



# BELONG

Fostering the Inclusion of refugee children and footBall Employed to  
faciLitate the integratiOn of adolesceNt refuGees

## PRACTICAL TOOLKIT (D2.4)



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## Preliminary information

This document summarizes the materials needed to carry out the non-sport (educational) and sport activities included in the BELONG methodology. The document is part of **WP2** [METHODOLOGY, GUIDELINES AND PRACTICAL TOOLKIT].

The document was created by all partners: Federazione Italiana Giuoco Calcio (FIGC), Consorzio Gruppo CEIS Modena, Il Ponte Centro Di Solidarietà Civitavecchia; Solidarietà Caritas Onlus Florence, University of Modena and Reggio Emilia (UNIMORE)

To download the BELONG methodology and/or to receive further information about the project, please visit the website:  
<https://www.belongproject.eu>



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# AIMS OF THE PROJECT

To develop a methodology that integrates sport activities, **educational activities** and support activities, capable of **promoting overall well-being** and **social integration** of refugee adolescents.

To actively promote the involvement of sports clubs and associations at the National and European levels in the **social integration processes of refugees**.

To raise awareness of the **importance of refugees integration**, highlighting the **fundamental role of sport in social integration processes**.



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# NON SPORTS ACTIVITIES

## General Objective

The activity package is designed to promote the **positive social integration** of refugee adolescents into Italian society, using a playful and participatory methodology as a key tool to encourage active and constructive adaptation to the new social environment.

Through a series of playful activities, group work, and moments of reflection and collective discussion, participants are guided through a path aimed at developing cultural knowledge, relational skills, and critical awareness.

This approach aims not only to **facilitate the social integration of refugee adolescents** but also to strengthen their ability to face everyday challenges with a **proactive attitude**, stimulating a **sense of belonging**, **individual responsibility**, and **intercultural dialogue**.



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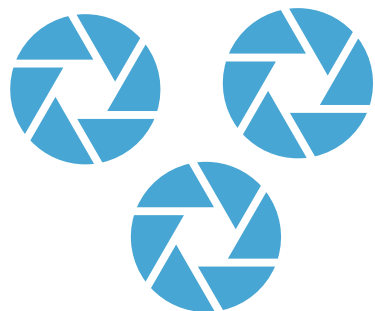
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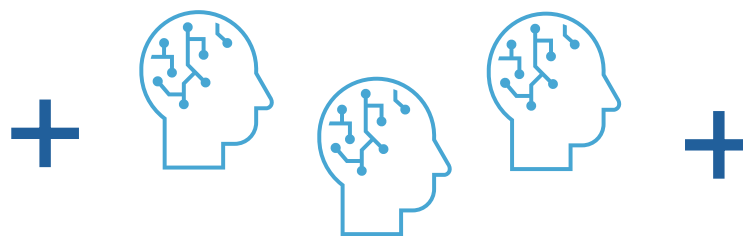


# Structure of the activities

**Practical activity** to introduce the new topic in an engaging way (different for each activity)



**Workshops** (training and discussion of key concepts)  
Activities 2 and 3



**Final discussion** to reflect on the considered phenomenon





# How to Lead the Discussion After the Activities

The discussion is a central part of the activity and must always be carried out. You decide how to lead it. Stimulus questions have been created for each activity, which you can use and/or adapt depending on how the discussion develops.

The discussion can be conducted in a circle, even sitting on the floor. It is essential to give space to all members of the group. To ensure that everyone has the opportunity to speak, you can include a ball that will be passed to each group member, indicating their turn to speak.



