



# Pedagogical Handbook of Inclusive Youth Programmes



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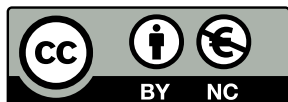
Images: Kacsakő Community Building Association, Social Fiber Association

Publisher: Kacsakő Community Building Association, Social Fiber Association

2025

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# Introduction

Reducing social inequalities and building inclusive communities is a priority issue for all organizations working with children and young people. Inclusive experiential education programmes offer an effective tool for children with diverse social backgrounds – including Roma and non-Roma youth – to develop together, learn from each other, and jointly create a more accepting social environment.

This pedagogical guidebook was created with the object of providing practical support to those youth workers, organisations and community organisers, who are committed to the practice of inclusive education and experimental learning. This publication fills a gap by providing guidance on how to create a safe and supportive environment where children and young people can participate in joint activities as equals, regardless of their origin or social background. There are many successful programs that work with socially underprivileged young people, but most of them operate in a segregated form. We believe that real change begins when members of different social groups meet

at a very young age and share common experiences. Our goal is to present programs and approaches that create a safe and inclusive environment for such encounters. We believe that if children experience the power of cooperation, they will be more open and supportive of each other as adults and contribute to building a more peaceful and tolerant world.

This book contains both theoretical and practical parts. On the one hand, it gives a glimpse into the psychological and pedagogical foundations of social inclusion and on the other hand, it offers actual, tested methods for reducing prejudices and for facilitating cooperation and community building.

We trust that this document will contribute to the work of organisations and professionals, and will enable more and more children to experience cooperation and the power of mutual respect in an intercultural environment.



# 01 Introduction of the Organisations

Kacsakő Association  
Social Fiber Association

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# Kacsakő Association

## Our history

*Kacsakő Association* was developed from a solidarity project in 2019: when we organised a charge-free summer camp for lower- and middle-class Roma and non-Roma children. The idea of the solidarity project came from *Borbála Takács* and *Fanni Sárkány* as a continuation of Borbála's MA research in social pedagogy. The initiative evoked by the possibility of an actualisation of the Intergroup Contact Hypothesis, by using sport as catalyst to reduce prejudice. In the autumn of 2018 the first camp organisers assembled including *Benedek Tímár*, *Rebeka Kulcsár*, and *Anita Nagy*, who by then had become a co-leader of the association. In the course of the following years we organised programmes with inclusive approach, then, in 2021 we founded the association and our team has been growing ever since.

## Vision and mission

There are huge gaps in our society between socially disadvantaged

and privileged groups, which are further deepened by different forms of segregation. Our Association tries to call attention to this problem, and mitigate existent inequalities. Our goal is to bring members of different social groups (Roma and non-Roma, minority and majority, migrants and Hungarians, children and young people from state care, from poverty or from well-established families) so as to decrease the prejudices they might have set against each other, as well as to enhance psycho-social skills in the participants, which facilitate peaceful coexistence. Our further goal is to increase the opportunities of socially underprivileged children, to create a positive vision for the future and to support the assertion of interests, which in the long term can contribute to the creation of a fairer society with greater equality of opportunity. Additionally, we aim to raise awareness of inequalities between groups and encourage social responsibility.

Through our programmes which include fair play team sports, arts and crafts

activities, and thought-provoking discussions, participants recognize the similarities between them and become curious about their differences. They learn the value of different perspectives, while new friendships are formed and trust is built between the children and volunteers, which they can rely on between programs if they need help.

## Target groups

The primary target group of the Association are young people of 10-18 years old and from different social backgrounds (Roma and non-Roma, socially disadvantaged and privileged). Our secondary target group are entry-level youth workers and volunteers,

to whom we provide professional and personal background for improvement. Our tertiary target group are civilians: the society of participants and also those who get to know our inclusive programmes and methodology through social media or professional networks.

## Main activities

The Kacsakő project runs on several tracks: we organize inclusive summer camps for children (by 2024, we had organized six summer camps, four mini-camps, and three international camps), and since 2021, we have been providing monthly experiential education programmes. For campers over the age of 13, we have launched mini-camps,



international youth exchanges, and, starting in June 2024, a mentoring program. We also pay special attention to the development of our volunteers, strengthening effective cooperation through team-building weekends and training courses. Our goal is to bridge cultures and connect young people with different social backgrounds, as well as to facilitate prejudice reduction.

Our present programmes are:

- » **Kacsakő Camp:** One-week summer camps with 34-40 children and 15-20 youth workers participating.
- » **Kacsakő Klub:** Monthly experiential education programs (e.g., canoeing, rock climbing), permanently.
- » **Kacsakő Next:** Mini and international camps during the year for 13+ year olds, to develop group leadership, communication, and social responsibility.
- » **Kacsakő Mentor:** Individual mentoring support for young people in difficult situations to develop their skills and deepen their self-awareness.
- » **Volunteer training and organizational development:** Quarterly training courses, development of a pedagogical book, as well as guidelines of child protection and guidelines of behaviour for volunteers.

## Inclusion

In our programmes we provide a safe and welcoming bubble for children and young people coming from different social backgrounds, so that they can meet and learn from each other and about each other. We believe that these contacts contribute to raising social awareness in the youth and preventing dropping out from school, and that in the future, these will mean an important social asset for them, and might fundamentally promote social cohesion.

Applying *Allport's (1954)* Intergroup Contact Hypothesis we reduce prejudices by cooperative games and developing empathy. Our experience-based programmes enhance positive self-image which prevent radicalisation and Stereotype Threat (*Aronson, 1988*). All this is brought to realisation with offering free programmes, in cooperation with a great number of youth professionals and such charitable associations like *Bagázs Public Benefit Association, School of Piliscsaba* and *Adománytaxi*.

## Structure of the organisation

Our organisation works in a democratic structure, based on what we learned in "*Közélet Iskolája*" ("*School of Public Life*", a charitable organisation). The "core" consists of three leaders, who run the association in a weekly 10-20 hours. The next layer "of the peels" of the organisation includes part-time associate workers, like the coordinator of the Kacsakő programme. Regular volunteers contribute to work in the organisation about 10-15 hours a month, and have a say in decisions regarding their group. Furthermore, young people, children, parents, alumni, friends, professional partners, and followers are closely involved in the organization's operations and decision-making.

## What we are proud of

It is difficult to choose one thing, but perhaps our greatest source of pride is that the group of "*Bajtársak*", those Roma and non-Roma young people who joined our first camp at the age of 10-12 and came to our sixth camp in 2024 at the age of 16-17, they have already implemented their own social project: they held joint anti-racism awareness workshops at their former school and at the 2024 camp for younger children.

### About why our name is Kacsakő?

*["Kacsakő" in Hungarian is a stone applicable for the activity of stone skimming on water.]*

*Because our activity is like a stone thrown into stillwater: it ripples and moves the water and has an impact on its surroundings. The children, their environment, and we, volunteers go through similar processes. Our programmes provoke thoughts, emotions and provide exciting experiences of encounters.*

# Social Fiber Association

## Our history

The *Social Fiber Association* was founded in December 2020. It was *Zsuzsi Panek* and *Dávid Madaras'* idea to create an association that would work with children and young people from vulnerable social groups. Because of their situation, we thought it would be good to work with the people living in *Patarét*, a Roma segregated area next to *Cluj-Napoca* landfill. Before the association was founded, we participated in several events mainly related to the children and young people of *Patarét*.

When the association was launched, we were joined by *Edina Csákány*, a special education teacher, by whom we started our long-term activities in a children's home in *Cluj-Napoca*. In 2022, *Hanna Bedő*, a psychologist, joined our team, so now there are three permanent members working for the association. We also work with many volunteers, without whom we would not be able to organize our camps or offer such a wide range of activities.

## Vision and mission

We are convinced that the future of our planet lies in the hands of children and young people, which is why it is so important what values we pass on to them, and how we help them become responsible, supportive, nature-respecting, honest, resourceful, persistent, compassionate, flexible, and courageous adults who are ready to face difficulties. That is why we want to provide them with practical tools that will help them develop their individual and community resilience, develop coping mechanisms, improve their conflict management skills, and, last but not least, improve their quality of life and social well-being.

Through our programmes, they can become part of the community and space where they can evolve their self-image and goals, learn through experiences, have the opportunity to speak up and debate, and experience and understand the importance of being present.

In these programmes, we work with a diverse team of professionals and volunteers to provide long-term, uninterrupted support to children and young people from different social backgrounds, as this is the only way to maintain a relationship of trust and promote value-oriented behaviour in the face of the all-pervasive consumerist mindset. Another goal for the children and young people who participate in our programs is to reconnect with the association's activities as adults, either

as volunteers or even as mentors. We want to reflect this connection in the name of our association, recognizing that everyone is needed, that we are all connected in a thousand ways, that we are all part of the great social fabric, knowing that *"we did not inherit the Earth from our fathers, we borrowed it from our grandchildren"* (*David Brower, environmental activist*).



## Target groups

The target groups of our Organisation are children, young people, and young adults from vulnerable social groups. Our participants include children living in state care institutions, those from Roma segregated communities, Ukrainian refugee families, and middle-class local children. Secondly, we welcome anyone who is interested in the work and methodology of the Association and would like to develop together with us.

## Main activities

Experience-based games, through which participants can learn about the importance of respect and consideration for each other. Visual workshops, where they can express themselves without words and are able to comprehend their inner feelings and thoughts. Social programmes and critical thinking skills as pillars of society.

At present the programmes mentioned below are on our schedule:

- » A weekly meeting with children living in "Aksza Ház", Cluj Napoca.
- » With the commencement of the Russian invasion of Ukraine, we organised two visual workshops every

week in *Ukrainian Brothers Fun School* for the children of the refugee families from Ukraine. This programme has been closed, but has borne the fruits of friendships and various programmes that we take part in.

- » We organise weekly workshops for children and young people from Patarét, around the topics they suggest.
- » Intercultural, eco-art and family camps are also organised by us where young people from different backgrounds can meet each other.
- » **Mummush Kids Camp:** a series of intercultural, eco-art camps in winter and summer for children and young people living in homes and families.
- » **Ukrainian Brothers Camp:** a family camp for Ukrainian families, near Cluj-Napoca.
- » **Tomash Pottery Camp:** a creative camp for Ukrainian, Romanian, Roma, and Hungarian artists and young people.
- » **Critical pedagogy camp** for teenagers from Patarét.
- » We train volunteers and youth workers.

## Inclusion

Our programs are inclusive, as they combine three local cultures (Roma, Romanian, and Hungarian) and we work with families from different social strata within the Ukrainian community in Cluj-Napoca. For example, at one camp, all programs are conducted in two languages (Hungarian and Romanian or English and Ukrainian), and children from both urban and rural areas, from institutions and families participate. When planning our activities, it is important to us that they are understandable and enjoyable for everyone, regardless of gender, culture, age, or maturity level.

## Structure of the organisation

The Social Fiber Association operates with a horizontal organisational structure, where every member can make their mark, meaning that everyone's insights and ideas are important in the decision-making process.

## What we are proud of

Among other things, we are very proud to be able to involve people close to us, friends who are increasingly motivated to organize high-quality children's

programs. Additionally, Social Fiber, in collaboration with Kacsakő endeavours to provide new tools to our regular, event-based, and new volunteers through youth support training courses.

## What we also find important

It is important for us to be in contact with many other non-profit organizations that operate similarly to us, and we have joint projects that present new challenges for all of us. For us, this exchange of experiences is also a social network where we can share our experiences with each other and strengthen each other in what we do.

Networking plays a key role in our organization's credo, as does the detailed development and dissemination of our organizational culture to other groups doing similar work. We believe that local solutions are the most effective way to address local problems and challenges.

# 02 Inclusive Summer Camps

Kacsakő Camp  
Mumush Kids Camp  
Tomash Pottery Ceramic Camp

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13  
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# Kacsakő Camp

## Goals

Since 2019 we've been organising summer boarding camps for 10-18-year-old children, who, arriving from different social bubbles become members of the Kacsakő community through these activities. By creating a unique, inclusive children's camp, our goal is to forge a community of children from different social backgrounds in an almost unprecedented way, while contributing to the development of their social and personal skills, just as we do with our own abilities and professional skills.

We prioritize mitigating the harmful effects of segregation and selection that is found in the Hungarian educational system. With our programmes we contribute to decreasing dropping out of school, to widening the possibilities of those labelled as "problematic children", raising awareness in the majority of society, and reducing prejudices that different social groups hold against each other.

Furthermore, we aim to increase the chances of socially disadvantaged chil-

dren, to shape a positive view of their future, and support the assertion of their interests. Another goal is to ensure that intercultural encounters take place in a safe bubble at the camp and to support them as mediators in dealing with conflicts, often caused by communication differences, using restorative conflict management techniques.

## Target group

Both Roma and non-Roma, socially disadvantaged and middle-class, immigrant and Hungarian children are invited to join the camp. The age groups change from year to year as returning children grow older, and as they do, we try to adapt the structure and programs to their needs. In the first camp, we only worked with children aged 9-12, but now we have several different age groups at the camp, and we create diverse small groups in each age group, bringing children together from different social backgrounds, while also making sure that everyone has at least one person in the group with whom they feel comfortable and can connect easily.

- » **"Pajtik"**: ~10 to 12 years, in gender-homogenous groups of 4-7 members.
- » **"Cimborák"**: ~12 to 14 years, in gender-heterogenous groups of 8-10 members.
- » **"Bajtársak"**: ~14 to 17 in gender-homogenous groups of about 10-15 members.
- » **"Alumni"**: those young people above 16 who have finished the Bajtárs Programme and would like to contribute to the community life of Kacsakő as volunteers, while they are developing their own skills too.

## Structure

Before the camp, we give the counsellors a two-day prep weekend, after which the camp runs from Monday morning to Saturday morning, followed by a one-and-a-half-day closing weekend where we reflect on what happened together with the counsellors.

At the camp, smaller groups and rooms are artificially designed to bring together children and young people from different backgrounds, thus creating

opportunities for "intergroup contact." The first day focuses on building team identity: we strengthen group allegiance by painting flags or totems, choosing team names, and completing challenges, thereby promoting "reategorization processes." Icebreaker games support "deategorization" – more on this in the social psychology chapter. The first day ends with a lively Capture the Flag battle between the campers and the camp counsellors.

On an average day at camp, campers participate in morning activities: fair play sports, creative and drama activities, and trying out new activities introduced by the current camp team (break dancing, juggling, improv, etc.), in addition, small groups get to know each other and work on a joint project during team time.

The afternoon starts with a period of free activity, where the camp counsellors play with the children, followed by occasional workshops led by guests on social topics. After that, we go to the beach, which is an indispensable part of a hot summer day when the weather is good.

After dinner, there is free time, and on some evenings, there are traditional events aimed at strengthening the Kacsakő identity and experiencing a sense of community. Such programs include raffles, playing music together, or tests of courage. Each evening ends with small group reflection.

On the morning of the last full day, teams compete for goals and the fair play award in the Quidditch Cup, followed by project presentations in the afternoon and a closing party in the evening to experience the most intense emotions. Saturday morning is all about packing up, saying goodbye, reflecting on the week, handing out certificates, and tearful farewells.

## Roles

» **Camp organisers:** The camp is co-ordinated by two or three main organizers who communicate with parents, related organizations, the campsite, and the team, while the professional, recreational, and educational programs are developed in working groups together with volunteers.

» **Operational manager:** responsible

for logistics and program implementation at the camp, co-ordinating camp counsellors, updating and communicating the daily schedule, checks it with the guests and operators of the location.

» **Professional manager:** co-ordinates educational processes, consults with group leaders, jollies, the ventilator, and the operations manager. Responsible for the well-being of camp counsellors and campers, maintains contact with parents, supports the work of the team, and mediates as needed.

» **Ventilator (camp psychologist):** supports the mental well-being of camp counsellors and campers.

» **Age group coordinators:** co-ordinator of age group leaders, ensures consistency in educational decisions (e.g., in conflict management).

» **Group leaders:** lead small groups in pairs, mentor campers, monitor their well-being, facilitate group dynamics, and support them with reflections and group games.

» **Jollies:** Universally deployable helpers who provide support where

needed – they mainly work with children, but also assist with operational tasks.

» **Activity leaders:** they lead a program or series of activities, ensuring a meaningful experience with warm-ups, main games, and reflection.

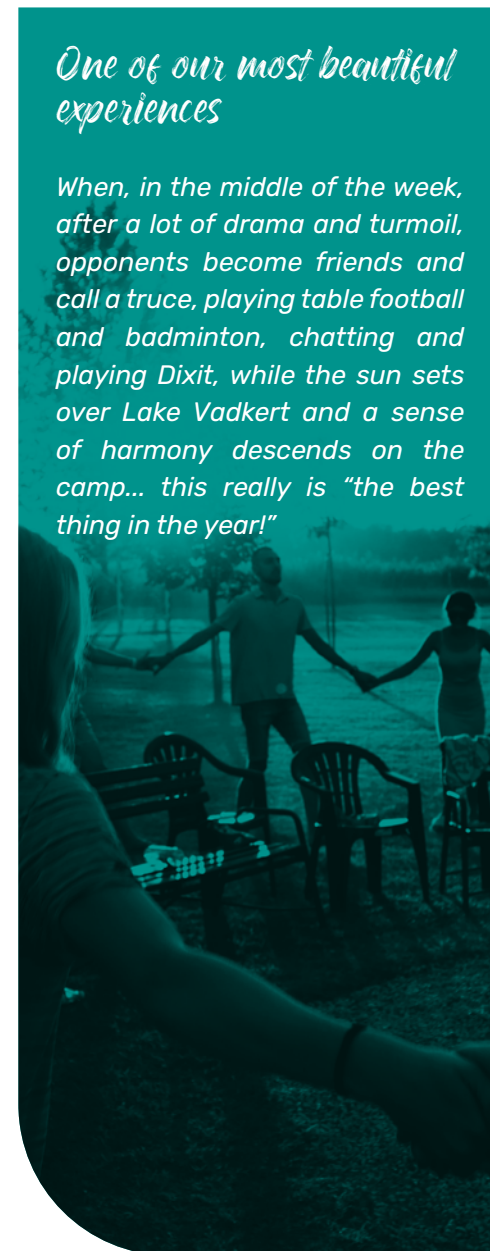
» **Photographer and social media manager:** captures the best moments of the camp and contributes to communication efforts.

