It is required not only to search in the dark to find out the others' hiding places, but also to guess who the other person is by touching their faces.



ADAPTATIONS:

In order to achieve inclusivity for all we could complete the following adaptations:

- to include persons with disabilities, we can create a dark room without obstacles, that minimizes the danger of getting hurt: the players move in the dark room without hiding.
- In order to make the game more challenging we could complete the following adaptation:
 - to expand the playing area to 2 rooms, so it is more difficult to guess the hiding spots.



APPLES

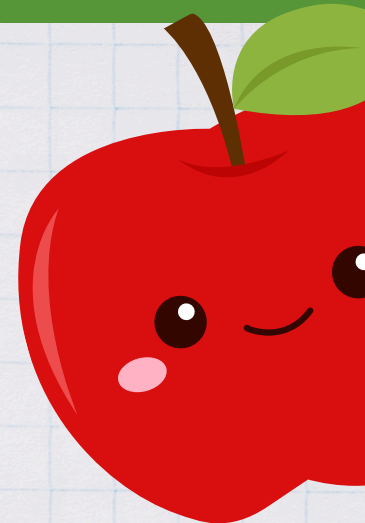
6-15 years old



-1 ball



-1 area indoors or outdoors



HOW TO PLAY:

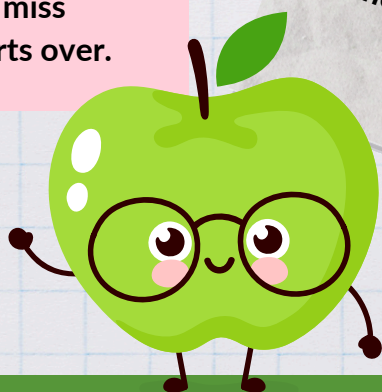
Two players stand facing each other. The distance between them is fifteen to twenty meters. In the middle of this distance gather as many players as they have designated. The two players standing opposite try with the ball to hit one of the children inside. The ball "burns" the player and comes out of the game. On the contrary, the child who manages to catch the ball without falling down wins "an apple" which will allow him/her, if at some point he/she "is burnt" not to go out, but to remain in the game, or, if one of his friends gets burned, to grant it. When there is one player left, the two outside players have ten final attempts to "burn" the final player. If they miss him/her, the game starts over.

The game aims to improve physical endurance, quick reactions, speed and agility. Also, the game encourages collaboration between the players and a sense of common aim. It aims to improve the physical health of all players and contribute to their ability to share with others.

ADAPTATIONS:

In order to achieve inclusivity for all we could complete the following adaptations:

- instead of using a ball, we can use a soft object like a foam ball to reduce the risk of somebody getting injured or enable people with difficulties in movement to participate.
- In order to make the game more challenging we could complete the following adaptation:
 - to increase the difficulty of the game we can add 10 more final attempts to "burn" the final player.



AMPARIZA

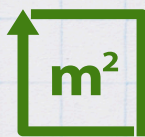
6-15 years old

HOW TO PLAY:

The players are divided into 2 teams. The minimum number of players is 4 but it is suggested to have a bigger number of players, like 20. Each team has a base (marked on the ground with paper tape). Inside each base there is an area called "prison". Also, there is an area marked between the two bases called "common space". Inside each base there is a steady item called Ampariza.

The players of each team cooperate to manage to reach the Ampariza of the opponent. Inside the base of each team, the members are safe. In the common space and in the opponent's base the players of each team try to grab the opponent and eliminate him/her in the prison. Once the players are eliminated in the prison they can only be freed, when one of his/her teammates reach Ampariza without being caught.

The last player in the game tries to reach the Ampariza and take the teammates out of the prison. If it is accomplished, his/her team wins or if he/she doesn't manage to do so, the opposite team wins.

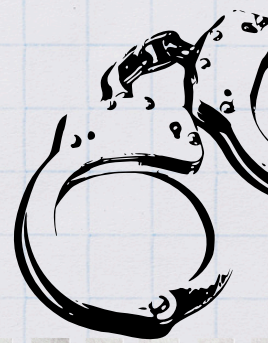


- One area (20mx20m) indoors or outdoors



- Paper tape to mark the areas of the teams on the ground

The game enhances physical health, coordination and fitness. Also, it improves the collaboration between players, their sense of unity and strategic thinking. The players should work as a team and adapt the best strategy in order to outperform their opponent.