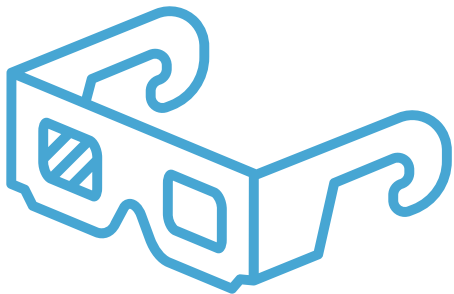
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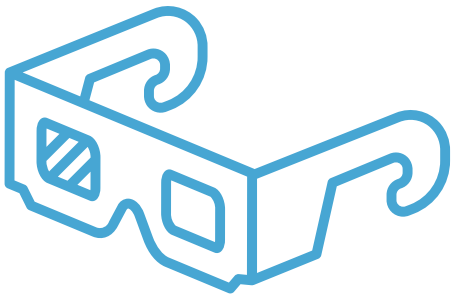
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# NON-SPORT ACTIVITIES



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# ACTIVITIES in detail

## Duration

The activities are designed to last approximately one hour each, divided into different phases.

| Activity Number | Activity Title                                                        | Aim of the activity                                                                                            |
|-----------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Activity 1      | “Discovering and Drawing Italy: Exploring Italian Culture and Beyond” | Promoting integration through exchange and mutual understanding of cultures, starting with Italian culture     |
| Activity 2      | “Pass the Word: Playing and Reflecting on Legality and Deviance”      | Raising awareness about the importance of legality and justice for peaceful coexistence and social integration |
| Activity 3      | “Understanding Excuses, Choosing the Rules”                           | Recognizing Mechanisms of Moral Disengagement and Promoting Responsibility                                     |
| Activity 4      | “Building the Future Together: Designing Rules for a Better Life”     | Creating Shared Rules for a Better Life Together in Society                                                    |



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# ACTIVITY 1



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## Objective of activity 1:

**General aim:** To promote knowledge and familiarization with the Italian culture in order to support the positive social integration of refugee adolescents through play.

**Objective of the final discussion:** To promote mutual exchange among participants, valuing both knowledge of Italian culture and the recognition and sharing of their cultures of origin. Through recalling personal experiences and comparing cultural aspects, the discussion aims to foster understanding, inclusion, and awareness of the importance of intercultural dialogue in daily life.



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## DESCRIPTION OF ACTIVITY 1 – PART 1 (Practical activity - 30 MINUTES)

Divide the participants into balanced teams (about 5 people per team).

1. Taking turns, each team rolls the die and, based on the number obtained, one player from the team draws a card with the corresponding number from the deck, belonging to a specific thematic category (food, film/music, cities/monuments, habits, sports). If number 6 is rolled, the participants can choose the category they prefer.
2. Before starting the turn, the educator ensures that the player has understood the content of the card. There are two types of cards (see **ANNEX 1.1**)
  - a) “QUESTION” cards: include multiple-choice questions about Italian culture.
  - b) “DRAWING” cards: include words related to Italy and its culture that must be represented through a drawing.



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## DESCRIPTION OF ACTIVITY 1 – PART 1 (Practical activity - 30 MINUTES)

4. The player who draws the card from the deck must read it aloud to their team, which will have one minute to provide the correct answer.  
If they pick a drawing card, the player must draw the indicated item on a sheet of paper without speaking or writing words, while their team tries to guess what it is to earn a point.
  5. The team that collects the most points in 30 minutes wins.
- (Optionally, teams may have a few jolly cards to use, such as asking an adult for help — one per person).



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## DESCRIPTION OF ACTIVITY 1 – PART 2 – Final Discussion (25 minutes):

Participants are brought together for a reflective discussion. In an initial phase, the final discussion questions may be connected to the cards used in the game. For example, recalling personal experiences related to the card drawn. At this point, the prompt questions are presented (see sample below - **ANNEX 1.2**). Participants are encouraged to share their thoughts.

**Example of a prompt question:** ‘Why is it important to understand the culture of the country we live in?’

**Tip:** Encourage participants to reflect on the importance of understanding the culture of the country they live in and on the possible difficulties that may arise if they do not, such as difficulties in understanding local habits or social norms, or feelings of isolation or exclusion.