## Programmes

Fair play team sports (tag ball games, ultimate frisbee, capture the flag, quidditch, and Kacsakő rugby), adventure programs (e.g., beach, trading games, campfire, and raffle), crafts and drama classes, and various guest workshops (e.g., *UCCU Roma Informal Educational Foundation* sensitivity training program, *Capoeira* class, *Women For Women Together Against Violence Association (NANE)*, and the *Homosexuality and awareness* guest class) provide campers with lifelong experiences and lessons.

## *One of our most beautiful experiences*

*When, in the middle of the week, after a lot of drama and turmoil, opponents become friends and call a truce, playing table football and badminton, chatting and playing Dixit, while the sun sets over Lake Vadkert and a sense of harmony descends on the camp... this really is "the best thing in the year!"*



# Mumush Kids Camp

## Goals

The main goal of our camps is to ensure that all participants receive support tailored to their individual interests and age during their time together. The varied workshops provide a colourful introduction and useful knowledge for learning about certain professions and delving deeper into the activities. Children and young people can discover their hidden interests and knowledge through various workshops and free activities. It is important that everyone experiences success during the creative processes in order to strengthen their internal motivation and carry the skills and curiosity they have acquired into their everyday lives.

Another main goal is for participants to learn to take care of themselves and each other, the first step of which is to establish common rules and negotiate an agreement. By participating in these formative processes, they gain confidence and responsibility, which leads to cooperation based on good faith. At the same time, we also consider

it important that these creative camps result in a joint product at the end of the camp, proving that it is worth working, cooperating, and persevering.

Our camps are conducted in two languages and are usually attended by children from three different cultures, making it easier for us to practice mutual acceptance and enrich the values and shared experiences that come from cultural diversity.

## Target groups

Our camps are generally for children and young people aged from 7 to 17. We always try to form groups that have a balanced ratio of children from children's homes and families, as well as a balanced number of girls and boys.

## Structure

The camp usually lasts a week, with the first day always focused on arrival and getting to know each other, followed by three days of activities related to the theme of the camp, and then a day trip.

On the penultimate day, the children have the opportunity to present what they have created during the activities, and then celebrate their joint work and time together. The final day is dedicated to farewells, reinforcement, and reflection.

We have three different types of camps: one is an experience-based camp with themed days; the second is a creative camp where children and young people can participate in an optional workshop that they follow throughout the week; and the third has rotating workshops where they can work together in a variety of community-building activities.

## Roles

The person who is physically present with the child in a given situation is always the one responsible for that child. There are several different roles in our camps, which have been designed to ensure the physical and mental well-being of the children and camp counsellors to the greatest extent possible.

» **Professional leaders:** It is the

responsibility of the professional leaders to ensure that everyone is aware of the principles of child protection, the importance of complying with them, the consequences of non-compliance, and the objectives of the camp. In addition, professional leaders plan the camp program based on feedback from the camp team. Professional leaders are also responsible for recruiting the camp team and camp leader and preparing them with educational tools.

» **Camp leader:** He is primarily responsible for ensuring that everyone in the camp feels safe, that everyone is aware of the rules, that the planned program is implemented on time, that any conflicts are resolved (where at least three people must be present), and, if necessary, that a crisis team is organized to discuss the outcome of the conflict. He or she is responsible for ensuring that everyone has the appropriate tools and conditions for the safe and high-quality running of the workshop activities. Furthermore, they are responsible for explaining the emergency protocol, running a medical

check of the campers, providing first aid and, if necessary, taking further measures, as well as assessing and mitigating risks in emergency situations.

» **Camp instructors:** It is the responsibility of every camp instructor to implement, support, and shape the professional program to the best of their ability in cooperation with the professional leaders. They must ensure the physical and mental well-being of the children entrusted to them, and it is also their important task to handle conflict situations competently. All camp instructors are required to report any extraordinary events to the camp leader. They are responsible for raising any issues concerning their own physical and mental well-being with the team during the end-of-day discussions and supervision sessions. Camp instructors are usually assigned to a specific location where they supervise the activities taking place during leisure time. Camp instructors are also responsible for coordinating evening closing ceremonies, telling or reading stories after bedtime, and participating in optional morning wake-up songs. They share their observations with the team during discussions and supervision sessions.

» **Ventilator:** Sometimes we appoint a camp instructor as a “ventilator,” whose role is to listen to the other campers and offer help in situations that arise.

### Programmes

We aim to organize camp programmes in such a way that the children’s skills are developed and strengthened in several areas, and that everyone can find an activity in which they can experience success and strengthen their self-confidence.

So far, at our camps children have been able to take part in land art, interactive and self-reflection, music, hip hop, theatre, DIY, and animation workshops, as well as workshops on children’s rights and human–animal relationships.

### *One of our most beautiful experiences*

*So many beautiful experiences and learnings have enriched us in each of our camps, from the exciting moments of the arrival to the closing round at the end of the camp that it is difficult to highlight the only most beautiful one.*

*Perhaps, what I should relate is the situation during an excursion, when, in the rush to leave, a minor accident occurred: a backpack broke, and several children jumped on the boy who had accidentally torn the bag. No one handled the situation well at the time, including the boy in question, and when I asked him what was going on, he told me that even if not it right on the spot, he would definitely beat someone up when we got home from the trip.*

*I managed to convince him that we should focus on getting ready to leave, and during the trip he came to me several times to talk about what had happened and how he felt. Among other things, we talked about how much some physical exercise can help in such situations and that he should pay attention to how he feels now and whether he is glad that he had not acted in the spur of the moment. When we got home, he thanked me for the conversation and said that he would always remember to go for a walk when he was very angry, and he made me a beautiful necklace from a piece of wood he found during the trip.*

*This story reinforced our belief that sincere presence and individual attention have tremendous power.*

# Tomash Pottery Ceramic Camp

## Goals

The aim of the 2023 Tomash Pottery Ceramic Camp was to provide the youth from Ukraine living in Cluj-Napoca alongside their families with a creative space where they could express themselves through artistic activities while being part of a community. The camp's motto, the butterfly effect, referred to how even a small creative act can have a significant impact on community development and social change.

This was echoed by the 2024 Tomash Pottery Ceramic Camp, in which participants actively contributed to the formation of a self-organizing community. The camp offers families in particular the opportunity to participate in creative workshops together, while forming closer relationships with each other and with families from other cultures.

## Target group

We met *Anastasiia Tomashivksat*, the head of the *Tomash ceramics studio*, through our Ukrainian Brothers Fun Club program. The target group for the first

camp was the community of Ukrainian refugee families living in Cluj-Napoca, but since the second camp, the goals of Tomash Pottery and our association have gone beyond that: we are trying to create a communal creative space and experience where Romanian, Hungarian, Roma, and Ukrainian families living in Transylvania can meet and connect.

## Structure

The camp provides a rather relaxed setting for families, where they can enjoy clay art and plein air painting together in a flexible schedule, while also participating in community and leisure activities. The activities are enjoyable and relaxing not only for children, but also for parents and relatives, providing them with a community experience and a chance to recharge their batteries.

The encounter of different families and participants also provides an opportunity for them to build new relationships and friendships, while the venue is a suitable environment for participants to grow not only professionally but also personally.



The camp operates on a self-sustaining basis, without sponsors. The community and participants provide the necessary financial resources. Our host is a good friend and long-standing volunteer who welcomes us in a wonderful little village near Cluj-Napoca. We travel by car share and train, campers sleep in tents, and adult participants take turns cooking in teams in the kitchen.

Overall, Tomash Pottery Ceramics Camps not only aim to promote artistic development and community experiences, but also provide an opportunity for families to spend valuable time together while building new relationships and actively contributing to the creation of an independent community.

## Roles

» **Camp Leader:** The camp is coordinated by the head of the Tomash Ceramics Studio, who develops the camp's theme and program and communicates with interested individuals during the camp's organization. Anastasiia is also responsible for leading the clay workshops and plein air sessions, where she shares her knowledge and passion for ceramics and painting with great sensitivity and enthusiasm.

» **Social Bees:** The members of our association who here, compared to our other camps, have less responsibility and more time for creativity and play. As the professional leaders of the association, our primary task during the organization period is to support the camp leader with advice and professional assistance. At the camp we lead various leisure activities (juggling, excursions, village tours, sampling local foods, swimming in the stream, etc.). In addition, we coordinate the volunteer kitchen teams and assist with supplies.

» **Host:** The camp host provides the spaces needed for shared meals and workshops, as well as bathrooms and a kitchen equipped for the camp. He

recommends the best places to visit, and everyone who wants to learn more about the region and its culture turns to him for advice.

» **Volunteer groups:** Teams of volunteering parents set up the workshop area and kitchen during the camp preparations, help each other pitch tents, and then take turns preparing breakfast, lunch, snacks and dinner for all participants during the camp.

## Programmes

» **Workshops:** One morning and one afternoon session are schedulable during the five-day camp. On the day of arrival, there is a joint workshop in which everyone participates, and the workshop leader shows and explains important things to know, then in the following days everyone works at their own pace.

» **Shared leisure time in the evening:** After dinner, all camp participants gather around a campfire, where the children roast marshmallows, bacon or

vegetables while playing music or telling stories. This gives the adults time for longer in-depth conversations until it slowly gets completely dark and only the stars shine above us.

» **Free-time programmes:** These activities mainly involve children and young people, while their parents are busy in the kitchen or they are looking after younger children or relaxing.



# 03 Inclusive School-term Programmes

<b>Kacsakő Klub</b>	18
<b>Kacsakő Next</b>	19
<b>Kacsakő Mentor</b>	20
<b>SF: Ukrainian Brothers Fun Club</b>	21
<b>SF: Weekly visits to Aksza Children's Home in Cluj-Napoca</b>	23
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# Kacsakő Klub

## Goals

The goal of the Kacsakő Klub is to provide regular meeting opportunities for children from different social backgrounds who are part of the Kacsakő community. Through these events, participants can share experiences that promote social integration and community building, while we also encourage them to try new things, step outside their comfort zone and develop their skills.

## Target group

The programme is primarily designed for children aged 10-14 from different social and cultural backgrounds. The club is open to anyone who wants to make new friends and take part in shared experiences, and participants from more mature age-groups are always welcome too.

## Structure

We organise half-day and full-day programmes on a monthly basis, during

which participants can take part in various experiential learning activities. We go to adventure parks and theatres, canoeing, dance, and organise self-defence and self-awareness classes. Each session begins with an opening circle and warm-up games and ends with reflection and cool-down games.

## Roles

### » Coordinator of Klub Programmes:

He is responsible for harmonising programmes with the parents and for organising programmes.

### » Facilitator:

Deliver the actual session.

### » Volunteers:

Work with the children, take them to the programmes, and help them during the sessions supporting forging a community.

## Programmes

We offer a variety of programs, such as canoeing, ice skating, rock climbing, and other experiential learning activities.



# Kacsakő Next

## Goals

The aim of the Kacsakő Next program is to enable adolescents to maintain and further develop their community, which provides them with numerous shared experiences and challenges. We place a strong focus on team building, developing psychosocial skills, and strengthening labour market competences (e.g., communication, leadership, teamwork, creativity, English language skills). In the long term, we offer young people the opportunity to join us as program facilitators or camp counsellors. Participation in international camps and joint social action further strengthens group identity and a sense of belonging and helps young people experience active citizenship.

## Target groups

The Kacsakő Next program was created for young people who had been participating in our programs for several years but had since entered adolescence, outgrown our basic programmes, yet we wanted to maintain our relationship with

them. In this community of 10–15 people, we also work together with socially disadvantaged and middle-class, Roma and non-Roma young people.

## Structure

During the program, we support young people in addressing social issues that are important to them (e.g., racism). As facilitators, we help them gain a deeper understanding of the topic, plan the support process, form working groups, define impact measurement tools, and implement the program. They can try out responsible roles in a safe, supportive environment, while we accompany them throughout their experiential learning. We help them discover their own resources, overcome obstacles, and become aware of cooperation, personal competences, and opportunities for development.

In the framework of the *Generation Europe* network, together with our German and Portuguese partner organisations, we organise a 12-day international youth exchange every year (2022: Germany, 2023: Hungary, 2024:

Portugal), where young people work together on their ideas while gaining intercultural experiences and skills. Locally, the team also works together in mini-camps in spring and autumn, as well as at separate meetings. During the mini-camps, in addition to working together, we also build a team through various games, cook together and go on expeditions.

## Roles

- » **Project manager:** Is in charge of the financial, logistic and professional coordination of the project.
- » **Facilitators and group leaders:** Work directly with the young people running the programmes.
- » **Jolly:** Assists with operational tasks in camps, if the location requires it.

## Programmes

- » **Mini Camps:** Since our participants live in different parts of the country, we have less frequent meetings in two–three day long camps in order to work more efficiently. During these camps, we have workshops and work together on the chosen social project.
- » **International Camps:** As part of the Erasmus+ youth exchange programme, young people from different social backgrounds and of similar ages broaden their horizons and gain lifelong experiences by camping together. The programme is organised in such a way that the same international young people meet each other over a period of three years, thus helping to build intercultural relationships.
- » **Summer Camp:** As “*Bajtársak*”, they take on more demanding tasks and sometimes organise programmes, thereby actively contributing to the life of the camp community.

# Kacsakő Mentor

## Goals

The aim of our mentoring programme is to support participating children and young people in developing their skills, unleashing their talents and deepening their self-awareness. Reflecting on the needs that have arisen in the community, the mentoring programme allows us to give individual and more intensive attention to each participant.

It is an open programme for all age groups who participate in the programmes of Kacsakő.

## Structure

Our mentors get support from a preparatory training, reference material, and from case discussions, led by a child psychologist in every two months, so that they can help children effectively. The six-eight month long process is organised according to the structure below:

**1. Assessing competence and defining fields for development:** We map the strengths and lesser developed

areas of the kids, for example self-knowledge, assertive communication, social connections, dealing with conflicts.

**2. The mentor and the mentee meet weekly:** These sessions also serve as a safe and supporting space, where the children can share their difficulties and receive help with how to handle them.

**3. Closing the programme:** At the end of the programme the mentor and their mentoree take a look back together at how far they have come: they discuss aims and achieved results. Consequently, they close their common journey with a personalised experience programme.

## Roles

**» Coordinator of the Mentor Programme:** In charge of harmonization with the parents and organising programmes.

**» Mentor:** Gives the actual session.

**» Ventilator:** Provides case discussions and individual supervision as needed.

## Programmes

We use a variety of tools and methods tailored to the individual interests of the participating children during one-on-one mentoring sessions:

**» Conversational games:** These help children express themselves and connect with others in a relaxed atmosphere.

**» Collaborative creation (story writing, drawing, crafts):** Supports creative self-expression and emotional processing.

**» Board games:** Playfully develop problem solving, strategic thinking, and teamwork.

**» Reading and film revision:** Promotes self-awareness, empathy, and an understanding of different life situations.

**» Career orientation discussions:** Supports conscious future planning and independence.



# Ukrainian Brothers Fun Club

## Goals

The aim of the Ukrainian Brothers Fun Club (UBFC) project was to provide participating Ukrainian families and children living in Cluj-Napoca with an opportunity to learn about the local cultural context and various art forms, while strengthening their community ties. The program included various workshops and community events that helped expand cultural experiences and knowledge in an entertaining way and made the city feel more like home for those arriving from Ukraine.

## Target group

Refugee families from Ukraine who have arrived in Cluj-Napoca from different parts of the country and from different cultural and social backgrounds since the beginning of the Russian occupation of Ukraine.

## Structure

The Ukrainian Brothers Fun Club has evolved from a civil initiative into an alternative afternoon workshop. Since it was launched in February 2022, our association has been involved from the

very first week in its running, organizing a series of visual workshops, building the structure of the initiative, employing a permanent facilitator who speaks both Ukrainian and Russian, and involving volunteers and other resources.

Social Fiber monitored and supported UBFC's operations and development for two years until it grew into an independent and self-sustaining community. Having reached its final organizational structure, UBFC gives workshops to participating children (aged 7-14) for four hours every weekday, offering invited craft, music, visual arts, and other sessions, language lessons, psychological counselling and group therapy (available to both children and adults), museum visits, excursions, and community programs organized for the participants' families.

A permanent facilitator and several volunteers assist in implementing the programs. Parents and relatives can provide feedback to the UBFC and make program suggestions at monthly parent meetings.

The relatives of the participating children take turns keeping the place tidy and replenishing supplies.

## Roles

» **Facilitator:** A pedagogue employed by the Association, who is constantly present at UBFC programs, coordinating them and keeping an eye on the needs of participants, colleagues, and guests. They are responsible for supervising the safety and well-being of the children.

» **Volunteers:** They primarily assist the permanent facilitator with translation, facilitating tasks, and supervising the safety and well-being of the children. In addition, based on prior agreement, they assist the invited workshop leaders in special workshops.