ADAPTATIONS:

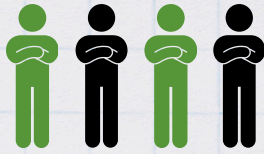
In order to achieve inclusivity for all we could complete the following adaptations:

-to reduce the risk of somebody getting injured or enable people with difficulties in movement to participate, we can minimize the distances of the areas or use protection measures like foam ground

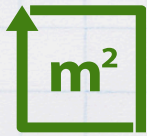
In order to to make the game more challenging we could complete the following adaptation:

-all players will be blindfolded, except 1 player from each team, who will be responsible to guide his/her teammates.

STATUETTES



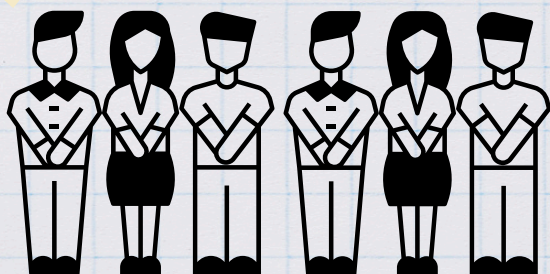
5-10 years old



-1 area that the players can move (the dimensions depend on the duration of the game, the area can be either open or a room)

HOW TO PLAY:

The game needs a minimum of three players. There is one player, who is the "guard" and the other players that are at a certain distance from the guard. These players are the "statuettes". This distance depends on the duration of the game. The guard closes his/her eyes and says: "Still Statuettes, day or night?". As the guard says this, the other players move towards the guard's back. But if the guard opens his/her eyes and a child is still moving, then this child takes guard's place. During the game, this process is repeated until a player touches the back of the guard, without being caught moving. The first player to touch the back of the guard wins.



The game enhances the physical health and the mental health of the players. This game can improve the fitness and reflexes of the participants, throughout the whole process of the game. Also, the players develop strategic thinking, their patience, decision making and their imagination.

ADAPTATIONS:

In order to achieve inclusivity for all we could complete the following adaptations:

-to include people with disability to move fast, we can minimize the distance of the areas to make it easier for all to participate

In order to to make the game more challenging we could complete the following adaptation:
-to increase the distance between the guard and the other players.

THE HIDDEN TREASURE

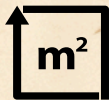
6-15 years old



1 object with small dimensions that can be used as the "hidden treasure"



- blank papers and pencils/pens to write the riddles on them



- 1 area with possible hiding spots (indoors or outdoors)

How to play:

The game enhances the fitness of the players because of the continuous movement. Also, it offers a great variety of mental benefits, such as problem solving, strategic thinking while solving riddles during the game. Also, the steps of the game improve collaboration between the players while working together towards finding the hidden object. The process of hiding the object, improves the imagination of the participants and their creativity. All players learn to navigate with a map, which enhances spatial awareness.

The players are divided into 2 teams. One player hides an object, which is called "the hidden treasure". This player is also responsible for offering guidance if needed. The 2 teams search for the object. In order to find the treasure, they should navigate with a map in the area. The next steps include solving riddles and completing challenges. The first team to find the treasure wins.

Adaptations:

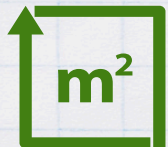
In order to adapt the game for different ages and achieve inclusivity we could complete the following adaptations:

- Exclude riddle solving and keep only the search of the object with the instructions of an adult. This can also include younger ages: 4-15 y.o
- Transform the area of playing, into a safe, easy accessible space with wide areas to include all people with a wheelchair or with difficulty in moving. In order to make the game more challenging we could complete the following adaptation:
 - to incorporate games in digital platforms, as challenges, made with the use of a common tablet. These digital games can also be linked to evidence in physical form.