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For the list of required materials, see ANNEX 1.3.



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## ANNEX 1.1

# «Drawing and discovering Italy: exploring italian culture and beyond»

## GAME CARDS



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**THEME N.1: CITIES AND MONUMENTS (Activity 1)**

**1**

**Where is the  
Colosseum located?**

- a) Milan
- b) Rome
- c) Naples

Correct answer: b

**1**

**In which region is  
the Pisa Tower  
located?**

- a) Tuscany
- b) Lombardy
- c) Veneto

Correct answer: a

**1**

**What is the most  
famous city for  
Italian fashion?**

- a) Verona
- b) Milan
- c) Venice

Correct answer: b



**THEME N.1: CITIES AND MONUMENTS (Activity 1)**

**1**

**Where is the Vesuvius,  
one of the most famous  
volcanoes in Italy,  
located?**

- a) in Naples
- b) in Rome
- c) in Genoa

Correct answer: a

**1**

**Which city is famous  
for its masked  
Carnival?**

- a) Venice
- b) Florence
- c) Turin

Correct answer: a

**1**

**Where is the Trevi  
Fountain located?**

- a) Pisa
- b) Palermo
- c) Rome

Correct answer: c



**THEME N.1: CITIES AND MONUMENTS (Activity 1)**

**1**

**In which city can we  
visit the Uffizi  
Museum?**

- a) Catania
- b) Bolzano
- c) Florence

Correct answer: c

**1**

**Which city is famous for  
its arena, now used for  
concerts and events?**

- a) Verona
- b) Genoa
- c) Bari

Correct answer: a

**1**

**Which Italian city  
has the largest  
population?**

- a) Rome
- b) Milan
- c) Florence

Correct answer: a



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**THEME N.1: CITIES AND MONUMENTS (Activity 1)**

**1**

**In which city is it possible to go to the beach in summertime?**

- a) Naples
- b) Bologna
- c) Turin

Correct answer: a

**1**

**In which region is it generally warmer in winter?**

- a) Sicily
- b) Lombardy
- c) Veneto

Correct answer: a

**1**

**What's the name of the big church located in the centre of Milan?**

- a) Duomo
- b) Colosseum
- c) Pantheon

Correct answer: a



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## THEME N.1: CITIES AND MONUMENTS (Activity 1)

1

### Draw a gondola!

Venice is very famous  
for the gondolas that  
travel through its  
canals.

1

### Draw the Leaning Pisa Tower!

Italy is also famous for a  
tower that leans to one  
side, the Pisa Tower.

1

### Draw the Colosseum!

It's the symbol of Rome,  
one of the most  
important Roman  
amphitheatres.



**THEME N.2: HABITS (Activity 1)**

**2**

**What do many Italians have for breakfast?**

- a) They eat bread, meat and cheese
- b) They drink espresso or cappuccino and eat sweet foods
- c) They just drink green tea

Correct answer: b

**2**

**What do friends do when they greet each other in Italy?**

- a) They kiss each other's cheeks
- b) They greet each other without looking into each other's eyes
- c) They shake hands

Correct answer: a

**2**

**What food do Italian families eat most often at home?**

- a) Pasta
- b) Noodles
- c) Rice

Correct answer: a



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## THEME N.2: HABITS (Activity 1)

2

**What do Italians  
often drink after  
lunch?**

- a) Espresso
- b) Cappuccino
- c) Tea

Correct answer: a

2

**When an Italian says  
“Ciao”, what does it  
mean?**

- a) Good morning and  
goodbye
- b) Only good morning
- c) Only goodbye

Correct answer: a

2

**What do people  
usually do at the Trevi  
Fountain in Rome?**

- a) They throw a coin and  
make a wish
- b) They swim in the  
fountain
- c) They eat ice cream

Correct answer: a



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## THEME N.2: HABITS (Activity 1)