» **Visiting workshop leaders, experts, animators:** With the help of the permanent facilitator and volunteers, they share their knowledge to the best of their ability and help participants acquire it.



## Programmes

### 1. Visual workshops

» **Creating a collaborative collage:** A group art activity in which participants work together to create giant collages. An excellent tool for community storytelling.

» **Stop-motion animation:** Young people can express themselves creatively using an exciting animation technique. Stop-motion technique requires a lot of patience, advance planning and cooperation. The cartoons made by the participants were viewed in a social movie afternoon session, which the children's relatives also attended.

» **Graffiti and street art tour:** Families can learn about graffiti art and discover the city's street murals on a tour, bringing them closer to Cluj-Napoca's new residents.

### 2. Museum visits

» **Music Gallery:** Participants gained insight into the world of musical arts, tried out instruments, listened to the most famous records in music history, and we also organized a small concert

for them in collaboration with the *Music Gallery in Cluj-Napoca*.

» **Introduction of contemporary Romanian graphic designers:** The introduction of contemporary Romanian graphic arts provided an opportunity to encounter new forms of artistic expression. It was particularly gratifying that the children themselves discovered similarities between Romanian and Ukrainian folklore motifs and mythological figures in the exhibited works.

» **National History Museum of Transylvania and the Ethnographic Museum of Transylvania:** That Transylvanian cultural context in which they had found themselves became more comprehensible to them by the insight into traditional Romanian folklore and the local history.

» **Dinosaurs Exhibition:** A fun and educational visit where children could discover the world of dinosaurs and transform into dinosaurs themselves.

» **Botanical Garden and bird ringing** in cooperation with *Milvus Association*: The children had the opportunity to learn about the most popular and common birds in the area and about the nature conservation work of the Milvus Association.

### 3. Community programmes

» **Cinema:** We managed to go to the cinema for a couple of films suggested by the children.

» **Saline Bath of Cojocna:** Relaxation and socialising at Cluj-Napoca's favourite saltwater spa.

» **Hiking in the Făget Forest:** A joint trip to the countryside, where we organised a treasure hunt and collected clay together for our upcoming ceramics workshop.

» **Ukrainian Christmas:** Promoting intercultural dialogue through a joint Ukrainian Christmas celebration: this event gave the Ukrainian community an opportunity to host the civil workers and volunteers who run the UBFC programmes throughout the year.

» **Cooking together:** Participants prepare food together, which is a fun way to learn and enjoy working together. We also considered it important for children to acquire as many basic skills as possible, which make them more independent and bring them joy.

» **Carnival:** A cheerful, traditional carnival celebration that provides an opportunity for fun and for strengthening community ties. Here, we all dressed up as animals, the locals were able to show a little bit of their culture, and the Ukrainian children were able to experience the joy and excitement of their first carnival.

» **Inclusion and maintaining relationships:** It was important for us that participants fully integrate into the community formed during the programme and, drawing on the strength of that community, actively participate in their own lives and communities. Maintaining the relationships formed during the project and ensuring ongoing contact is essential for the long-term sustainability of the community.

## Weekly visits to Aksza Children's Home in Cluj-Napoca

### Goals

Our programme aims to continuously support personal and social development of children and young people living in children's homes, while building trusting relationships and strengthening secure attachment patterns. The programme has been running continuously for three years and builds resilience in young people through various activities, helping them prepare for the next stage of their lives.

### Target group

The residents of the *Aksza House* in Cluj-Napoca are children, teenagers, and young adults aged 7 to 24 who live in a family-style children's home. We have been visiting them weekly since April 2021.

### Structure

Since the main goal of our programmes at Aksza House is to deepen trust, reinforce secure attachment patterns, and build individual and social resilience

in children and young people, our programme structure here is the most flexible. We had primarily framed the meetings with a consistently recurring and predictable presence, and their structure has developed organically over the past four years.

Now we have programmes of cooking together in the kitchen of the Children's Home, we go to the nearby playground to play soccer and frisbee, if one of us brings their dog, we walk the dog, and we have managed to get bikes for everyone, so sometimes we cycle together, or help with their homework, talk, so follow the childhood and development of these cool, sensitive, and brave kids.

This year we have introduced monthly interactive and self-reflection sessions. Our main guiding principle has always been taking children's and young people's ideas into account when planning the following week's program, keeping our promises, and giving timely notice of any changes. This consistency has made them proactive and open-minded in shaping the program.

### Roles

» **Professional leaders:** Since this is one of our oldest programmes, and it is important to us that the same adults always return to the Home, the three of us (professional leaders) are primarily responsible for planning and organization, we maintain the contact with the Children's Home, an important part of which is receiving feedback and joint problem-solving, we are also responsible for the safety as well as the physical and mental well-being of the participants.

» **Regular volunteers:** From this school year on, we have two permanent volunteers whom the children met at Mum-mush Kids Camp and who take turns attending the programs organized at the Aksza House every two weeks. Both of them are thoroughly familiar with our child protection protocol and the goals and operation of the program. Over time, we would like to expand the team of regular volunteers, as it is important for all children and young people to see many good adult role models and to be able to relate to different personality types.



## Programmes

» **Community games:** Based on our experiences in experiential education, we have concluded that we all learn most easily through playing. Playing together (whether it is soccer, frisbee, board games, or informal outdoor games) is an important part of strengthening fair play and team spirit, as well as learning to lose with dignity and rejoice in the success of others.

» **Cooking together:** This initiative came from the children, and usually everyone participates in preparing dinner together. We have made hamburgers, vegan wraps, sushi, pancakes, and other delicacies. On these afternoons, everyone finds their own role, where they can help best and contribute to the joint product.

» **Walks, dog walking, and cycling together:** Since our activities take place in the afternoons, we also try to keep in mind that we should spend as much time outdoors, in different sceneries as possible. On these occasions, it is important that we listen to and look out for each other, and that we reinforce social responsibility and care in children and young people.

» **Interactive self-reflection games and conversations:** This program has been introduced to strengthen problem recognition and conflict-management skills. The environment of children and young people living in the Home is changing rapidly (as well as our world does), therefore self-knowledge is an advantage as well as being able to respond to events honestly, authentically, and flexibly. Personal conversations have always been part of our meetings, but we wanted to provide a framework for acquiring new tools and knowledge, and also to create an inner circle where it is okay to make mistakes and experiment, and where everyone can be receptive to each other.

# Critical Thinking and Civic Education Programme for the Teenagers of Paterét: social inclusion, advocacy of interests, Roma culture

## Goals

Critical thinking for teenagers in Patarét aims at preparing young people for active participation in the fields of social inclusion, representation of interests and Roma culture throughout the entire academic year (2023-2024), the program provided participants with the tools and knowledge they need to become informed citizens and effectively represent the interests of their own communities.

Social inclusion tools help young people to understand social structures and the situation of disadvantaged groups better, and enable them to contribute constructively to community development in the future. It was important for us that they recognize and effectively represent their own legal, social, and cultu-

ral interests. During the program, young people learned how to raise awareness of community issues. Understanding and appreciating Roma culture played a prominent role in the programme, which we hope to have strengthened the participants' identity and pride in their own culture and to support them in representing the Roma community in society to a positive effect.

## Target groups

Teenagers and young adults living in the segregated Roma community of Patarét, next to Cluj-Napoca landfill. During our pilot programme, we managed to deepen our relationship with one of the five communities living here to such an extent, that ten young people participated in all of the activities.

## Structure

In this project, funded by Erasmus+, we worked with *Deviszont Community Space* in Budapest to develop our methodology of critical pedagogy, which we then tested in Patarét over the course of one school year.

For eleven months, we held weekly sessions in the community container in Patarét. The first three months were largely dedicated to getting acquainted, establishing common rules, planning the school year, deepening trust, and assessing the knowledge of the young participants.

The next five months were filled with good practices and activity plans drawn from the methodology, which we tried to group around topics identified by the young participants (in the needs assessment): Roma language and culture, assertive communication, relationship dynamics, self-awareness and reflection, role models and advocacy, learning styles, the job market, etc.

The last two months were devoted to closing the project, gathering feedback, conducting evaluation, and celebrating the time we had spent together.

We usually started our weekly sessions with an opening circle and an energising game, which were followed by the activity planned for that week. Most of our workshops ended with a game of Capture the Flag, which became the favourite game of the young participants.

We also invited experts to certain activities: one example was the Romani language workshop held by *Dr. Yusuke Sumi*, who teaches Romani at *Babes-Bolyai University* and who gave an excellent interactive presentation on the history of the language and the richness of its dialects.

We broke up the series of critical pedagogy sessions with community programmes, as we believe that these tools can only be effective in living, well-functioning communities. The most successful of these was the Halloween party in autumn, which we organised at the request of our young participants and together, and which was attended by more than 50 people. This gave us the opportunity to get to know the kids' wider circle of family and friends.

## Roles

» **Professional leaders:** Since this was a pilot project that we had been preparing for two years in advance (learning from similar organisations in Cluj-Napoca, such as *Tranzit House* and *Deviszont*), the coordination of the series of activities, communicating the project to the community, informing young people, ensuring their safety, and organising the details fell to the professional leaders, as we had the best overview of the whole picture.

» **Local facilitator:** One of the strongest points of our pilot programme in Patarét was the involvement of a local facilitator who welcomed our initiative with joy and enthusiasm, as they paid a lot of attention to the teenagers in Patarét although they had never participated in such a structured programme before. Their task was to recruit young people to participate, and in many cases he was able to help make the tools of critical thinking understandable to them. It was a particular pleasure for us that they also sincerely shared their own insights and experiences with all of us, bringing theory closer to the everyday lives of young people.

» **Regular volunteers:** Two regular volunteers joined the programme, without whom it would have been difficult to overcome the various challenges, as this scheme was new to us as well. They primarily participated in the sessions as helping hands, assisting in conflict management, information transfer, venue preparation, and the organisation of critical pedagogical activities and community events.

## Programmes

» **Community building:** Establishing common rules and actively listening to each other helped everyone feel comfortable and safe in the group. Interactive games and, of course, the frequent Capture the Flag matches played together helped to deepen the relationships between the groups. In addition to these, we organised a Halloween party, a Christmas celebration, visited a petting zoo near Cluj-Napoca, and organised joint cooking sessions.

» **Roma language and culture, critical pedagogy programmes:** We structured the largest part of the programme around the ideas of the young participants. The topics that interested them most were language and language use,

relationships and starting a family, their career opportunities and the functioning of the labour market.

» **Camp:** We are jointly organising a camp with Deviszont Community Space and the experts of “*Mentés Másként*” *Conference on Pedagogy*, where the youth of Patarét can meet teenagers from the outskirts of Budapest. Our Local Facilitator also participated in this camp. We deployed a several good exercises here, and the teenagers coming from different cultures could get to know each other, and talk about their challenges, how they experience them, and how they overcome them. At the beginning of the camp we put a great emphasis on translation as well as on free time spent together, for example we ha a common campfire night, and a visit to a salt mine.

» **Follow-up and planning:** Even though the pilot programme has been finished, the young participants has forged a group that stick together, so yet in a different form, we would like to continue the range of meetings. Since many of the families of these young people managed to move away from Patarét in the last year, we would like to prepare a monthly club session, which could be organised and operated in

our base location. We are planning a module with the local facilitator of the programme, where these young people can talk openly about addictions, and where experts can be invited to give lectures or workshops.

» **Maintaining relationships:** That the true values for us is maintaining relationships and individual attention paid to each of the young participants have become obvious to us in our teenager programme in Patarét, for this reason we consult with many of them frequently, and provide them help or at least be there for them as a receptive friend with our understanding to our best capabilities as their lives progress.

## Experimental Pedagogy Programme and Creative Workshops for the Children of Patarét

### Goals

The goal of the programme is to support children’s learning process through playing while offering them community experiences. The program uses various art forms – crafts, drawing, cartoon making, music, and dance – to develop children’s creativity and self-expression and contribute to strengthening community ties.

### Target groups

Children (aged 3-12) living in the Roma segregated community of Patarét, next to the Cluj-Napoca landfill. During our pilot program designed for teenagers, younger children living in the community repeatedly told us that they would also like to attend the sessions. It is a particular pleasure for us to work with children who are so strongly motivated. Since the program began (2023), we have had eight regular participants, who

often invite their friends to join them. Recently, we have managed to link the program with another children’s program operating in a different local community, which has also been a great success for us.

### Structure

The program focuses on playful learning, which gives children the opportunity to acquire basic social skills and new knowledge in a fun way. The game Capture the Flag plays an important role in this programme too, through which we strive to teach children sportsmanlike fairness, the joy of teamwork, and the ability to cope with failure.

Social experience is another important constituent of this programme. Collective storytelling, shared celebrations, and mutual attention promote cooperation and friendship among participants and contribute to strengthening the sense



of community belonging. We hope that through long-term joint activities, children will learn the importance of solidarity and mutual respect while becoming members of a supportive community.

The program also includes crafts, visual arts, and music classes, which are organized into thematic blocks of 2-3 sessions. During the crafts and visual arts sessions, children can experience the joy of creation and learn the value of independent work. The cartoon-making, music, and dance activities give children the opportunity of self-expression while sharing experiences and developing their sense of rhythm and their ability to listen to each other.

The two main pillars of the program, learning through playing and artistic experiences, help children actively participate in the programme while acquiring important individual and community skills.

### Roles

» **Professional leaders:** Similarly to the programme organized for teenagers, communication about the project to the community, informing children and their relatives, ensuring their safety, physical and mental well-being, and the details of the organization are the responsibility of the professional leaders.

» **Local facilitator:** Teenage girls returning from our critical pedagogy

program have taken on the role of local facilitators in the children's program in Patarét. Here, they help us gather the children, tell them about plans and any changes, and convey our messages to the participants in a language that is as easily understandable as possible.

» **Regular volunteers:** As an extension of the teen program, our two permanent volunteers also joined the children's program. Here, they can be present in a playful way: they help with conflict management, passing on information, and preparing venues, but they also participate as facilitators in small group activities and creative workshops, making the program more colourful and exciting.

### Programmes

» **Creative workshops:** We usually start these sessions with an opening and reflection circle, during which we ask a few questions. On the one hand, these questions serve as starting points for creating joint or individual works (e.g., What animal would you be and why? Where would you like to be right now, and why?), and on the other hand, they help with self-reflection and help the children get to know themselves and

each other better. Then we introduce the tools we will be using and explain the different methods we will be applying in the workshop. The children are free to work, while the facilitators and volunteers either help them or work on a creation of their own. We conclude the process by having everyone who wants to present their work, or by having the group act out or present what they have been working on. The closing moment of each workshop is the presentation of the following week's activities and a big joint Capture the Flag game.

» **Community programmes:** These occasions are organised more organically than the creative workshops, although we usually maintain a framework with a short personal account at the opening circle (what has happened to us since we last met, how we are doing, etc.) and a reflection at the end (how did they feel, whether they would like another similar programme, what did they not like about it, etc.). Between the opening and closing sessions, there is an opportunity for free play, where everyone, children and adults alike can unwind while observing our community rules. These are usually opportunities to play football, juggle, play Jenga or hide and seek, in which parents and relatives sometimes also participate.

# 04 Background Theory

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# Prejudice reduction

## Theoretical background

There are several intervention methods for prejudice reduction, such as training on diversity, multiculturalism, or emotions. In addition, it can be effective for people to meet different groups – either in reality or in their imagination – or for the media to present characters who challenge stereotypes (*Paluck and Green, 2009, 2021*). However, when it comes to sports-based and experience-based inclusive youth programs, two approaches work particularly well in practice (*Takács et al, 2024*):

### 1. Group dynamics and encounter based approach

Various sports and experiential education activities provide opportunities for participants to connect with each other in a relaxed atmosphere through non-verbal games and shared positive experiences. The games can have a positive influence on group dynamics, lead to the development of deeper intercultural relationships, and reduce prejudices by promoting the

use of three different methods that are based on intergroup relationships: decategorization, intergroup contact hypothesis, and recategorization (*Cunningham, 2011*).

**A. Decategorization** (*Brewer and Miller, 1984*): This process refers to the gradual blur of boundaries between social groups, which may seem significant in everyday life, and to the shift in focus from group membership to relationships between individuals. Children begin to recognize the individual characteristics of members of the outgroup – for example, a non-Roma child notices that although both of his classmates are Roma, their personalities and interests may be completely different. In addition, participants can discover similarities and differences between themselves. A Hungarian child may easily realize that they have the same hair colour and like the same music as one of their Chinese peers. Such small discoveries help break down stereotypes and enable the building of genuine, personal relationships.

**B. Intergroup Contact Theory** (*Allport, 1954, Pettigrew, 1998*): According to the theory, when someone contacts a member of a group, they have prejudices against, and they spend some time together, shared experiences and contact can reduce prejudice. However, for a meeting with someone from the out-group to feel positive instead of threatening – which could increase prejudice – certain conditions need to be met during the interaction. Otherwise, all neighbours would adore each other, would they not?

According to Allport (1954) these conditions are the following:

- » **Equal status:** Neither individual should feel inferior or superior.
- » **Common goals:** Tasks that motivate the whole group.
- » **Cooperation:** Cooperative endeavour strengthen relationships.
- » **Authority support:** Programme leaders' and institutions' role in enhancement.
- » **Friendship potential:** *Pettigrew (1998)* adds that these programmes are

most effective when real friendships can be formed.

**C. Recategorization** (*Gaertner et al, 1999*): This process encourages participants to perceive traits of a common identity rather than focussing on differences. This could be, for example, the same city, country, or even the fact that they are all members of the same sports team (“Elephant Team” or camp participants). This can help blur the boundaries between groups and create a stronger sense of a common social identity.