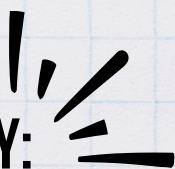
HIDE AND SEEK

5-10 years old



-1 area (indoors or outdoors), the dimensions of the area depend on the difficulty of the game

HOW TO PLAY:



The minimum number of players is 2. There is one seeker and the other players who are called hiders. The seeker is chosen randomly, with various ways like playing rock-paper scissors. All players define the boundaries of the game. The seeker counts loudly, with closed eyes up to a number that is agreed by all players. The seeker counts in a defined area that is called base. The hiders, hide in spots they choose. Once the seeker has finished counting, tries to find the hiders. If the seeker finds the other players, he/she should tag them by returning running back to the base. If the found hider is faster and reaches the base first it is a win for the hider. The game continues until the seeker finds all players. If the seeker finds the majority of players, by reaching first the base, then he/she wins. If not, then the hiders win.



The game enhances fitness and endurance because of running, hiding, moving. Also, the project improves creativity and problem-solving while choosing a hiding place. The game can also improve patience and self-control because of the time that the players remain still.

ADAPTATIONS:

In order to achieve inclusivity for all we could complete the following adaptations:
-to include people with disability to move fast, we can minimize the distance of the areas to make it easier for all to participate.

In order to make the game more challenging we could complete the following adaptation:
-the players can change hiding positions during the game, so it is more difficult to find them.

BLIND FLY

6-12 years old



-1 mask or handkerchief



HOW TO PLAY:

First, the children choose a child who is the "fly". They determine the area, they can move inside. Then they blindfold the fly with a handkerchief or mask and the game begins.

The purpose of the game is for the "fly" to grab one of the children who are hanging around. If the fly manages to catch a child, then tries to identify him/her. That is, to guess who he/she is (from his height, hair, clothes, etc.). If the "fly" succeeds and recognizes the child caught, by correctly guessing his/her name, it takes off the handkerchief and this child now becomes the new "fly".



This game offers a wide range of advantages for all participants. It enhances empathy, because players can understand the difficulties and vulnerability of people with vision impairment. Also, it improves the sensory development, while players focus on senses like hearing and touch. They have a better sense of space and understand the importance of focus and attention to details.

ADAPTATIONS:

In order to achieve inclusivity for all we could complete the following adaptations:

- to include people with disabilities we can minimize the danger of getting hurt by removing possible obstacles or choosing an area with foam ground.

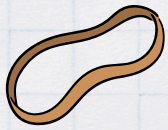
In order to make the game more challenging we could complete the following adaptation:

- all players can be blindfolded, so the difficulty is increased and all players focus on hearing.

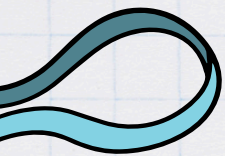


"LASTICHO"

6-12 years old



1 elastic band



How?

The minimum number of players is 3. One elastic band is placed between the legs of two players. The rest of the players take turns to begin the game. Each player jumps in and out of the elastic band. The level of difficulty increases as the elastic band moves from the ankle height to the knee height.

The winner is the player that manages to perform all the tricks without stepping on the elastic band.



The game offers a great range of physical benefits like balance, endurance and coordination. Also, the game can help in improving the social skills of the players because the continuous interaction is encouraged. Additionally, the game can improve the patience of the participants while they follow standard patterns of tricks.

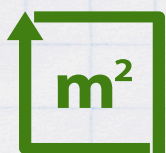
ADAPTATIONS:

In order to achieve inclusivity for all we could complete the following adaptations:
-to include people with disabilities we can decrease the difficulty of the tricks and create a safe environment.

In order to make the game more challenging we could complete the following adaptation:
-to increase the difficulty it is possible to have the elastic band placed between 2 objects (e.g chairs), so all players participate in completing the tricks.

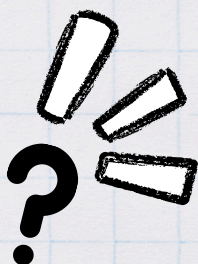
PRESSABLE

6-12 years old



-1 area indoors or outdoors

HOW TO PLAY:



All the children put their feet together. As soon as they shout "step" they must pull their legs back. They call out numbers "first", "second" and so on and everyone plays in turn. One tries to step on the other by jumping. But they also jump, whom the others try to step on, so as to avoid being stepped on.