2

**What do many Italians do on New Year's Eve?**

- a) They eat lentils
- b) They eat grapes
- c) They drink hot chocolate

Correct answer: a

2

**What is celebrated in Italy on December 25th?**

- a) Carnival
- b) Christmas
- c) Ferragosto

Correct answer: b

2

**Which traditional dessert do people eat at Christmas in Italy?**

- a) Pandoro
- b) Chocolate cake
- c) Tiramisù

Correct answer: a



**THEME N.2: HABITS (Activity 1)**

**2**

**Italians love sports.  
When they watch TV,  
what do they usually  
watch?**

- a) Football games
- b) Hockey games
- c) Dance competitions

Correct answer: a

**2**

**What do Italians do at  
Carnival?**

- a) They wear masks and costumes
- b) They go to the beach
- c) They sleep all day long

Correct answer: a

**2**

**In Italy the phrase “in  
bocca al lupo” is used  
very often. What does it  
mean?**

- a) You're so smart!
- b) Don't tell anyone!
- c) Good luck!

Correct answer: c



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**THEME N.2: HABITS (Activity 1)**

**2**

**Draw two people  
greeting each other in  
Italy!**

Italians usually greet  
each other with two  
kisses on the cheeks,  
in some regions even  
three.

**2**

**Draw a person having  
breakfast with  
cornetto and  
cappuccino or  
espresso!**

Italians love having a  
sweet breakfast and  
drinking espresso.

**2**

**Draw a person cheering  
for a soccer team!**

Italians love  
sports, especially  
football.



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## THEME N.3: FOOD (Activity 1)

3

**Talking about food,  
what is Margherita?**

- a) A type of coffee
- b) A type of pasta
- c) A pizza

Correct answer: c

3

**Where was pizza  
born?**

- a) Milan
- b) Naples
- c) Rome

Correct answer: b

3

**What is Parmigiano?**

- a) A type of cheese
- b) A type of Pasta
- c) A type of wine

Correct answer: a



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## THEME N.3: FOOD (Activity 1)

3

### What is Savoiardo?

- a) The cookie used to make Tiramisù
- b) A type of pasta
- c) A vegetable

Correct answer: a

3

### Which long pasta is the most famous?

- a) Spaghetti
- b) Fusilli
- c) Ravioli

Correct answer: a

3

### What's a typical northern Italian dish made with rice?

- a) Risotto
- b) Lasagna
- c) Pizza

Correct answer: a



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## THEME N.3: FOOD (Activity 1)

3

**What is mozzarella?**

- a) A fresh cheese
- b) A type of meat
- c) Savory yogurt

Correct answer: a

3

**What's a fundamental ingredient of Gnocchi?**

- a) Vegetables
- b) Meat
- c) Potatoes

Correct answer: c

3

**What's one of the most famous Italian dessert all over the world?**

- a) Tiramisù
- b) Cheesecake
- c) Sacher

Correct answer: a



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## THEME N.3: FOOD (Activity 1)

3

**Which dessert is  
typical of Christmas  
celebrations in Italy?**

- a) Ice cream
- b) Tiramisù
- c) Panettone

Correct answer: c

3

**What is Pesto?**

- a) Sauce made with basil  
and pine nut
- b) A type of pasta
- c) Apple dessert

Correct answer: a

3

**What's the most  
beloved drink in Italy?**

- a) Espresso
- b) Tea
- c) Milk

Correct answer: a



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**THEME N.3: FOOD (Activity 1)**

**3**

**Draw a Margherita  
pizza!**

It's the most famous  
pizza in the world.

**3**

**Draw a cup of  
Espresso!**

Italians drink espresso  
very often, it's part of  
everyday life.

**3**

**Draw an ice cream!**

Ice cream is one of the  
most beloved desserts in  
Italy. There are a lot of  
Gelato shops all over the  
country.