## 2. Self-knowledge and empathy focussed approach

By improving empathy, prejudices can also be reduced (Váradi, 2014).

It is also important for young people to strengthen their self-confidence. This is particularly important for those coming minority groups, as low self-esteem can increase the likelihood of “stereotype threat” – that is the pressure to confirm negative preconceptions about them (Aronson et al, 1998). Stereotype threat can cause young people to distance themselves from their own group if they feel that they are perceived through stereotypes they don't identify with and therefore they do not belong there. This phenomenon is called „deidentification“.

In addition, „self-fulfilling prophecy“ can also arise, when, for example, a student whose teachers consider lazy and stupid due to their prejudices will eventually give up trying because they feel that their efforts are futile. However, if young people's self-confidence and positive self-esteem are reinforced, they are more likely to overcome the impacts of stereotypes and may even take action against them as activists (Tajfel 1982; Aronson et al. 1998).

Finally, if young people have the possibility of gaining positive community experiences, and their self-confidence develops, that can help prevent extreme thinking – regardless of which social group they belong to (Moghaddam, 2005).

### Application in practice

**Decategorization:** For example, icebreaker games such as “Blown by the Wind”, which help participants find similarities between each other, as well as games that help frame individual differences and uniqueness as values..

**Intergroup contact hypothesis:** Co-operative games that ensure equal status while also highlighting the supportive role of the facilitator, for example by emphasizing organizational values in the opening round. Team sports games that include reflection are easy to use for this purpose, but other team-building games also serve the same purpose very well. It is important to note that ideal conditions, such as equal status or support from leaders, should not only be present in words, but also in the organizational structure and practical rituals, customs, and norms that ensure their genuine presence in the programs.

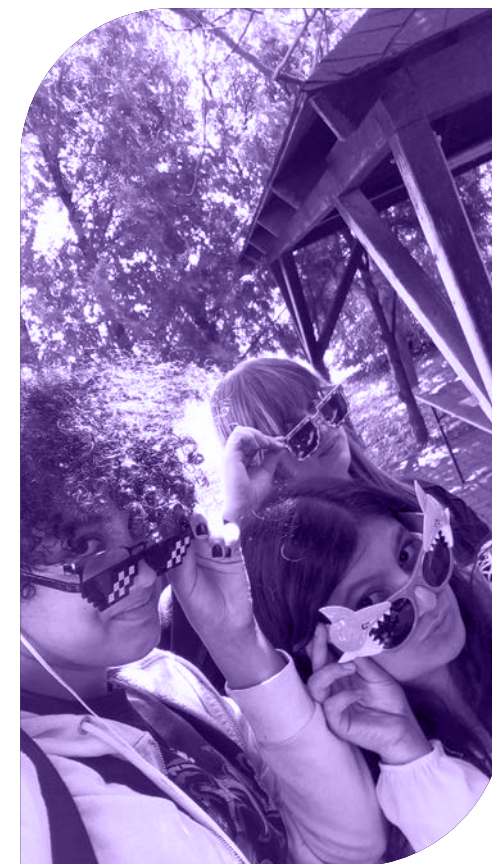
**Recategorization:** A shared group identity can be reinforced with a team name, an anthem, matching uniforms, and a host of shared norms and rituals.

**Building empathy:** With workshops raising awareness and games where you have to “be in someone else's shoes.”

**Building confidence:** With successes, praise, and reflections.

### Transformative pedagogical approaches

One important thing to add is that beyond the core factor of building empathy and cooperation there is yet another essential goal, especially for minorities and girls, namely that it is not only those skills which help them adjust to the established system, but also those which empower them to take a stand in occurring unjust situations that should be developed by the devices of transformative pedagogy (Kwauk, 2022). For example, to keep to fair play, team game players have to voice their concerns if they see unfairness, or by making these rules, they strengthen these skills.



# Resilience

## Theoretical background

The concept of resilience plays a pivotal role in both psychology and in pedagogy. It generally means that an individual is capable of adjusting to challenges and return to balance after difficulties, even grown stronger (*Masten, 2001*).

There are several approaches in the literature through which the concept of resilience can be interpreted. Psychology often associates the concept of resilience with personality traits, coping strategies, and mental flexibility. According to *Richardson (2002)* resilience is a kind of „dynamic process“, in which the individual will develop their reintegrative capacities through the disruptive experiences of life.

From a sociological perspective, resilience is examined in a social context, including community support. *Rutter (1999)* interprets resilience as a dynamic interaction between the individual and their environment rather than a personal quality. *Ungar (2012)* examines resilience from an ecological perspective, which

also emphasizes the importance of social context over individual characteristics.

## Relevance in inclusive pedagogy

The objective of inclusive education is to provide all children and young people with an educational environment that takes their individual needs into account, as well as their abilities and backgrounds. Resilience plays a key role in implementing this principle, as developing resilience promotes the development of emotional and social skills and facilitates integration.

In inclusive education, it is particularly important that students are able to adapt to different learning needs and find ways to develop at their own pace. In this context, resilience is not only an individual characteristic but also a pedagogical goal that teachers, employers, and youth workers can foster.

## Application in practice

In practice, it is very important to create a positive learning and self-expression

environment. An empathetic and flexible attitude on the part of teachers reduces stress and increases self-esteem in students (*Brooks & Goldstein, 2001*).

*Seligman (2011)* emphasizes that confidence and a sense of achievement can be developed by building on children's individual strengths. Besides this, developing coping strategies and emotional regulation is also important. In a 2009 study, *Jennings & Greenberg* found that incorporating mindfulness and breathing exercises into lessons helps children regulate their emotions.

The development of various mentoring and support systems also plays an important role in developing resilience, as confirmed by *Zins (2004)*, who found in a meta-analysis that peer mentoring strengthens children's resilience and motivation.



# Intercultural competences

## Theoretical background

In order to effectively establish relationships and communicate with people from other cultures, we may need a wide range of skills.

These are referred to as intercultural competences. Cultural competences involve understanding each other's perspectives, adapting to culturally new and unfamiliar situations, and being open to each other's experiences. When we meet someone whose customs are different from our own, we can understand and accept them through accommodating these differences. To do this, we need to mobilize the components of our cultural competence, our desire to learn, our empathy, and our openness, because it can be difficult at first to adapt to the communication style of another (Falkné, 2012).

The components of intercultural competence are defined in different ways by several different models. Van Oudenhoven and Van de Zee (2002) identify five dimensions of intercultural competence, linking personality with

subjective experiences. These are cultural empathy, open-mindedness, emotional stability, flexibility, social initiative, which are key in intercultural encounters. The acquisition of intercultural competences can change dynamically, as a person's cultural perception can also evolve over time.

Learning intercultural competences is a precondition for social cohesion and the creation of a democratic culture, this means educational institutions must focus, among other things, on teaching human rights, analysing and critiquing the historical relations between different cultures, and preserving minority languages (Mészáros et al., 2012).

## Relevance in inclusive pedagogy

The ethnic diversity of the population and increased mobility have also had an impact on our educational system, so the current educational system must focus on promoting equal opportunities for students from different social backgrounds, supporting

their successful progress at school, and facilitating communication and cooperation between them. The primary goal of inclusive education is to accept children and take their differences into account, an important tool for which is multicultural pedagogy, with a methodology that can contribute to creating a safe environment for all participating children (Torgyik, 2022).

The basic idea behind multicultural education is that some children have more opportunities for success at school than others due to their membership of certain groups, and therefore the aim is to redress inequalities, which necessitates changes to the education system (Banks, 2016).

## Application in practice

Although it may seem that didactic knowledge transfer about a culture is sufficient for developing intercultural competences, it is not enough for attaining accommodation. A positive approach towards the other culture, finding common grounds alongside

differences, gathering diverse experiences, and engaging in joint activities are what help children develop their cultural competences in an experiential way (Torgyik, 2022).



# 05 Pedagogical Directives and Good Practices

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# Pedagogical directives

## Critical pedagogy and experiential pedagogy

The two main pedagogical approaches of our Associations are critical pedagogy and learning through experience. The values acquired through critical pedagogy are particularly important for disadvantaged children and young people who live in a State Care Institution, because by learning about their rights, they can defend themselves and others in vulnerable situations more readily. In addition, they are encouraged to be curious, to learn through questioning, to question things that are not transparent to them, and to say no to things they are not sure about.

Experience-based learning is mainly related to playing and nature. When we are in a relaxed state through play, we can learn faster and retain information more deeply. We can learn to compete in a way that emphasizes fairness and mutual respect. This allows us to learn new strategies, assertive communication techniques, conflict management, and many other useful things that can be applied in everyday life. In addition,

physical activity and a healthy lifestyle gain focus and are synchronized with mental development.

In conclusion, long-term learning which is so often emphasized by the psychologist, *Bruce D. Perry*, also makes the basis of secure attachment. We believe it is important to observe how certain traumas or traumatic experiences affect a child's behaviour in the long term, thereby devoting as much personal attention as possible to the child in question.

## Culture as value

Learning together as a main goal raises awareness and helps each other in getting to know, accepting, and understanding one another. By having children and young people from different cultures participate in our programs, learning together begins indirectly. Knowing one's own culture is valuable, but knowing another culture is an added value that helps develop empathy, abstraction, conflict management, and many other ways of thinking that can aid human understanding and cooperation.

## Conflict management

Reflecting on group-based exclusion, such as homophobia or racism is vital to us. We principally make it clear to campers that we do not tolerate abusive language and that it can be hurtful to others. If swearwords are spoken in an emotionally charged situation, we consistently point out that it the comment was inappropriate, but we provide emotional support to the children and then initiate a conversation once they have calmed down. We always talk to the offended child and do not leave them alone with their tension. If non-consensual sexual advances or boundary violations occur at the camp, we involve a camp counsellor who has a close emotional relationship with the offended participant and, if necessary, seek psychological help. We seek creating a safe environment, and reassure them that they have no personal responsibility of what has happened. If we learn about any sexually charged harassment, we appoint the right behaviour in all cases, and we talk to the persons involved. We ask the offended person about how they feel and what kind of help they need,

and we also talk about the case with the offender, and according to its severity, the consequence might even be that the offender is sent home.

When dealing with an aggressive child, we reflect that aggression is inappropriate and respond with understanding to their tension, but we emphasize that the behaviour is not specific to any ethnicity or class, thereby reducing prejudice and racism. In every situation, we take the child's age and abilities into account, so that we can resolve a given situation in the most understandable way possible for them. If a child finds themselves in a difficult emotional state, we try to calm them down with an assertive, supportive presence and provide them with a safe environment.

Challenging behaviours are handled according to a predetermined scale of sanctions accepted by all leaders. The rules are made together with the children and are clearly visible to everyone. It is important that children respect the common rules and each other's privacy, and that there is no verbal or physical

abuse. Alcohol and drug use is prohibited. Depending on the severity of the conflict, we support conflict resolution through discussion, mediation, and restorative techniques, with the help of a psychologist. In serious cases, we convene a crisis team to thoroughly discuss the case.

Sanctions always begin with a warning and a discussion, and may include exclusion from the program or, in serious cases, even sending the participant home from camp. When a rule is broken, it is important to consider how much children understand the consequences of their actions, how serious the incident was, and how the injured party perceives the events. Therefore, it is often possible to discuss the consequences of the rule violation after the events, with full knowledge of what happened. If the rule violation endangered others, then the safety of those involved is the primary concern. If a child cannot participate in a given program, they will have the opportunity to talk and play with the adult supervising the program and be present in an accepting atmosphere.

In the event of conflicts, we use restorative techniques, which aim to “repair the damage caused by the conflict in such a way that the offender

also receives support, enabling them to actively contribute to the process, take responsibility for their actions, and offer some form of amends to the community.” We mediate between the children and never leave anyone alone. If someone needs to talk, we are there for them and provide emotional support.

We usually ask the following questions, which can be modified as needed:

### 1. Creating a calm atmosphere:

- » *How do you feel now?*
- » *Would you like to tell what happened?*

### 2. Understanding the conflict:

- » *What happened from your point of view?*
- » *What did you feel when this happened?*
- » *How did this affect you?*

### 3. Understanding the feelings and point of view of the other party:

- » *How do you think the other party experienced this situation?*
- » *How do you think they felt then?*

### 4. Accessing the consequences of the conflict:

- » *How do you think this affected you and the others?*
- » *How did this affect your relationship?*

### 5. Looking for resolution and repair:

- » *How do you think this situation could be repaired?*
- » *What would you like from the other to make you feel better?*
- » *What can you do to make mutual amends for this situation?*

### 6. Avoiding future conflicts:

- » *What did you learn from this situation?*
- » *If next time a similar situation emerges, what will you do differently?*
- » *How can you prevent this repeating?*

In addition, both associations require all employees and volunteers to be familiar with the child protection guidelines of the Association, which also provide guidance on adult-child relationships.



# Methods

## Cooperation

It is very important that we cooperate with each other as camp counsellors, especially in group leader pairs, and discuss the current state of the children every day, so that we can effectively support decision-making and represent each other. After the programs, we discuss our experiences, give each other feedback, and resolve any tensions that may have arisen between us. As group leaders, we meet with the professional leader or age group coordinator every day to find common solutions to any difficulties that arise. The age group coordinators, the professional leader, and the fan meet daily.

## Motivation

At Kacsakő Camp, we use a score system (called 'Kacsavics') to motivate children to participate in programs and work together as a team. The score collection system is transparent, easy to understand, and offers opportunities for individual and group score collection. The criteria of score collection depend on

the type of activity, but scores can never be collected based on performance. Instead, scores are awarded at the team level for arriving on time for the program, staying for the entire program, and playing fair. Scores can be redeemed at buffet (called 'Kőbüfé') or used to win valuable and fun prizes in the raffle.

## Homesickness

The first few days can be difficult for new campers due to homesickness. At times like this, it is important for them to have an adult around who makes them feel safe. This could be the group leader, another adult who has previously interacted with the child, or the professional leader who helps to ease the initial tensions.

Our experience is that children become more relaxed within a couple of hours due to community experiences, so it is not worth making a call home spurred by the initial fright of the child. During this, we can comfort the child with our supportive presence, so that they can gradually get involved in the camp life.

If contacting the parents becomes necessary in order to reassure the child, this is done in the evening, and in the presence of the professional leader. We also give the group leader the opportunity to report on the child's day and the experiences that await them. This reassures the parents and helps them to support their child in this new situation. It is important that they also understand that the experiences will help their child relax and that primary difficulties usually disappear quickly.

Our general practice is to agree with the parents and the child who is struggling with homesickness, that we will give them three days to settle in. It is important for the child to feel that they have a say in how their situation develops. If they still cannot find their place during this time and decide they want to go home, we will endeavour to arrange this.

## Rooms and sleep

At Kacsakő Camp, children sleep in rooms based on the diverse small groups we create. Changing rooms are generally not possible, except in very special cases, with the decision of the professional leader, age group coordinator, and group leaders. The houses are kept locked during activities for the sake of transparency, but children can go in during breaks to rest, change clothes, etc. At shower time, group leaders monitor water consumption and, as this is a vulnerable situation, they supervise order and safety. A camp counsellor is always present to supervise and intervene in the event of bullying. If any problems arise at night, the children can seek out the professional leader in the room known to everyone, or the other adults can also help. Among the camp counsellors, there is also a driver on duty every day, who can be sought out in the event of a health problem, for example.

## Reporting

If anyone observes behaviour that crosses boundaries – whether sexual, aggressive or other inappropriate behaviour, whether on the part of campers or camp leaders – they should immediately report it to the professional leader.

There is a 'Whatsup box' available on the Kacsakő Camp grounds, which can be used by both children and adults. This box provides an opportunity for anyone who wants to share a problem or concern to write it down. The ventilator and the professional leader will read the messages. If participants would rather talk to another camp counselor, they can ask for getting the message passed on

to them. If they would like the person to contact them, their name must be written on the message. If they just want to share something that is easier to write down, they can leave the message anonymous. Our goal is to support and help anyone who is struggling with a problem.

## Group dynamics

During the program, participants work together to achieve their goals, so everyone participates in the tasks as equals. Young people from different social backgrounds thus have the opportunity to get to know each other and experience diversity. A safe atmosphere is ensured by rules that are jointly developed and agreed upon.

## Fair play rules

The rules of fair play applied during games and competitions promote fairness and respectful behaviour. Playing without a referee gives participants the opportunity to pay more attention to following and enforcing the rules, and encourages them to stand up for themselves when they see something unfair happening. Before the game, participants decide on the rules, practicing democratic decision-making, and then at the end of the games, they reflect on what happened and give each other feedback. We adapted the rules based on Football3 methodology (Fox *et al*, 2015) to Kacsakő sports: Quidditch, Ultimate Frisbee, and Kacsakő Rugby. However, they can be applied to any

team sport. In tournaments, after each match, the two teams award fair play points to the opposing team on a scale of 1 to 3. This provides an opportunity to discuss incidents that occurred during the match, resolve conflicts, and raise awareness of the spirit of fair play.

At the end of the sports sessions at Kacsakő, children can vote for fair play awards, highlighting those who were particularly helpful, empathetic, courteous, and cooperative with both their teammates and opponents on that occasion.

## Reflection and feedback

Participants process their experiences using individual and group reflection methods, often with the help of non-verbal tools such as symbols, cards, and images. Recurring tools, such as Dixit cards or new cards based on personal experiences, enable deeper self-reflection and sharing.

## Identity and group cohesion

In order to strengthen small group identity, participants jointly create a team name, T-shirt, totem, or team



chant, which enhances the sense of belonging. Allowing sufficient time for trust-building is essential for developing deeper relationships.