This game improves the physical abilities of players, like coordination and fitness. Also, the game can enhance social interaction through fun and also skills like managing anxiety, because of the continuous changes during the game. The players can bond and understand fair play.

ADAPTATIONS:

In order to achieve inclusivity for all we could complete the following adaptations:
-to include people with disabilities we can transform the game and not stepping on each other's foot but touching each other's hand.

In order to make the game more challenging we could complete the following adaptation:
-to reduce the area of playing so it is more difficult to avoid being stepped on.

POISONED BALL

12-14 years old



-1 area indoors or outdoors



-cones or marker to create specific zones within the playing area.



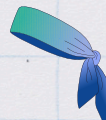
-coloured bands to identify the teams making more colourful the game



-soft balls (at least two or three to increase the difficulty)



-whistle



- bandana



- helmet

HOW TO PLAY:

The players must hit the opponents with a soft ball. Whoever is hit by a ball must leave the pitch.

The team who ends the game with most players, wins.

The game starts with all the balls in the centre of the pitch and the players lined up on either side. On the signal, the players run to catch the balls (two for each team).

In the playing area, are created "Safety Areas" using cones or markers. Players may stay there for up to 5 seconds to avoid being hit but must then leave.

Poisoned Ball challenges both physical skills and mental ones. Beside of that, players have to improve shooting and movement skills within a confined space by teamwork and strategy. The main objectives are to develop agility, reflexes and physical endurance, improve coordination and team strategy and to stimulate the ability to make quick decisions under pressure.

ADAPTATIONS:

In order to achieve inclusivity, create stationary target zones (e.g. coloured cones), instead of requiring players to hit moving opponents. The team that hits all of the targets first, wins.

In order to make the game more challenging Make each team designate a 'shield player' whose task is to defend teammates from opposing balls. This player may use hands to parry throws but may not throw balls to attack. You can also play without the Safety Area.



ICE WOLF

11-13 years



Large and safe space
playground, gymnasium or
outdoor area.



Cones or markers to mark out
the playing area



Bibs or coloured bands to
identify the initial wolf

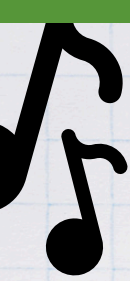
HOW TO PLAY:

The players stand in a delimited area. One of the participants is chosen as the 'wolf' wearing a coloured bib and must try to touch the other players. Whoever is touched by the wolf is 'frozen' and must remain motionless until another player 'unfreezes' him by passing under his legs. The game ends when all players have been frozen or after a set time, after which the wolf is changed and the game begins again.

Play is entertaining, stimulating healthy competition. This game releases energy through movement creating joyful atmosphere. The main objectives are : development of speed and reactivity, improvement of teamwork and cooperation, stimulation of strategy and planning, promoting social interaction and fun between the players

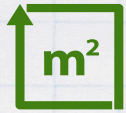
ADAPTATIONS:

To make the game more inclusive, players can be unfrozen with simpler actions, such as a high-five
If you want to make the game more challenging, you can designate multiple wolves, wearing different coloured bibs, each with specific abilities (e.g. one can freeze by touching the left hand).



MUSIC OBSTACLE RUN

13-16 years old



-outdoor area free from hazards



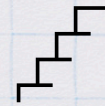
-coloured Cones



-tubes as obstacle to crawl under



-hoops placed on the ground for jumping on and out



Steps



Music, Animation with a speaker

HOW TO PLAY:

Two or three teams stand in a line. They must overcome the planned obstacles in the shortest time. The obstacles are:

1) Hoop jumps put in a zig - zag pattern. The players must overtake them jumping into with one or booth feet depending on the colour (yellow, one-foot, blue booth feet)

2) Tube to crawl in without touching it

3) Steps to override two times

4) Cones to slalom in a serpentine line

The obstacle run, follows the music played. The team that end more quickly the game, wins.



Physical Conditioning: Increase physical endurance, speed, agility,

Teamwork: communication, cooperation, synergy sharing tricks and solutions

Fun: rock music in order to stimulate adrenaline and mental welfare

Fast thinking and fast moving

Problem solving and critical thinking: they have to think how to overcome in the fastest way (mental challenge)

ADAPTATIONS:

You can include seated participants by adapting tasks (e.g., rolling a ball instead of slaloming cones) and you can use verbal prompts to guide visually impaired participants through the course.

To make the game more challenging Include timed penalties for touching obstacles like cones or tubes. Also, you can include some mental challenges between the physical ones (e.g. solve a riddle, complete a jigsaw puzzle, decode a message).



FOOTBALL - VOLLEY

13-17 years old



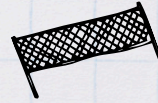
-football pitch, gymnasium or outdoor area.



-cones to mark out the playing area



-whistle



-ball - net



-shirts



-music

HOW TO PLAY:

The playing area consist in a pitch delimited with cones and a net which divides two teams of four players each.

Serve: The game starts with a serve, where a player kicks the ball over the net into the opponent's court.

Touches: Each team has a maximum of 3 touches to return the ball to the opponent's court. Touches can be made with any part of the body except the hands and arms.

Bounce: The ball can bounce only once on the court before being hit.

Scoring: A point is scored when the ball hits the opponent's court, when the opponent makes a mistake, or fails to return the ball within three touches.

Coordination Development: Improve hand-eye and foot-eye coordination through ball control.

Physical Conditioning: Increase physical endurance, speed, and agility.

Teamwork: Promote communication, cooperation, and strategy among team members.

Fun: Create an engaging and enjoyable environment where participants can have fun while being physically active.

Technical Skills: Enhance football techniques and aerial play skills, such as headers and precise passing.

ADAPTATIONS:

To make the game inclusive, you can adapt the game into sitting volley.

To make the game more challenging, only one player from each team, who wears a coloured shirt (playmaker) can hit the ball only with the hands. If the player manages to crush the ball, his team gains two points. Both teams must play following the rhythm of the music.



BULL & TOREROS



13-15 years old



A playground, gymnasium or outdoor area.



Cones or marker to mark out the circular playing area



-coloured bands to identify the bull



-red ball

HOW TO PLAY:

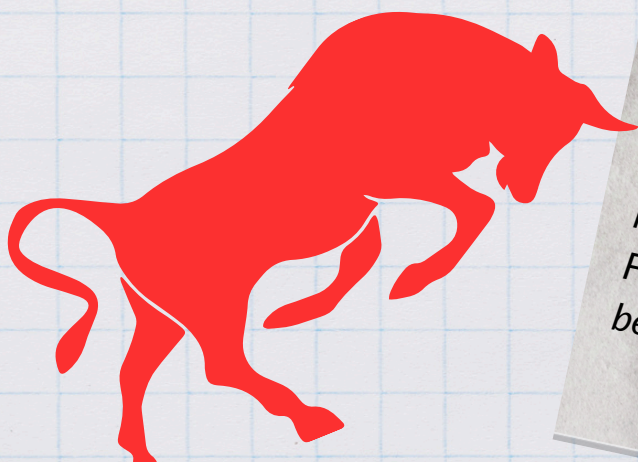
All the players "Toreros" form a circle except one "the Bubbly Bull" who stands in the centre of the circle. The Toreros must pass the red ball to each other making sure that the bull can't intercept it. If the bull takes the ball the roles switch, and the bull becomes a new torero and vice versa.

Challenging game designed to stimulate energy and mental capacity under pressure. Through this game, they reinforce technical skills and physical technique with both passing and running. The main objectives are : development of speed and physical endurance, development of quick reflexes and agility, teamwork and spirit group, coordination and dexterity.

ADAPTATIONS:

To achieve inclusivity use a larger ball for easier interception and you can also allow participants to play seated.

To make the game more challenging, and physically testing for players in the range of 15-17, we can add specific passes to do such as (only ground passes with the right foot or head passes) or setting a minimum number of passes the toreros must take before the bull can intercept the ball. Another variation could include music. With the switch of the song, they have to change the way to pass the ball. Following the name of the game, it could be played Spanish music.