### Creative and interactive activities

During interactive team games, participants share experiences while developing their cooperation and communication skills. Land art creations help them slow down in nature and seize the moment. Escape rooms require logical thinking and teamwork, strengthening cooperation.



### Rules and sanctions

We establish the rules together at the camp, and smaller groups have the opportunity to develop their own rules, customs, and rituals. The camp rules are posted in a clearly visible place and signed by all participants – signatures can be made in various creative ways, such as palm painting and stamping.

In the event of a rule violation, we take into account the child's conscience, the severity of the incident, and the feelings of the victim. The severity of sanctions depends on the situation, and each case

is assessed individually. We do not like to impose sanctions and strive to avoid them through prevention, but strict rules are necessary to maintain a sense of security, within which we can be flexible. Experience shows that campers also need these frameworks in order to feel safe in a stable environment, even though they are outside their comfort zone.

In the event of a violation, we first issue a warning and, if necessary, help the children understand the problem through mediation. More serious or repeated violations may result in a discussion,

exclusion from the programme, or even sending the child home. In such cases, the decision is made jointly by the crisis team, (professional leader, ventilator, age group coordinator, and the relevant group leader) which will work together to make the decision. The most serious offenses, such as physical assault or continuous violation of the rules, will result in suspension from the program or being sent home.

## Framework of Kacsakó Camp (2024)

What do we sanction?	What are our options?	Who should know about it?
<ul style="list-style-type: none"> <li>» Ruining other people's experiences/trolling</li> <li>» Not respecting common rules</li> <li>» Disorder</li> </ul>	<p><b>0 – Warning, discussion</b></p> <p>The group leader and/or instructor should make use of the options of warning. We request the child to try to change their behaviour.</p>	Group leaders
<ul style="list-style-type: none"> <li>» Minor verbal and physical abuse</li> <li>» Use of another person's property without their consent</li> </ul>	<p><b>I – Discussion, restorative mediation</b></p> <p>The mediator discusses the events with the child, involving the victim as far as possible (it is important that this remains the victim's decision). <i>If we feel it is necessary, a professional leader or age group coordinator can be involved in the mediation, and the ventilator can be involved in the victim's venting process.</i></p>	Group leaders should be informed as soon as possible, the age-group coordinator should be informed at the end of the day at latest.
<ul style="list-style-type: none"> <li>» Touching another person's body without their consent</li> <li>» Serious/regular/repeated verbal and/or physical abuse – directed at oneself and/or others</li> <li>» Peeping</li> <li>» Leaving the room at night without a reason</li> </ul>	<p><b>II – Discussion and, if the sensitivity of the situation allows, restorative mediation</b></p> <p>The mediator discusses the events with the child, involving the victim as far as possible (it is important that this remains the victim's decision). There is no mediation in cases of sexual misconduct. <i>If necessary, a professional leader or age group coordinator can be involved in the mediation process, and a ventilator can be involved in the victim's ventilation process.</i></p> <p>Group leaders decide on exclusion from the program in consultation with the age group coordinator and the professional leader. The crisis team decides on any possible decisions of sending the child home.</p>	The group leader, age group coordinator, and the professional leader should be informed as soon as possible.
<ul style="list-style-type: none"> <li>» Refusal to cooperate with the mediator. No insight.</li> <li>» Failure to implement redress.</li> <li>» Regular violation of rules, despite repeated warnings.</li> <li>» Major offence of rules.</li> <li>» Endangering one's own or others' physical safety</li> <li>» Leaving the campsite without permission</li> <li>» Possession of prohibited items</li> <li>» Consumption of alcohol or drugs</li> </ul>	<p><b>III – Suspension from the program or sending home</b></p> <p>Group leaders decide on suspension from the program in consultation with the Age group coordinator and the professional leader. A crisis team decides on sending any child home.</p>	The group leader, age group coordinator, and the professional leader should be informed as soon as possible.

# Challenges and possible solutions

## Conflicts due to language differences

### Challenge

Different language skills and ways of self-expression can lead to misunderstandings and conflicts.

### Possible solutions

» **Targeted activities for mutual understanding:** Interactive exercises and games that help participants overcome communication barriers.

» **Linguistic inclusion:** Older participants can be involved in facilitation as assistants, helping to find language that is understandable to the whole group. Young people can also help as translators, so that everyone can participate in the activities. In multilingual (e.g. Romanian-Hungarian) camps, participants can prepare in advance to translate individual sessions.

» **Cultural evenings and interactive language sessions:** These provide an opportunity to learn each other's slang and expressions.

## Trigger points

### Challenge

It is often difficult to identify and deal with the various sensitivities and emotional reactions of participants.

### Possible solutions

» **Self-reflection and reflection:** It can help participants recognize and understand their own feelings.

### » Exercises:

» *"A Perfect Day"*: A small group game for younger children that focuses on individual desires and needs.

These tools and methods help manage conflicts, deepen understanding among participants, and create an inclusive camp atmosphere.

## Difference of cultural norms

### Challenge

For some participants, certain situations (e.g. showering, playing sports) can cause anxiety or discomfort.

### Possible solutions

» **Sports:** Occasionally, separate boy and girl groups can be formed, so that everybody feels comfortable.

» **Showering:** Establishing the common rules, environment protection and water usage should be talked about.

» **Dealing with cliques:** During small group activities, formation of cliques should be prevented by rearranging the groups if necessary.

» **Camp games:** Camp-round games such as "post office" or "experience raffle" can help form mixed groups.

» **Sports clothes:** Preliminary discussions about the function of sportswear, and the possibility of obtaining clothing that is culturally acceptable to the participant, such as a tennis skirt.

» **Evenings:** If necessary, one or two evening events are organized where participants can help each other get dressed, apply makeup, and build self-confidence.

» **Going to the beach:** Organising separate girl and boy days, if necessary.



## Bullying and conflict management

### Challenge

When dealing with conflicts and bullying, both victims and perpetrators need appropriate support.

### Possible solutions

» **Mediation:** Managing specific cases using mediation and restorative conflict management techniques.

» **Structure of the camp:** Formulation of an inside hierarchy: (e.g. group leader » camp leader » professional leader or group leader » age group coordinator » professional leader), which marked gradual problem solving possible.

» **Self-victimisation:** Supporting those affected, rebuilding their self-confidence.

» **Preparation during school-term:** Introduction of conflict management methods and restorative techniques during pre-camp activities.

» **Supporting diagram and questions:** Visual aid for camp counsellors to analyse and resolve situations.

» **Team-building games:** For developing trust and cooperation.

## Balance of workshops and fun activities

### Challenge

Participants can easily become tired during overly intense or monotonous activities.

### Possible solutions

» **A balanced programme plan,** that mixes workshops with fun, nonverbal activities. We search to include active, team-building games and breaks.

» **Continuous monitoring** of the mood and energy level of the group.

# Supportive conversations

In our programs, we work to build a network of such relationships between camp counsellors and campers on which participants can rely in the long term, friendships can be formed, and mutual assistance can be provided in times of need. The exceptionally high ratio of adults to children allows us to build trusting relationships and give individual attention to each participant. We can support participants in recognizing and understanding their feelings, experiences, and development through supportive conversations during or between sessions.

These conversations provide an opportunity to support their emotional well-being, address any challenges, and develop their self-awareness and personal skills. However, when guiding the conversation, we must be careful not to go too deep into topics that are beyond our competence. In such cases, a solution-focussed approach can be used, shifting the focus from the details of childhood trauma to possible solutions for the current situation. If any information comes to the light that

violates children's rights, the camp counsellor is obliged to report it to the professional leader.

Giving a basic list of topics for discussion for a deeper understanding of certain areas, we may mention:

## Personal information and background

Participants might talk about their families and home environments, which can help volunteers better understand the children's backgrounds and personal needs, enabling them to adapt better and provide support.

### Helping questions:

- » *Tell me about your family. How many siblings do you have?*
- » *Where do you live and who do you live with?*
- » *Do you have pets or animals?*
- » *What do you do in your free time?*
- » *Do you have any health needs or any other sort of needs?*

## Expectations and experiences

Participants can talk about their first impressions of the activity/camp, about what they had expected, and what kinds of experiences they have anticipated. This information allows us to understand their personal motivations and interests better.

### Helping questions:

- » *What is your first impression of the activity/camp?*
- » *What are your expectations of the activity/camp?*
- » *What has been your experience with your peers so far?*

## Explorations and emotions

We can help participants summarize their experiences so far, understand their behaviour and needs better, and provide support when they arrive at a halt.

### Helping questions:

- » *How do you feel?*
- » *Who have you made friends with?*
- » *Are you in conflict with anyone?*
- » *Which programs did you like and why?*
- » *Which programs did you dislike and why?*

## Self-knowledge and growth

We can support participants in strengthening their self-confidence, recognizing their competences and limitations, and determining directions for development.

### Helping questions:

- » *What did you learn about yourself and others today? What helped or blocked you in this?*
- » *Name three positive qualities about yourself. Were you able to show these to others during the programme?*
- » *In what areas would you like to improve?*
- » *Did we help you use and improve your good and bad qualities? How did we, or how could we have done so?*
- » *How do you feel you worked with the other members of the group? What was your most important role, and how did you manage to fulfill it?*

## Opinion about the camp and future plans

We get an idea of how we can stay in touch with participants after the session/camp and how we can help them in their further development and in achieving their goals.

### Helping questions:

- » *How did you find the programs and why?*
- » *What changed in you during the session/camp?*
- » *Did you make any new friends?*
- » *What future programs would you like to participate in?*
- » *What would you like to learn more about?*
- » *How will you find out more?*
- » *How do you imagine yourself in a future role within the organization - e.g. "Bajtárs", "Alumni", "Cimbora"?*



# Case management

## Case #1

### Case description

*Míra* is 10 years old, attending the camp for the first time. From the very beginning of camp, we noticed that she was very outgoing and friendly, approaching both children and adults easily. She has difficulty with respecting other people's personal boundaries and sometimes behaves inappropriately, for example by leaning too close to others, touching them, or hugging them. This directness is demanding for the other campers, as they have pointed out on several occasions.

### Background

To our knowledge, she lives in an ordinary family in average circumstances. It is possible that her attachment pattern makes it difficult for her to respect other people's personal boundaries. In the case of an anxious ambivalent attachment style, the primary attachment figure is unpredictable, sometimes accessible, sometimes unavailable, resulting in a need to maintain excessive closeness in order to maintain the connection. This

may affect how *Míra* perceives her own boundaries, which directly affects how she relates to others.

### What can we do?

Although we cannot solve *Míra's* fundamental difficulty, it is important to establish clear norms regarding boundaries. Expectations regarding boundaries should be communicated both verbally and physically when you feel uncomfortable. It is important to consistently communicate how much distance is comfortable for you. An example should be set for children in this regard so that they too can set their own boundaries, furthermore general rules should be established regarding boundaries.

If *Míra* manages to maintain physical and psychological boundaries, we should give her positive feedback to reinforce her attentiveness.

## Case #2

### Case description

*Hanna* is 16 years old and has been attending the camp for several years.

Her parents call in the middle of the week to inform us that her grandmother, to whom she was very close, has passed away. Her parents ask us not to tell *Hanna* about her grandmother's death during camp. They informed us primarily because this means that someone else will be picking *Hanna* up at the end of camp, contrary to their original plans.

### Background

In the event of a death, after careful consideration and after taking into account the needs of the individual, we must decide whether or not to talk about the death, but the primary principle is that the child should know about the death as soon as possible. It is important to maintain the child's trust in us, so concealing the death is also a factor to be considered. If the parent insists on not telling the child about the death, we must accept the parent's decision, except in rare cases.

### What can we do?

Efforts should be made to ensure that the parent tells the young person about the death. If possible, it is better to do

this in person, but if not, they can also talk to the girl on the phone. If the parent insists on keeping the news secret, try to steer clear of this on professional grounds, but offer any help you can to make it easier for the parent.

We should also give the young participant the choice of whether they would go home or stay at the camp. We should pay close attention to their psychological well-being and directly assist supporting adults in how to respond appropriately and help the youngster who is grieving.

## Case #3

### Case description

A new camp counsellor is participating in the summer camp. They already have previous camp experience, but they are surprised by the intensity of the camp. During the first few days of camp, they do not share with their fellow counsellors how difficult it is for them to process the children's life stories. In the middle of camp, their co-leader notices that the volunteer's mood is declining, they are sleepless and have lost their appetite,

they are often disoriented and forget their tasks.

### Background

It is possible that the camp counsellor's previous experiences are coming to surface as they encounter the stories of the children at camp. This may have been triggered as a stress reaction, causing their nervous system to become underactive. The result is a feeling of emptiness and numbness, confusion, and anxiety.

### What can we do?

The camp counsellor should be given more breaks and encouraged to talk more with their comfort person and, if necessary, with the camp psychologist. They can be taught various stabilization exercises (see next chapter) that can help them stay in the present and cope with their emotional overload. Other camp counsellors can be entrusted with handling emotionally stressful situations. It is important that the operational and professional manager be aware of their condition so that they can be relieved of other tasks. We recommend allowing them to go home if needed.

## Case #4

### Case description

*Zsombi* is 13 years old and has been attending the camp for several years. He has accepted and adheres to the rules established by the group, gets along well with both his peers and adults, and has the closest relationship with his group leader. We have not experienced any difficulties with *Zsombi* during the camp, but after the courage test on Thursday evening, he returns in a state of distress. He is sobbing and trembling, his face reflecting terror. The camp counsellors try to talk to him, but he does not respond, and then he goes to an unlit area of the camp. The group leaders are not yet available because they remained at the site of the test of courage, so the camp counsellors at the camp site are unable to ask him what happened.

### Background

Experiencing the courage test may have triggered a panic reaction in *Zsombi*, causing his sympathetic nervous system to become overactive and his nervous system to switch to survival mode. As a result, *Zsombi* may feel anger, panic, and fear all at once.

### What can we do?

Although the comfort person is not available to the child at the moment, it is important not to leave them alone. We can call them by name in a firm, calm voice, reassure them that they are safe and that you are there to help. Ask them to match the rhythm of your breathing to slow down their breathing, and you can start walking rhythmically, which can help regulate breathing. Ask them what would help them, what they need, and ask for their permission if you want to touch them. When the group leader arrives, they should also join in providing support.

## Case #5

### Case description

*Sári* is 11 years old and is participating in the camp for the second time. Her group leaders are the same as last year. Last year's experience showed that she easily connected with the children and willingly participated in the programmes. We are not aware of any changes in her living conditions, but there has been a change in her presence at camp. She has difficulty getting involved in the programs, often sits alone, is bored, verbally expresses that she finds the camp boring, and feels that her peers do

not like her. She easily becomes tense. Although she is talented at drawing and enjoys it, she now avoids this activity. Her drawings, when completed, are usually abstract or sad, empty landscapes and stormy beaches.

### Background

It is possible that *Sári* is experiencing some kind of emotional distress, such as depression, or is going through a crisis affecting her family or herself, which we are not aware of and which she does not wish to share with us.

### What can we do?

Encourage *Sári* to participate in programs, but do not force her to participate excessively. Try to support her in her favourite activities and talk to her when she is not participating in a program. Ask *Sári* for her consent to talk to her parents so that more of us can learn about the reasons for her difficulties. If we see that *Sári*'s mental state is declining (e.g., self-harming behaviour or comments, prolonged crying, outbursts of anger), we should ask for help from the camp psychologist. If necessary, or at the end of the camp, we should contact her parents and recommend that they seek professional help.

# Stabilization techniques

## In case of hyperactivation

Hyperactivation is a 'fight or flight' reaction, in case of which the nervous system decodes the situation as life-threatening, against which it mobilises to save the individual. The nervous system is overactivated, frequent reactions are anger, panic, pounding of the heart, higher human cognitive functions (e.g. consideration, conclusion, speech, social connection) are relegated. (Mogyorósy-Révész, 2021).

## A. Breathing techniques

### Square breathing

Imagine a square and follow its outline in your mind. Its four sides represent (1) inhaling air, (2) holding it in, (3) exhaling, and (4) pausing. We can imagine a ball rolling along the outline of the square as we perform these actions. We repeat this several times. (Mogyorósy-Révész, 2021).

### 4-7-8 breathing

During 4-7-8 breathing, the exhalation is longer than the inhalation and retention. This significantly helps to normalize the heart rate and slow down rapid heartbeat. Count silently or use a stopwatch: inhale for 4 seconds, hold your breath for 7 seconds, and exhale for 8 seconds. Repeat the exercise several times. You can help children by counting the seconds aloud. (Mogyorósy-Révész, 2021)

### Calm car

During the breathing technique, we must guide the thumb of one hand – between the spread fingers of the other hand – over the mountains and hills. Starting at the base of our thumb, we slowly inhale as we guide the thumb of one hand along the side of the thumb of the other hand, then hold our breath for a few moments when we reach the tip of our thumb. Then, the imaginary car must roll down the hill, so we must exhale through our mouth, guiding our thumb along the other side, toward our index finger. Repeat this breathing technique,

inhaling as you move up the left side of your fingers, then exhaling as you move up the right side of your fingers, all the way to your little finger. (Kun, 2020)

## B. Attention diversion – shifting focus

### Look for...! (5-4-3-2-1)

The essence of this technique is to observe your surroundings based on different characteristics. Focussing on your surroundings, you should look at five objects and name them in your mind: four that you can touch or sense around you, three that you can hear, two that you can smell, and one that you can taste. What you observe and which of your senses you use can be interchanged and varied, so you can observe five round objects or three soft objects, for example. The emphasis is on observing the environment using different senses. (Kun, 2020)

### Imagination – visualisation

For this exercise, you need to be in a comfortable position and close your eyes. Imagine a box/container in front of you,



into which you can put anything that is bothering you. Observe the appearance of the box: its shape, colour, material, how it opens and closes. Then open the container and fill it with memories that bother you, worries about the future, everything that is currently difficult for you. Focus on putting these things into the box. Then imagine closing the box. Notice how you feel afterwards. Do you feel safer, lighter? *(Kun, 2020)*



## In case of hypoactivation

In case of hypoactivation, our nervous system is underactivated, because our brain decodes the situation as life-threatening. This freezing is a reaction, in which we feel hollow, tired, fatigued, detached from reality.