KNOCK-OUT

8-15 years old



-a basket

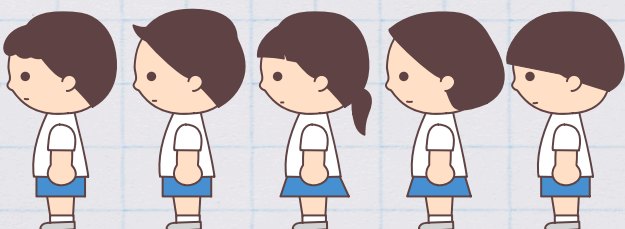


two balls per group



HOW TO PLAY:

Players should be lined one after the other behind the free-throw line. The first and the second player are given one ball each. After the first player shoots at the basket, the second can start. If the players miss the basket, they continue shooting from whichever area they prefer until they score. If the second player scores before the first one, the first player is eliminated. Once a player scores or is eliminated, they pass the ball to the following person in line, and in case they are still part of the game, go back in the line. If the third player scores before the second, the second player is eliminated and so on. Only the first shoot needs to be taken behind the free-throw line.



- The objective of the game is to enhance the shooting technique while developing speed and coordination. Players also need to make quick decisions under pressure. Overall, a healthy competitive environment is created.

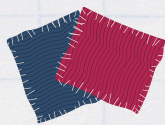
ADAPTATIONS:

The game can be adapted to different special needs by lowering the height of the basket or to allow participants to shoot from closer positions. To make it more challenging, you can increase the distance of the starting position for the first shot.



TAIL TAG

6-12 years old



-pieces of cloth or anything that could be put behind the back of children and used as a tail.



-cones to delimit the playing area



-sport bibs in as many colours as the teams

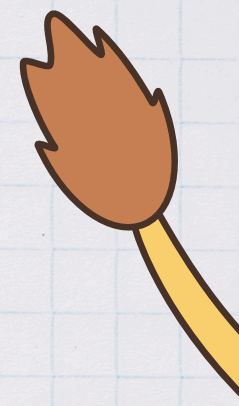


-gym hoops

How?

The playing area must be delimited according to the number of players.

Depending on the number of teams, an equivalent number of hoops are placed on the baseline. Children are divided into different groups (usually two or three). The aim is to steal the tails of other groups' players and place them inside the team's hoop, being careful not to have their own tails stolen. The players whose tail is taken are not eliminated. The game ends when the last participant is left without the tail. The winning team is the one that has the most tails in their hoop (it could end tie).



FOCUS

The game focuses on developing strategic thinking, as well as cooperation and team working. Moreover, it also helps enhances spatial awareness. From a physical point of view, it allows children to improve coordination.



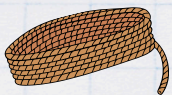
ADAPTATIONS:



In order to include the visually impaired, use brightly coloured or textured tails for participantsthose with visual impairments. To enhance competitiveness, the game can be played without teams: everyone against everyone. In this case, the person that gets their tail stolen is eliminated. The winner is the person left with the tail. Take into consideration that in this case the area needs to be smaller, so that even in the end when fewer players are left in the game, it is still competitive. It is preferable to adopt this variation with older children, as the younger ones might get bored while being eliminated from the game. Also, a version with a set time frame can be played.

SKIPPING ROPE

8-15 years old



Ropes (a long rope, or two ropes tied together)

How?

Children are divided into groups of maximum six. Two children (it could also be a child and the trainer), turn the rope into wide and regular motions. One child at a time joins the game and starts jumping. While jumping, all the children together say the names of the children in line. When the player makes the mistake in jumping, they are replaced by the player whose name was called before making the mistake. The trainer should set an amount of time for the activity.

FOCUS

The activity is meant to develop coordination, along with timing and rhythm.

ADAPTATIONS:

To achieve inclusiveness, allow participants to jump with support from a partner or trainer if needed. Different variations of rope skipping can be requested. If, for example, older children are participating to the activity, jumping backwards or with only one leg can be used, or they can jump in pairs for coordination.

BALLOON BOUNCE

4-10 years old



A big balloon (or more ballons for the alternative version)



HOW TO PLAY:

All players gather in a group. A child throws the balloon in the air. The aim is not to let the balloon fall, counting together the number of times the balloon is hit. If it falls on the ground, the game starts over.

The game allows children to improve their coordination, teamwork and communication skills. It encourages cooperation, as players work together towards a common goal.

ADAPTATIONS:

In order to achieve inclusivity, allow seated participants to play by assigning designated areas where they can bat the balloon. Depending on the number of participants and the age of the group, the game can have various adaptations. Multiple balloons can be introduced to make the game more dynamic and challenging. Moreover, it can be asked by the trainer to only use a specific part of the body to hit the balloon, like the non-dominant hand or feet. Also, an area can be assigned to each player, outside of which they cannot move.



MUSICAL HOOPS

4-10 years old



-hoops



-music

HOW TO PLAY:

Hoops are to be placed to form a circle. At the beginning the number of hoops should be equal to the number of players.

When the music starts, children run around the hoops. Once the music stops, they have to jump quickly into the nearest hoop. After the first couple of rounds, a hoop or more can be taken away. The child/children that remain outside of the hoops are not eliminated but can re-enter the game after performing a motor-based penance.

The activity aims to improve children's physical abilities, reflexes and spatial awareness. It also promotes competition and fair play, teaching children how to handle both winning and losing.

ADAPTATIONS:

You can provide sensory-friendly alternatives, like quieter music, for participants sensitive to loud sounds and mark large areas on the floor instead of using circles, for participants in wheelchair. Instead of running outside of the hoops, children can be requested to: walk on tiptoes, crawl, walk backwards, jump like frogs, etc.



DEBRIEFING

General Debriefing Questions



1. Reflection on the Activity

- What were your initial thoughts about the activity before starting?
- How did you feel during the activity? Did your feelings change as it progressed?
- What was the most enjoyable or challenging part of the activity?

2. Teamwork and Collaboration

- How did you work together with others during the activity?
- What strategies did you or your team use to achieve the goals of the game?
- Did you notice any specific roles or dynamics emerging in the group?

3. Skills and Learning

- What skills did you use or develop during this activity (e.g., coordination, communication, problem-solving)?
- How do you think these skills are relevant outside this activity?

4. Inclusivity and Adaptations

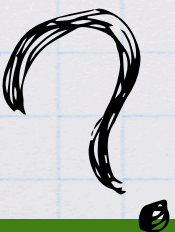
- Did the activity feel inclusive? Were there any barriers you noticed?
- How could the activity be adjusted to make it more inclusive for everyone?

5. Connection to Real Life

- How does this activity relate to situations in your daily life, school, or work?
- What lessons can you take from this experience to apply in real-world settings?

6. Feedback and Improvement

- If you could change one thing about the activity, what would it be?
- How could you or your team improve if you played this activity again?





DEBRIEFING

Short Guide on Conducting Debriefing

1. Create a Comfortable Environment

Ensure the group feels safe and open to sharing. Encourage active listening and mutual respect during the debriefing.

2. Use the EIAG Framework

Experience: Start by letting participants describe what happened during the activity.

Identify: Ask participants to identify emotions, challenges, and successes.

Analyze: Facilitate a discussion on the strategies used, group dynamics, and skills developed.

Generalize: Help participants connect the activity to real-life contexts and broader learning.

3. Keep the Focus on Participants

Avoid dominating the conversation; let participants lead the reflection. Use open-ended questions to guide the discussion.

4. Encourage Inclusivity

Allow everyone a chance to speak. Adapt your debriefing style based on the group's age, dynamics, and comfort level.

5. Summarize Key Takeaways

Conclude by highlighting important insights from the discussion. Encourage participants to think about how they can apply their learning.

6. Maintain Flexibility

Be prepared to adapt your approach based on the group's responses and energy levels.

These questions and guidelines provide a structured way to ensure participants gain meaningful insights from non-formal sports and educational activities.