### A. Grounding (bodily)

#### Lying down

Lie down on the ground. Focus your attention on how several points of your body touch the ground. You may start at your soles up to the top of your head. Observe all touching points, feel as the ground supports and holds your body. *(Mogyorósy-Révész, 2021)*

#### Sitting down

Sit down on a chair (with a backrest), or even better in harder armchair, your soles should be on the ground. Observe, how your soles are supported by the ground, then move upwards. Observe your thighs, forearms, back in a like manner, as it leans against the chair, as the chair supports you. Focus on these points and stay there a bit. *(Mogyorósy-Révész, 2021)*

## Butterfly embrace

Sit down in a comfortable place fold your arms in front of your chest, as if you were hugging yourself. Your hands should touch your shoulders or your upper-arms, so your fingers lie near your clavicles. Start tapping slightly on your shoulders or upper-arms with your hands. First one hand, then the other, as if you were flapping butterfly wings. Breathe in and out slowly and deeply while continuing the tapping. Try to tap in an even and tranquil rhythm. While you are tapping, try to concentrate on the present moment. Observe the sensations of your body and the rhythm of your breathing. *(Kiss, Farkas and Gyurkó, 2021)*







### B. Imagination – visualization

#### Safe place

Make yourself comfortable for this exercise, close your eyes. Imagine a place that is very comforting for you, may it be imaginary or real. Picture all its details, what kind of colours, sounds, scents feature the place, what kind of materials are surrounding you. Imagine yourself here and imagine that you are very calm, that this place fills you with

tranquillity, you feel safe here. Imagine walking around, observe your body, the sensations it gives you that you are focusing on the place. Later you might even draw it. *(Kiss, Farkas és Gyurkó, 2021)*

# 06 Game Collection

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In the following part we are going to introduce games that are easily applicable in practice and which support social inclusion directly or indirectly through an experimental approach. A part of these games have been developed by us, while we learned others throughout our studies, professional experience, or as disseminated practices by other associations, and adapted them to the needs of our participants.




# Games for learning names, socializing, ice-breaking

## Name Ball

 6+  4+  5-10'  1



The children and the adults stand in a circle, passing a ball to each other. As someone throws the ball, says his or her first name. Everyone should get a turn. Then, the passing continues with a varied pattern, now upon passing the ball, they have to say the name of the person they are throwing it to.

 A backward round is also possible, for a more difficult version, two balls can be in play simultaneously.


 Ball

 Learning names

## Word chain of alliteration

 8+  5-15  5-10'  1

We stand in a circle, and someone starts the round. The children have to introduce themselves by adding a word that starts with the first letter of their first name to their name. (e.g., Anna - Anna Amiable, Eva - Eva Eagle-eyed). Then, it is the next person's turn, but before they introduce themselves, they must repeat the names that have been said before. The farther someone is in the line, the more names they have to repeat before introducing themselves.

 Simpler rules are better for younger children, and with large groups, it is best to use only one set of names with alliteration and no repetitions.

 -


 Learning names


## What animal would you like to be today?

 6+  5+  5-10'  1

The children stand in a circle. We pass around an object representing the right to talk. The child holding the object answers the question of what animal they would be that day if they could choose and why, then passes the object on to the next child.

 Works with any theme.

 An object (for representing one's round to talk)


 Starting discussion  
Communication  
Ice-breaker  
Decategorization

## 'Zsipsz-zsupsz' (nursery rhyme for swinging)

 6+  10  10'  1

We stand in a circle, with someone in the middle, holding a soft ball. One of the children standing in the circle calls out a first name, and the child in the middle of the circle must try to reach the child whose name was called and touch them on the head with the ball. The child whose name was called can defend themselves by quickly saying another name. The child in the middle of the circle must then turn to the newly called peer. If someone manages to tap the ball on the head of another child, the one that has been touched goes to the centre

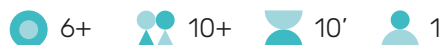
 A soft ball

 Ice-breaker  
Learning names



## Games for learning names, socializing, ice-breaking

### Sheet Game



We divide the participants into two teams. One participant from both teams are asked to hold the sheet. The others squat on the two sides of the sheet, so that the two groups cannot see each other. Each team elects one member to squat on the two sides of the sheet, facing each other. After a countdown the sheet comes down and the children squatting in the front must say the name of their opponent very quickly. The slower one has to join the competing team, and so the game goes on.

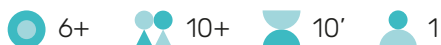


A sheet

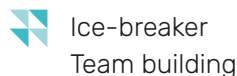


Learning names

### Cheerleader



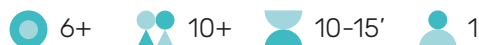
The children start walking in a circle. Whoever comes across them, they play „rock, paper, scissors“ with. The winner continues the game, the loser accompanies them behind their back and supports them. At the final stage only two people will play „rock, paper, scissors“ all the others cheering for them.



Ice-breaker

Team building

### Evolution

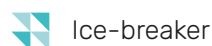


At the beginning, everybody is at the primal stage of evolution, living as an amoeba. They are „swimming“ hither and thither repeating „*amoeba, amoeba*“. If two of them meet, they play „rock, paper, scissors“ and the winner evolves into an egg. The one who lost stays an amoeba and can only find another amoeba for their next chance. The eggs go on with repeating „*egg, egg*“. If two eggs meet, they play a play „rock, paper, scissors“. The winner becomes a crocodile, the loser stays an egg. The crocodile repeats „*crocodile, crocodile*“. If two crocodiles meet, the winner becomes *Superman*, and wins the game.



Another possible gradation is egg, eagle or egg, chicken etc.

The loser regresses into amoeba, regardless of his actual stage of evolution.



Possible variations and variations

Tools

Competences developed and goals in group dynamics

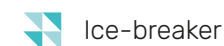
### Ninja Game



Standing in a circle, we take turns clockwise. Two kinds of movement can be made in this game: attack or evade. The point of attack is to hit the hand of the person who is standing to them. Evasion makes it possible for the players to avoid being hit on the hand. A successful attack, that is having got hit on the hand, means elimination. If the attack was unsuccessful, the attacker must freeze in their posture until their next turn. A player might decide to evade instead of attacking, in which case they take a defence step and hold their posture until the next round. The game goes on, until only one player remains, then they are crowned as the „*Ultimate Ninja*“.



Variation: the game can be played with both hands, and then only that hand gets out of the game which has been hit. This way, everybody has two lives.







## Games for learning names, socializing, ice-breaking

### The wind blows who...

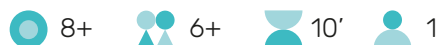


We are standing or sitting in a circle (in the latter case everybody's place should be marked with an adhesive tape or a game cone). There is one place less than participants. Somebody stands in the centre, and tells a true sentence about themselves (like: „the wind blows who likes chocolate ice-cream“.) Everybody of whom this statement is true, stands up, to find a new place. The person who could not find a place goes to the centre of the circle and tells a new sentence.

 Adhesive tape  
Chair / game cone


 Getting to know each other  
Self-knowledge, self-expression  
Decategorization  
Recategorization

### Dominoes



Somebody stands in front of the group and says, (e. g . „On my right a girl, on my left someone with brown eyes“.) If someone recognises one of these attributes in themselves, they take the hand of the child in the front. Then, they call a new person to their free hand with a new attribute (e.g. On my right someone, who likes playing football“.) and someone who can relate joins the standing people. By the end of the game, everyone is standing, holding each other's hands.



 -  
Getting to know each other  
Decategorization  
Self-knowledge, self-expression

### Bingo game for getting to know each other



The participants get BINGO game sheets, on which different characteristics can be seen in different boxes (e.g. „I have a sibling“.)


The kids walk around and look for a person to each of the statements for whom the statement is true. In order to find out, they must ask each other about the statements of the BINGO sheet. They must pay attention to find somebody for each statement on the sheet.


Examples for statements applicable with older participants:

- Find someone who*
- » ... can completely unwind when dancing/listening to music/doing sports
  - » ... feels at home in nature
  - » ... feels at ease, when they are alone.
  - » ... finds joy in helping others.

- » ... loves animals.
- » ... hates being alone.
- » ... feels completely free when travelling.
- » ... is saving up for something they would really like to have.
- » ... has some kind of a hobby.
- » ... has already tried to cut off an addiction.
- » ... can immerse themselves in drawing for hours.
- » ... finds relief in writing things out.

It is best if the adult who prepares the BINGO, knows the kids, and can formulate the statements accordingly.

 Bingo sheet  
Pencil

 Getting to know each other  
Decategorization  
Self-knowledge, self-expression

## Games for learning names, socializing, ice-breaking

### Become...!

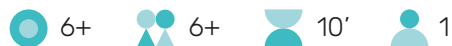


The children are walking in the room, and suddenly, the facilitator calls a number and an object to be formulated. (e.g. „3, bicycle!“.) The participants standing close to each other must make a group of three and form the designated object from themselves.



Ice-breaker  
Team building

### Zim and Zum



The group is sitting in a circle. One person walks around, asking the children the names of their neighbours. Upon hearing “zim”, they must tell the name the person on their right, upon hearing “zum”, of the left neighbour. On “zim-zum” everybody changes places. Whoever gives a wrong name an answer, must step in the centre, and take over asking for the names.



Learning, practicing names

### Whose voice can you hear?



A basket is placed in the centre with various objects. There's two of everything. Everybody picks two objects from the basket and sits down, in a circle, with their backs to the centre. The first person calls out for their partner (eg. „where is the red cube“?). The one who has it can say: (“I'm here!“) The caller has to guess who answered. If they guessed successfully, they both turn towards the centre and the game can go on.

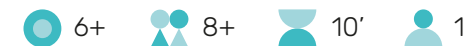


Basket  
Various objects



Communication  
Team building  
Cooperation  
Contact hypothesis

### Spider's web name game



The participants are sitting in a circle. The first kid takes the one end a cotton yarn ball into their hand, tells their name, and throws the yarn ball to one of their mates. The mate gives their name, too, and so it proceeds until every child is part of the web. Then, the web has to be disentangled in a way that everybody throws that ball back to the partner they got it from. At the toss of the ball, the receiver must be named.



Announcing the name can be completed with alliteration, a favourite story etc.



A ball of yarn



Learning names





## Games for learning names, socializing, ice-breaking

### Getting to know each other with drawing names

7-8+ 5+ 15' 1

Everybody writes their name on a piece of paper, and a few lines of introduction on a different piece of paper. The participants draw a name and an introduction, if it is their own, they put it back. Taking turns, everybody reads out an introduction, and the others have to guess if the introduction matches the name they have in hand. If they manage to pair the name and the introduction, they have to give the writings back to the owner.

Paper  
Pen / pencil

Learning names  
Getting to know each other  
Decategorization  
Self-knowledge, self-expression

### Ordering

8+ 5+ 10-15' 1

The participants have to reorder themselves based on which month they were born in. The difficulty is that they cannot speak while doing so, which means they need nonverbal clues to gather information and agree on how to distribute places.

Kids can reorder themselves based on the initial letters of their names. In a variation of this game the kids are standing on chairs, and balancing on them must rearrange themselves.

-

Getting to know each other  
Team building  
cooperation  
Contact hypothesis

### High-five Friends

8+ 6+ 15-20' 1

The participants move freely in space, when the leader of the game calls, they find a partner (a different one in each round) and greet them the way the leader instructs.

- » **Low-five Friends:** two palms slapped to each other around waist-height.
- » **High-five Friends:** two palms slapped to each other above the head.
- » **Fist-bump Friends:** bump their fists.
- » **Ankle-bump Friends:** bump both of the ankles one-by-one.
- » **Motorcycle Friends:** mimicking holding on to a motorbike's handlebar using each other's hands.

It is important that the kids remember the peer they followed the instructions with, because after a while there won't be any new friends; only these friends will repeat the actions according to the game leader's instructions.

If they have made enough kinds of friends, we can start calling the same types again.

- Further types of friends:
- » **Dairy-cow Friend:** milking each other's folded and downward-turned thumbs.
  - » **Dancing Friend:** they dance.

-

Attention  
Motor Coordination  
Cooperation  
Contact Hypothesis  
Ice-breaker



## Games for learning names, socializing, ice-breaking

### Bomb or Shield

8+ 10-15 15-20' 1

Everybody picks somebody who is going to be their “bomb” in the game, and another one, who is going to be their “shield”. Upon the game leader’s signal, players try to position themselves so that their “shield” is between them and their “bomb”. and when the leader stops the game, – partly based on trust – those who did not manage to position themselves accordingly, drop out of the game. Those who stay in, choose another “bomb” and “shield”, and continue playing another round, and so forth until only 2 or 3 people remain.



This game can also be played without dropping out.



-

Attention  
Motor coordination  
Ice-breaker

# Games for building self-knowledge, self-expression and empathy

## Steps and goals

10+ 10-16 20-25' 2

Ask the participants to draw the outline of their hand, and write their long-term goals into the drawing, then colour the it. It is important to emphasize that these goals can differ from person to person. We can provide examples from our own experiences, to make the task more understandable for them.


Inside the five fingers they write five steps, which are necessary for reaching their long-term goals. Then at the end, they cut out the outlines of their hand.


Preparatory questions:


- » *What is one of your long-term goals?*
- » *What do you do in order to reach it?*
- » *What consequent steps are necessary for reaching this goal?*

Follow-up questions:

- » *How can you encourage others to reach their goals?*
- » *How can you handle obstacles?*
- » *Whom can you ask for help?*
- » *How can you celebrate your achievement?*

 This game is applicable at a personal level.

 A4-sized paper  
Colour pencil  
Scissors

 Getting to know each other  
Self-knowledge, self-expression  
Deduction and strategic thinking development

## Stringing

10+ 6+ 20-30' 1

The group stands in a circle, every round is started by a facilitator. There should be a trial round, in which the facilitator ties the end of a string ball on themselves, and throws the ball to one of the kids, instructing them to continue the exercise and throw the ball to another kid. (Everybody should get the ball once!) After the trial round, everybody has got the ball and has tied the string around their waist and the ball has got back to the facilitator.

In the first round, the facilitator asks a question from the person, they throw the ball to. For example:

- » *How are you?*
- » *How has your day started?*


In the second round, deeper questions might arise. For example:


- » *Who is your role model?*
- » *What would you like to achieve in the future?*

The third-round questions can be even more profound. For example:

- » *Do you have any fears?*
- » *What stresses you out most often?*

It depends on the group how many rounds they want. The facilitator pays attention to the dynamics and motivation of the group. The exercise should come to an end, when the questions don't get any deeper. At the end the facilitator should use scissors to cut the string off the participants.

 A ball of string

 Empathy  
Initiating interaction  
Self-knowledge, self-expression  
Decategorization



## Games for building self-knowledge, self-expression and empathy

### Approaching each other

12+ 10-20 10' 2

Participants should form pairs with someone that they don't have a lot of physical contact with. (Facilitators can also be involved, or can work on their own, separately.)

The pairs face each other and one of them starts walking towards the other. They need to sense how close they can go, how close they can get to the other. If they feel it is no longer comfortable, they have to stop. Their partner cannot give them signs consciously. After, they change roles.

At the end, after forming a big circle, we can gather for feedback on how the exercise felt for them. Here, we can relate to our camp-rule, "give space to each other"



Getting to know each other

Learning about each other's boundaries  
Empathy

### Imagination

6+ 10-15 20-30' 1-2

The participants pick an object from their environment: a stone, a window, a column, etc. Then, they tell the most beautiful and the saddest moment of that object.

They draw a picture of those moments / they act out the story.

Paper, pencils, if necessary

Communication  
Empathy  
Imagination

### Get into the zone

10+ 6-15 15-20' 1

Most of us remain in our comfort-zone during our day-to-day activities. Which is, where we feel comfortable. Experimental education is happening in the Learning Zone, let us see, what it is.

The facilitator will list situations, and then, ask everyone to stand in the Zone, where the previously mentioned situation would put them. It is indicative where one stands within the circle, as the placement of those is also relative to each other.



Self-knowledge, self-expression  
Decategorization  
Recategorization





## Games for building self-knowledge, self-expression and empathy

### Work and self-knowledge

What is important to you in your work?

12+ 15 60' 3

After making groups, the participants choose from pictures with various types of work processes and workplaces – either off-line, from an envelope or online, for example on Google Jamboard. The task for everyone is to pick a picture that is most similar to the work or occupation they would like to do the most. It is important that the pictures should not demonstrate actual professions. Moreover, even we should not know what exactly is happening in them. It is rather the atmosphere of the picture the participant should be attracted to.

After picking a picture, everybody tells why they have chosen that particular one. If someone mentions only a few aspects, we might take a turn asking them the following – we might give a chance to them one-by-one to answer that particular question, so that everybody can speak about their choice, and nobody would speak too much:

Questions of facilitation:

- » *What does this picture tell you about the kind of work you would like to do? (e.g. creative, social, administrative, research-based or medical.)*
- » *What kind of work environment is attractive to you? (office, workshop, nature, institution etc.)*
- » *Would you prefer working on your own or in a team? Are you interested in leadership or in background tasks?*
- » *What time-frame of working hours suit you the best? Is flexibility important to you or you thrive in a regulated environment?*

Among the topics of the pictures:

- » *Agriculture, horticulture: useful, basic providers of goods: (base ground, arable fields)*
- » *Construction, repairing: productive work with tangible results (workshop, factory, more people)*
- » *Social field: dealing with other people, helper professions*

- » *Creative field: hairdressers, confectionery (harmony, relaxation)*
- » *Arts, music: atelier, musical instruments*
- » *Sports*
- » *Information Technology: programming, even in factory environment*
- » *Various work environments: office, home office, workshop, hospital, kindergarten etc.*



-



Getting to know each-other  
Self-knowledge, self-expression



# Games for enhancing group dynamics

## Get started together!

7+ 4+ 5' 1

Pairs stand by each other, but cannot touch each other. Their task is to start walking without an external sign, or watching each other's feet. If they've managed to start walking, they should take a few steps, and stop.

Not only pairs but groups of three and four can do this, too.

-

Team Building  
Decategorization  
Empathy  
Contact hypothesis

## Ready, steady, go!

10+ 8+ 5-10' 1

We divide the kids into two groups. Both groups get a bedsheet, which they stand around it and grab it by its edges. One of the groups get a ball and they have to swing it to the other group's bedsheet by flinging their sheet.

It is also possible that both groups get a ball, which they both try to swing to the other group. We might even use more balls.

2 bedsheets  
Ball (or balls)

Team building  
Cooperation  
Ice-breaker  
Contact hypothesis

## Untying

6+ 8+ 8-10' 1

Players stand in a circle, close their eyes, and start walking towards the centre with their arms stretched to the front. With both of their hands they are trying to find another player's hand. They can open their eyes. Their task is to untangle the knot, by the end of which they will have created a circle without letting go of each other's hands

-

Team building  
Cooperation  
Contact hypothesis

## Towel turner

10+ 8+ 15-20' 1

Two groups compete with each other. Each group stands on a towel. The goal is to turn the towel without anybody stepping off. Whichever group is faster, wins.

In case of playing it as one group, time might be measured to motivate cooperation.

2 towels / blankets

Team building  
Cooperation  
Contact Hypothesis  
Motor coordination



## Games for enhancing group dynamics

### Create your ideal world

7+  10-15  60'  2

While listening to a guided story, everyone imagines a world that is ideal for them, and showcases it in a creative way, (e.g. by drawing). The focus can be directed throughout the storytelling or in the follow-up phase by further questions (e.g. *How do people behave towards each other?*).

Storytelling:

*"Make yourselves comfortable then close your eyes and imagine a just and sustainable world, in which you would like to live. Imagine what this ideal world would look like, and how it makes you feel. Now imagine that we enter in a time machine and turn time to 2065. As you are getting forward in time very fast, you know that you are heading to a place, that is more just and sustainable than what we are living in now.*

*As you step out of the time machine, you know, that we have accomplished*

*enormous changes, and that those seeds, which you helped to sow, have become reality. Breathe deeply and look around in this world.*

*What do you feel now you are here? What do you hear? What do you see? You set out to explore this new world, observe this world. What kind of road are you taking? What can you see all over as you are walking? Cars, bicycles? Buildings – what kind of buildings, what do they look like? Parks – what do parks look like in this world, what kinds of scents do you feel? People – who do you see? Do you know them, perhaps? Observe these people. How have human relationships changed over time, compared to 20\_\_ [present year]?*

*At the end of your exploration, you will arrive at your destination. Why have you come here? To work, to visit, to volunteer, to shop? Before returning, look around once more and bring a symbol or memory that you can take back to 20\_\_ [present].*

*The journey back to our present should be silent, please, and imagine what this just and sustainable world will look like in the future. Open your eyes, stretch your limbs well, and draw what you have seen quietly."*

Questions to discuss the drawings:

- » *What are the similarities that can be found in both worlds?*
- » *What was it like to be in this world?*



Paper  
Drawing kit



Critical thinking  
Self-knowledge, self-expression  
Identifying and expressing emotions  
Getting to know each other  
Decategorization





## Games for enhancing group dynamics

### Bubble walk

6+ 8+ 5-10' 1

Children take each other's hands and make a circle, that is a „bubble“. The facilitator is standing in the middle, and is approaching the edge of the bubble. The participants must reach a designated post so, that the circle does not fall apart, while the facilitator cannot reach them either, meaning he/she cannot "rip the bubble".

After the first round, if someone volunteers, they can go to the centre of the circle instead of the facilitator.

-

Team building  
Cooperation  
Contact hypothesis  
Motor coordination

### Sculpt yourselves!

8+ 10-15 15-20' 1

The participants spread in the room, and we ask them to imagine themselves as people walking among blocks of flats. (e.g. children are going to school sleepy, elderly people are riding on a bus, the grumpy neighbour is walking their dog, etc.), but they should not tell who they are, only start an activity, move in space. Upon one clap of the hand, everybody freezes, and one child is asked to inspect the sculpture group from outside and try to tell, who the characters are, and what situation they are in.

-

Creativity  
Empathy  
Communication

### Constructing the ideal school

7+ 6-15 60' 2-3

The school of the future consists of different parts, we work in small groups. We ask the kids, which group they would like to work in and ask them to distribute themselves evenly. Each group should be accompanied by a facilitator.

- » **Builders' group:** Creating a school building from building blocks. They even can draw plans of what kind of spaces they would like to have in it.
- » **Creative group:** How do people feel in this school? Ask them to picture it and paint.
- » **Communication group:** Write a job advertisement for future teachers they expect in the school. The kids may be given clues on what a job advertisement looks like.

» **Methodology group:** Assembles and imaginary time table. They have to figure out what kind of things they can do at the school, what sorts of special options should there be, what should a day at school look like.

At the end, the groups introduce their work to each other.

Building blocks  
Drawing kit

Critical thinking  
Getting to know each other  
Decategorization



## Games for enhancing group dynamics

### Framed photography

8+ 6-16 20-30' 2

The participants make pairs and take photos that highlight certain things, feelings or atmospheres, e.g. they include only beautiful things in their photo, excluding ugly things, or they try to take only nature in the frame, frightening things, likeable things etc. At the end, each of the pairs introduce their pictures.

A4-sized paper  
Scissors  
Colour pencils  
Phones (for taking photos)

Cooperation  
Contact hypothesis  
Creativity

### Competing balls

7+ 8 5-10' 1

We are standing in a circle, the members of the two groups take alternating places in the circle – or e.g. one with jersey, one without, and so on. Two different colour rubber balls are going to race. At the start, the balls are held by two players from different teams, who are standing diagonally in the circle. Upon a “ready, set, go”, the players of the same group start to hand each other their ball. Everyone can only pass their ball to the upcoming player. Throwing is forbidden. The team, whose ball catches up with the opponents’, wins.

2 balls of different colours

Cooperation  
Team Building  
Motor Coordination  
Contact hypothesis

### Shouting competition

6+ 6+ 5-10' 1

Everybody starts from one line. Upon agreement they start at once or one after another. The participants give a funny sound and run until they run out of breath. The one who got the furthest, wins.

They can run in different directions, but in this case, it is important to have an agreed call word when everybody stops and goes quiet.

-

Stress reliever  
Team building

### Shepherds

10+ 2+ 10-15' 1

Participants stand in pairs and lead their partner by giving out a particular voice. Their partner follows them with eyes closed. Before leaving, they figure out what their signs should be (to the right, to the left, stop, straight on).

Instead of using voices, mimicking is also possible in the game.

-

Empathy  
Team building  
Contact Hypothesis  
Decategorization



## Games for enhancing group dynamics

### Minefield

9+ 4 10-30' 1-2

Participants form pairs or smaller teams. They have to lead their partner(s), who has(have) their eyes closed, through an obstacle course. Along the course, there are landmines (game cones) and snakes (ropes). Each touch of a bomb or snake results in a minus score. The aim for the team is to score as much as they can.

Depending on the number of participants, the task can be given for pairs or teams, and can focus on cooperation or competition. Coordinators can also take shifts.

Game cones  
Ropes

Cooperation  
Team building  
Contact hypothesis  
Decategorization  
Recategorization

### Spaceship

10+ 10+ 30' 1-2

Everybody is standing in a circle at a space station. In the space, game cones, hoops and ropes are scattered. The task is to collect everything to the station, however, if one starts walking in the space on their own, they will float away, which means everybody has to be constantly connected to the space station or to a dock station somehow.

Either one big team can play together, or two separate groups can compete.

Game cones  
Ropes  
Gymnastic boxes

Cooperation  
Team building  
Contact hypothesis  
Decategorization  
Recategorization

### Crocodile swamp

10+ 4+ 15-30' 1

The whole team must cross the swamp full of crocodiles taking as short time as possible. However, if someone falls into the marsh, the whole team must start the crossing from the beginning. There are six hoops, in which they can step in order to protect them as a boat. The team must cooperate in alignment with a tactic to arrange the hoops so that all the members can cross the swamp. The unguarded hoops sink in the marsh, which means somebody has to remain in each hoop as long as necessary.

The number of hoops can depend on the number of participants and the time-frame too must be set to make the game accomplishable yet challenging.

Hoops / tyres  
Game cones

Cooperation  
Team building  
Contact hypothesis  
Recategorization

### Clothes peg catch

7+ 8-16 15' 1

We acquire a substantial set of plastic clothes pins in various colours. (We have already tried wooden ones but they are not as long lasting, so the plastic ones remained!) The participants are divided into two teams. Both of them get ten pegs, which they have to pin onto their clothes. The task is to collect as many pins as they can within a given time, while their own pins have to remain on their clothes. The winning group is the one with the more pins.

The game is even more exciting if the pins can only be worn by the captain of the team.

Clothes pegs / bibs

Cooperation  
Team Building  
Motor coordination  
Contact hypothesis



## Games for enhancing group dynamics

### Shipwrecked

7+ 8 max 15' 1-2

Each player pins 10 identical colour clothes pegs on their clothes and stands on a sheet of paper. These sheets of paper are scattered on the floor in the room in about an arm's length to each other. The players occupy a (preferred) island while the music is playing. We, facilitators, tell them that here everyone is shipwrecked, each one on a deserted island.

Prior to having escaped from the ship, everybody took provisions to secure their survival. Some have water (blue pins) others dried meat (red pins), some warm clothes (pink pins) etc. The task is to ensure everybody's escape, and to do so, they must obtain one of each of these items of provision.

No one can leave their island. They can, however, stretch their arms. We can only get provisions by complimenting, or by a little bit courting the other. If the

provision falls into the water, a shark (the facilitator) takes it, and the team cannot accomplish the task (This means no tossing is worthwhile). We should give a minute to the team to discuss their strategy, and five minutes to execute it.

What is to be expected? A bit of chaos, as everybody will want to obtain their provisions. They can only be successful if members deliver to each other, however they must figure it out themselves WITHOUT US giving the tip away!

Questions for reflection:

- » *How easily could you convince others?*
- » *How well could you be convinced?*
- » *Was there any change in the way you exchanged provisions, why did it happen?*
- » *What role did you take in the group? What do you think made the team work well?*

The variability of objects can match the number of participants, so that the number of each type of object equals the number of participants, and so should the number of A4 format paper sheets.

Cooperation  
Team Building  
Motor coordination  
Contact hypothesis



# Fair play sports games

## Straddle catch

6+ 6+ 10-20' 1-2

The player who has been caught has to stand straddling, with their arms out, until someone crawls between their legs, and by this, sets them free. (In case of more catches, there are quick changes). We can give a time-frame, and see how many people the chaser can catch. It is important to assign a limited area for this game that is not too big.

**+** Toilet Catch: The player who has been caught turns into a toilet (they go on their knees with one sole on the ground, one arm pointing upwards with a clenched fist), and they stay in this position, until someone turns their fist downwards (flush the toilet), and thereby sets them free.

**+** Jerseys / coloured bands

**+** Cooperation  
Team building  
Motor coordination  
Contact hypothesis

## Collecting eggs

8+ 8+ 10-20' 1-2

The teams must collect scattered tennis balls to their designated places. However, players cannot take a step with a ball in their hand, they cannot throw them either, so they can only hand them to one of their team mates. Thereby, with cooperation they can deliver the ball to its designated place.

**+** Eggs or waterbombs can also be used instead of a ball.

**+** A lot of tennis balls  
Game cones

**+** Cooperation  
Team building  
Motor coordination  
Contact hypothesis  
Recategorization

## Scoring balls

10+ 8+ 10-20' 1-2

Two teams compete. They are passing the ball to each other and the goal is to pass it 10 times without interruption. If a member of the opponent team gets the ball, or it touches ground, wall, if it gets blocked by the opponents and falls on the ground, or they get hold of the ball, it is an interruption. However, bouncing back from the hand of an opponent to the first team is not an interruption.. During the 10 passes, each member of the team must touch the ball once.

**+** A frisbee can also be used instead of a ball.

**+** 1 ball / frisbee

**+** Cooperation  
Team building  
Motor coordination  
Contact hypothesis  
Recategorization





## Fair play sports games

## Dodgeball in pairs

8+ 8+ 10-15' 1

Children make pairs. One of them puts on a jersey / coloured band. The couples cooperate in defending each other, even with their own bodies. Players wearing jerseys can only hit those with jerseys too, whereas players without jerseys can hit only those without. If someone has been eliminated, they must sit down, nevertheless, if they can eliminate someone else while sitting, they can stand up again. With the ball in their hands, they can take three steps, after that they must either throw or pass it on. The goal is to eliminate the other pairs. Designating a smaller area for the game is worthwhile, so that kids will not spread out too much.

Rules can be altered based on mutually agreed terms:

- » Players with jerseys can only aim at others with jerseys or only at players without jerseys?
- » How many steps can be taken with the ball?

- » How many times the ball must be passed on before eliminating somebody?
- » What should happen to those, who have been eliminated? Create a rule together according to which eliminated players can come back, after completing a certain exercise.

We might ask at the end, who has not been eliminated throughout the game? Who has hit others? If the game is too slow, more balls can be brought in.

Jerseys / coloured bands  
1-2-3 balls

Cooperation  
Team building  
Motor coordination  
Contact hypothesis  
Decategorization

## Dodgeball in teams

10+ 8+ 10-20' 1

Two teams compete against each other. (Those who were a pair in the previous game, now must become opponents, because the jersey remains on the wearer.) One of the teams wears jerseys / coloured bands. The goal is to eliminate members of the other group. If someone is hit, they sit down, but can come back, if they manage to hit someone while sitting. Three steps can be taken with the ball in the hand. If somebody hits someone from the ground, they can also free another team member!

Similarly to the previous game, rules can be altered upon agreement. For example, how many steps can be taken with the ball, do all members touch the ball before throwing it or not, what happens to those who get eliminated. (It is important for them not to be out of the game completely, to have the chance of coming back to the game somehow.)

1-2 balls

Cooperation  
Team building  
Motor coordination  
Contact hypothesis





## Fair play sports games

### Orienteering game

8+ 3+ 30-40' 2

Orienteering marker posts are placed at different points of the campsite. Groups of 3 or 4 get a cardboard with a 3x3 grid. The goal is that, according to the rules, using their maps, the groups should find the posts and mark them on their cardboard.

First Round: In groups of 3-4, it is the teams' decision which posts they want to reach. Before setting off, they must make a (mathematical) calculation, for example by additions and subtractions, they must get the number 357. (e.g.  $3*10+10*5+7$ ). Or easier calculations.

Second Round: Using the remaining time (about 20 minutes) they must find as many posts as they can. It matters who collects the most points, but all the participants must score high as well. This way they cooperate as a group, but can also decide to help each other as an extended team.

It is also a possibility to cover the eyes of a team member. If there is a participant with impaired physical mobility, then every team must assign a person who will be allowed to move less (e.g. only their right foot can touch the ground, etc.)

Orienteering markers  
Felt pens  
Paper

Cooperation  
Team building  
Motor coordination  
Contact hypothesis  
Recategorization

### Ultimate frisbee

10+ 6+ 20-60' 1-2

The field which we use for this game must be rectangular, approximately half a football pitch wide. At each end of the court there is a target area, a so-called Zone. The goal of the teams is to deliver the frisbee into the Zone they are attacking, where one of their teammates must catch it. The thrower must not run with the frisbee, but can pass it in any direction to any of their teammates. In case of an unsuccessful pass, the frisbee goes to the opponent team, and with it, the right to attack the opposing Zone. It is not allowed to touch other players.

Ultimate frisbee is a sport that is played without a referee, the players are responsible for the fairness of the game. The Spirit of the Game is a code to how to apply the rules and how to conduct the game without supervision. ([mrksz.hu](http://mrksz.hu))

Frisbee  
Jerseys / coloured bands,  
Game cones

Cooperation  
Team building  
Motor coordination  
Contact hypothesis  
Recategorization





## Fair play sports games

### Capture the Flag

„The best game in the world“

8+ 10+ 20-60' 1-2

Two teams are playing. The goal is to capture the game cone on the opponents' ground and to retrieve it to home ground. As soon as a player crosses the midfield line and steps on the opponent's ground to attack, anybody can catch them from the competing group. If someone is captured, he has to remain there straddling with arms out so long as someone from their own group frees them. The game cone is placed in a circle/square (according to what the space permits). Defenders cannot step within this small circle/square, only attackers. So, if an attacker can reach the game cone without being caught, they can rest. If someone is caught with the cone in their hand, the cone is placed back to its original position, and the player must wait there straddling, with arms out to be liberated by their team members.

If someone manages to retrieve the cone to their own ground, scores a point to their team. We play more rounds to give space to developing tactics and cunning ideas.

Even three teams can play, in case of which we divide the space into three grounds.

2 game cones  
Jerseys / coloured bands

Cooperation  
Team building  
Motor coordination  
Contact hypothesis

### Games preparing Quidditch

10+ 6+ 20-60' 1-2

**Mr. President:** 1 or 2 volunteers get a jersey. Their goal is to survive the attack within a designated territory. Everybody else tries to eliminate them by hitting them with one or two balls; however, one must not take steps with the ball in their hands. This necessitates passing over the ball.

2 jerseys / coloured bands  
2-3 balls

**Catching the Golden Snitch:** The two teams stand opposite each other. Everyone tugs a coloured band or jersey into their trousers at the back to make it look like tails, or on the side to prevent participants from involuntarily touching each other at inconvenient places. Everyone gets a number. The player who hears theirs, must run after the flipped tennis ball, with the aim of getting back to the base line, where they must target a hoop in about five metres with the ball. In the meanwhile, their competitor is trying to get their band. If this latter attempt is successful, the person running with

the tennis ball must drop the ball and put their tail back. While doing so, their competitor can snatch the ball and try targeting the hoop. The battle goes on, until one hits through the hoop.

Jerseys / coloured bands  
1 tennis ball, 1 hoop, 1 game cone

**Chaser Game:** The rules of the game between the two teams rudimentarily follow those of handball – these are, players can take three steps with the ball, however, they cannot bounce the ball. The goal is to toss the ball into one of the loops in the area surrounded with game cones. The hoops are protected by a “defender” from the opponent team, only they can stand in the surrounded area alone.

Jerseys / coloured bands  
1 basketball, 6 hoops, game cones

Cooperation  
Team building  
Motor coordination  
Contact Hypothesis



## Fair play sports games

### Kacsakő Quidditch

10+ 10+ 60' 2-3

Quidditch game on land. The main game is played by the rules of the chase, which means that there are about three or four chasers. Each goal post is kept by a keeper, (which is signalled by the three hoops on the ground). One score is worth 10 points.

There is also a seeker on the pitch from each team, who are watching for the Living Snitch to arrive on the pitch, with a band, which has to be obtained by one of the seekers, who, by this, gains 30-50 points for the team, according to prior common agreement.

The two Snitches can obstruct each other by snatching each other's bands. In this case those whose band has been obtained have to do an extra exercise, (e.g. push-ups or a cartwheel, etc.) before returning to the game.

Apart from the keepers, beaters can obstruct anyone (2 players in each team). They do so by hitting the opponent

players with rubber balls. Those who were hit by these beaters, must do an exercise before returning to the game. Beaters must not run with the ball, they have to pass or throw.

If the game is over, players can exchange roles for the next game as they wish.

The basis of the game is a prior agreement about the rules between the teams: they can decide how many points different scores should mean, what optional exercises players could choose from etc.

Game cones  
6-8 hoops or boxes  
1 rubber ball  
1 rugby ball  
Jerseys / bands

Cooperation  
Team building  
Motor coordination  
Contact hypothesis  
Recategorization



# Games for building intercultural competences

## Excluding-including\*

10+ 10+ 60' 2-3

The group is divided into two teams. One team goes out of the room, while those who are staying invent a secret rule of who can enter their circle. The rule can be completely average or playful, for example: only those can come in, who asks politely, or who jumps or makes a funny movement, etc. The point is that only the circle know the rule. Then, the other team's members return individually, or in small groups, their aim is to get into the circle somehow. Those who are staying in accept or reject them, according to the secret rule.

The game can be repeated but only volunteers should be in the team who are entering and trying to get in, as being excluded can trigger intense unpleasant emotions. It is important that nobody should take that role against their will.

Possible follow-up questions:

- » *What did it feel like to be outside the circle?*
- » *What did it feel like to be inside of the circle, knowing the rule?*
- » *How did you behave as an outsider? How did you react to rejection?*
- » *What was on your mind when you were trying to get in?*
- » *Did any memory come up in you from your real life?*
- » *What would help make a community more accommodating?*

\* *The name was given by young participants.*



Inclusion  
Empathy  
Team building  
Social awareness

## Youth in focus

10+ 8-10 10' 2

The participants are distributed into two groups. One group play parents, the others play teenagers. Both groups get three pieces of information, which they have to deliver to their partner in the opposite line in one minute. Then, the two groups stand opposite each other in a straight line about one and a half meters apart, and the minute starts. At half a minute (30 seconds) the facilitator walks by between the couples in silence.

Follow-up questions:

- » *Please raise your hand, if you noticed anyone walking between you?*
- » *Who managed to deliver the information to your partner?*



Communication  
Active attention  
Empathy  
Cooperation  
Contact hypothesis

## Debate at Oxford

13+ 10 30-60' 2-3

As the first step, we jointly pick a couple of rather important topics, for example school education, through which we can practice argumentation. Then, we accidentally appoint two participants, who will advocate different standpoints. One of them will argue for the statement, the other will counter it. The appointed debate partners have five minutes to collect their arguments. After this, both of them will have one minute to greet the audience and introduce their arguments.

After the two shortly displayed debates, we discuss their contents, arguments, experiences as a group. Winning is not a priority, it is argumentation, accepting different opinions and understanding different views that is focussed on.



Participants can also bring up topics.



Argumentation techniques  
Communication  
Empathy, Self-confidence



## Games for building intercultural competences


### Chairs and power


13+ 4-15 20' 1


The participants stand in a circle. Five chairs are brought in the centre. The facilitator introduces the exercise: there are five chairs, however, one of them has more power than the rest. What is power? What comes into your mind when you hear this word? Drawing on the answers of the participants, we define power: strength, capability and opportunity of executing some kind of will, a plan or intention, and also using it even against others' intentions. We should also ask for examples for persons who have power: a king, the state, a teacher, a boss. Participants make statues with the chairs, in which they showcase how one is more powerful than the others. Only one person showcases their concept, their statue at a time. When the second statue has also been mounted, we can discuss if anything changed, if power differences and oppression became greater.

Follow-up questions:

- » *How does one come by power? What is the origin of power?*
- » *What made one of the chairs more powerful than the rest?*
- » *Is there a case when the unequal power situation does not make anyone disadvantaged?*
- » *What would happen if everybody had the same amount of power?*
- » *Do you feel you have power?*

 A possible adaptation is when we ask everybody to present an association with the chairs that comes to their mind first upon hearing the word "power".

 5 chairs – it comes in handy if one is different from the others, but it is not necessary.

 Empathy  
Cooperation  
Contact hypothesis  
Social awareness

### Conflicts within a community

8+ 10-15 30-60' 3

Write 3-4 ordinary situations which show a conflict or a delicate case. For example:

- » *The teacher makes an insensitive remark to a student.*
- » *A student bursts out with anger as a reaction to a situation.*
- » *A new student is in the class and others are starting to pick on them.*

After this, we divide the participants into three groups (we can belong to one of them if we would like so) – It is important, that at least three people should be in a group. Each group draws a situation, which they discuss first: they interpret, untangle the story, then make a "living sculpture" of it.


The group reads the situation sentence first, they had drawn. Then, they perform the sculpture – they display the key moment of the situation without moving. The other groups (or circles) observe this, and reflect on what they see. What can this scene be about? They

can go up to a character, and they can share what they think this person might be feeling.

After this, the participants in the "statue" reply while staying in character: they tell how they are feeling in their character. Before sitting back to their places, there should be a sign, to which they exit their roles (e.g. a snap of fingers). Having sat down. They might summarize what the main point of their story was.

If everybody has performed their own situation, we sum up what possible solutions to these conflict situations we can think of publicly, in a big circle.

 -

 Handling conflicts  
Resilience  
Cooperation

# Reflection techniques

## Backpack – washing machine – bin

10+ 2-20 40-60' 1-2

The aim of the reflection is to prompt participants to think through what they are bringing home from the programme, what they should still work on and what they would like to let go.

First, the facilitators explain the meaning of symbols:

- » **Backpack** - what they bring home: what they have learnt, skills, experiences.
- » **Washing Machine** - what is worth keeping, but needs further improvement.
- » **Bin** - what they would let go of: negative experiences, disturbing factors.

The participants write their individual thoughts on post-its, then place these on a common flipchart. They either share their thoughts while pinning them up, or a facilitator reads them all by categories after they have been replaced. As the

poster is ready, it will be left on the wall, so that everybody can see it and use it as a source of inspiration.

Flipchart paper  
Post-its  
Marker, pens

Self-knowledge, self-expression  
Communication  
Team building  
Critical thinking and focussing on solutions  
Handling conflicts

## Stream of experience

12+ 2+ 20-40' 1-2

The goal of the activity is to help participants think over the experiences they gathered in longer processes.

The kids draw a river on a bigger sheet of paper, we ask the participants to think about the important events of the phase they are reflecting on, and mark these along the river – with words or with drawings.

The alternating flow of the river might represent the intensity of the experiences:

- » **Peaceful phase** – easier times.
- » **Curves, rocks, waterfalls** – difficulties, turning points.
- » **The creek swelling, becoming a river** – improvement or experiencing success.

We should encourage the participants to use colours or marks for the positive and

negative experiences. Finally, ask them to write brief accounts of their most important learnings or emotions next to the river. At the end of the process, we share what we've seen while highlighting individual improvement and successes.

This reflection is perfectly applicable for face-to-face reflections between facilitator and participants as well as for group reflections. Participants can equally work as individuals and as a group on such rivers.

Flipchart  
Colour pens / markers

Self-knowledge, self-expression  
Communication  
Team building

## Reflection techniques

### Tree of Knowledge

10+ 2+ 15-20' 1

Reflection serves as a mean to evaluate longer processes, common experiences. It develops self-knowledge, self-reflection, exploring and solving problems, strengthening community experiences. Children will learn to engage with others, and their empathy develops.

Before starting the process, we draw a big tree on a flipchart, and a cloud and the sun above. Positive experiences will be put on the branches of the tree, while the cloud and lightning will symbolise difficulties and challenges. We prepare post-its (they can have different shapes, fruits, raindrops, bolts of lightning, sunrays.)

We explain the meaning of the symbols to the kids:

- » **Fruits** – What children have learnt, experienced or have improved during the programme.
- » **Sunrays** – Positive, energising experiences; those moments which they enjoyed, which recharged them.

- » **Raindrops** – Those experiences, which were more difficult, but did not inevitably cause problems.
- » **Lightning Bolts** – Blocking factors, definitely negative experiences or such obstacles which obstructed development or were unpleasant.

When everybody has understood these symbols, we ask the kids to think about their experiences during the programme. Write them on post-its, then place them on the appropriate place on the flipchart. When everyone is ready, we study the tree together.

Questions should be asked to help the children share their thoughts:

- » *Which fruit to you think is the most important?*
- » *Is there a lightning bolt that has successfully been resolved?*
- » *What was the most energising thing?*

- » Depending on the dynamics of the group, the children can speak up to share their thoughts, or can stick them up in anonymity, in which case the facilitator revises them and concludes the notes.

- » A tree prepared on a flipchart, a cloud, the sun
- » Post-its
- » Markers / pens
- » Adhesive tape to attach post-its

- » Self-knowledge, self-expression
- » Communication
- » Team building
- » Critical thinking and focussing on solutions
- » Handling conflict



## Reflection techniques

### Reflection with Dixit

8+ 2+ 5-15' 1-2

We spread Dixit cards (or other types of cards with pictures or symbols) on the ground, and ask the children to pick one or two pieces, which symbolizes something in relation with the programme to them. When everyone has chosen a few, we make a round asking them to share the meaning of their chosen card.

To help them choose, we elicit reflection with questions, for example:

- » *What was the best moment for you?*
- » *What kind of challenge did you meet?*
- » *What are you most proud of?*
- » *How have you been feeling during the programme?*
- » *And about others?*
- » *What characterized the team work?*
- » *What new things did you learn about yourself?*

It is important that we encourage the kids to share their ideas, but we should not force anyone if they would not like to speak. The reflection should be closed with positive thoughts, highlighting common experiences and successes.

Dixit / OH cards / other types of cards with symbols or images

Self-knowledge, self-expression  
Communication  
Team Building  
Critical thinking and focussing on solutions  
Handling conflicts



### Swing of opinions

10+ 5-15 10-20' 1-2

We assign an imaginary scale on the ground. One end of the scale means "I completely agree", and the other end means, "I do not agree at all".

We make various statements and ask the participants to take a place somewhere along the scale depending on how much they agree with the statement.

When everybody has taken their places, we ask a couple of volunteers to share their ideas:

- » *Why did you take this place?*
- » *What did you experience about this in the programme?*

Sample statements (can be modified freely, to harmonize them with programmes, goals):

- » *I think I have actively contributed to the team work in my group.*
- » *I managed to cooperate well with the others.*
- » *I was ready to share my point of view in the tasks.*
- » *I carefully listened to others' ideas and opinions.*

- » *I could rely on others' help, when I needed it.*
- » *I felt good in the team and I was safe.*
- » *I could resolve those difficult situations I faced.*
- » *I think some of my skills improved during the programme.*

It is important that we provide a supportive atmosphere for the game and encourage the participants to share their ideas honestly. The conversation should be closed with positive thoughts and reaffirmation.

Sufficient space, where participants can make themselves comfortable.

Self-knowledge, self-expression  
Communication  
Team building  
Critical thinking and focussing on solutions  
Handling conflicts

## Reflection techniques

### Land-art

5+ 2+ 15-20' 1-2

Creativity, closeness to nature, retrospection of the programme and expressing feelings and experiences by visual means.

The children make unique installations from fallen leaves, stones, twigs, flowers etc.) on the ground, preferably outdoors which symbolise the experiences they have gathered and learned throughout the programme.

We ask them to think about the following questions while working:

- » *What was the programme like?*
- » *What was the most prominent experience for you in the programme?*
- » *What kind of emotions did the cooperation and the group dynamics evoke in you?*
- » *Was there any challenge, which you have managed to overcome?*
- » *What do you bring home from this experience?*
- » *If you had to characterize the programme with one word or symbol, what would that be?*

When the artworks are ready, we can take a "museum visit" with the group and each artist can introduce their work.

Applicable for individual and group reflection – the group can create together as a team.

In case of inclement weather, artworks can be assembled with pieces found indoors.

Natural objects

Self-knowledge, self-expression  
Communication  
Critical thinking and focussing on solutions  
Handling conflicts

### Movie poster

12+ 5+ 20' 1-2

The children should take a photo or draw a picture symbolizing the most momentous experience, instance or feeling of the programme.

Then, they should give a title to it, as if the picture were a poster of a movie. The title can be a word, an expression or a witty sentence.

Helping questions to the topic of the poster:

- » *What was the peak moment of the programme to you?*
- » *Was there a funny, touching or memorable happening to you?*
- » *What is the emotion that you would like to deliver with the help of this poster?*

At the end, the participants introduce their posters and encourage participants to relate what they can see and explain the title that has been formulated.

It is important that we encourage participants to think creatively and that we emphasize that each poster is a unique and precious memory.

Instead of taking a photo a drawing or a collage can be made.

A phone usable for taking photos / paper and pencil for drawing / magazines, scissors, glue for making a collage.

Teamwork  
Cooperation  
Self-knowledge, self-expression  
Communication



## Reflection techniques

### Feedback to each other

6+ 20 max 60' 3

Paper  
Pen

Communication  
Empathy  
Positive self-image  
Team building

This is a public feedback in a big circle. It is important to concentrate on the things we see essential in each other. By throwing a ball to the person we would like to give feedback to, and preferably to one who has not got any feedback yet, we should keep the round going on.

The point is to become able to give feedback to somebody who we have had less conversation with, and that it is important to make everybody feel that they are part of the community.

There should be about three rounds with the given initial sentences (which should be written on paper on spot). For inspiration:

- » *You are important in this community because...*
- » *I like talking to you because...*
- » *My favourite community experience with you so far is...*

### Bottling

10+ 3-12 15' 1-2

3 big bottles the top of which is cut of 1 small bottle

Teamwork  
Cooperation  
Self-knowledge, self-expression  
Communication  
Critical thinking and focussing on solutions  
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The kids collect something – stones, soil, or even water – from nature every day in a small bottle. In the course of the reflection these are distributed in three different previously assigned bottles. Every bottle represents a crucial concept, for example: communication, team work and activity. Before placing the day's "harvest", discuss to what extent these three values characterized their day. Doing the distribution, we must pay attention to each other's opinion and reasons. This way the game becomes a symbolic evaluation and a more profound self-reflection.

The day-by-day accumulation of these materials in the bottles serves as a visual representation of how they work together. The game helps rationalise group dynamics and improve teamwork.

## Reflection techniques

### Triangle

10+ 3-15 15' 1-2

We place three game cones in the space making a triangle. Each apex represents a concept – for example activity, communication, teamwork or even activity, communication, leading, depending on which skills we would like to focus on.

The kids take their places inside the triangle individually first: they stand at a point according to how much they can relate these concepts. The closer they stand to an apex, the more characteristic they feel the concept of themselves during the day.

Then we repeat the exercise, but reflecting on how our team worked that day – where would they place the performance of their entire group?

We should give the kids a chance to tell why they have stood at their chosen spot, how they feel about their day, and how their team operated that day.

This kinetic game helps the kids experience their own evaluation in their physicality and to visualize how others think – this way can a deeper joint self-reflection and team evaluation come into being.

3 game cones (replaceable with any 3 objects)

Teamwork  
Cooperation  
Self-knowledge, self-expression  
Communication  
Critical thinking and focussing on solutions  
Handling conflict



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