## THEME N.4: FILM AND MUSIC (Activity 1)

4

**Who sings the famous song “Volare”, one of the most well-known Italian songs in the world?**

- a) Domenico Modugno
- b) Laura Pausini
- c) Luciano Pavarotti

Correct answer: a

4

**Andrea Bocelli is a famous...**

- a) Singer
- b) Actor
- c) Director

Correct answer: a

4

**Luciano Pavarotti was a famous...**

- a) Opera singer
- b) Actor
- c) Pop singer

Correct answer: a



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**THEME N.4: FILM AND MUSIC (Activity 1)**

**4**

**The famous Venice Festival is...?**

- a) A film festival
- b) A music festival
- c) An art festival

Correct answer: a

**4**

**Who sings “Con te partirò”?**

- a) Andrea Bocelli
- b) Mina
- c) Eros Ramazzotti

Correct answer: a

**4**

**Venice is famous for..**

- a) Cinema
- b) Rock concerts
- c) Sport

Correct answer: a



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**THEME N.4: FILM AND MUSIC (Activity 1)**

**4**

**Sanremo Festival is known for...?**

- a) Italian cinema
- b) Italian music
- c) Italian fashion

Correct answer: b

**4**

**Laura Pausini is a famous...**

- a) Singer
- b) Dancer
- c) Actress

Correct answer: a

**4**

**«La vita è bella» is an Italian film and teaches a lot about...**

- a) The history and Italy during Second World War
- b) The story of a singer who became successful in the USA
- c) Italian fashion in the 90s

Correct answer: a



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**THEME N.4: FILM AND MUSIC (Activity 1)**

**4**

**Which city is famous for  
cinema and the Film  
Festival?**

- a) Turin
- b) Florence
- c) Venice

Correct answer: c

**4**

**The Italian film that  
has won the most  
Oscars is...?**

- a) La dolce vita
- b) La grande bellezza
- c) La vita è bella

Correct answer: c

**4**

**The Verona Arena is  
famous for...**

- a) Being a big sport  
campus
- b) It hosts rock concerts
- c) Great Opera  
performances are held  
there

Correct answer: c



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**THEME N.4: FILM AND MUSIC (Activity 1)**

**4**

**Draw Pinocchio!**

Pinocchio is the most famous wooden puppet in the world, and he was created by an Italian author in 1883. (Carlo Collodi)

**4**

**Draw the verb  
“Volare”!**

It's one of the most famous Italian songs in the whole world!

**4**

**Draw a concert!**

Music is a fundamental part of Italian culture.



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**THEME N.5: SPORT (Activity 1)**

**5**

**What's the most famous sport in Italy?**

- a) Football
- b) Tennis
- c) Basketball

Correct answer: a

**5**

**In which city does Juventus play?**

- a) Rome
- b) Turin
- c) Naples

Correct answer: b

**5**

**The color of the Italian National Team's jersey is...**

- a) Red
- b) Green
- c) Light Blue

Correct answer: c



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**THEME N.5: SPORT (Activity 1)**

**5**

**Valentino Rossi is famous  
for...?**

- a) Football
- b) Racing
- c) Tennis

Correct answer: b

**5**

**Federica Pellegrini is a  
champion of.....?**

- a) Swimming
- b) Skiing
- c) Basketball

Correct answer: a

**5**

**The Giro d'Italia is a  
race of...**

- a) Cycling
- b) Running
- c) Swimming

Correct answer: a



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**THEME N.5: SPORT (Activity 1)**

**5**

**The Milan team plays in  
the city of...?**

- a) Florence
- b) Milan
- c) Venice

Correct answer: b

**5**

**Francesco Totti has  
played for...?**

- a) Rome
- b) Inter
- c) Naples

Correct answer: a

**5**

**Near which city is the  
Monza circuit located?**

- a) Milan
- b) Turin
- c) Bologna

Correct answer: a



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**THEME N.5: SPORT (Activity 1)**

**5**

**Who's a famous past  
Italian football player?**

- a) Roberto Baggio
- b) Andrea Bocelli
- c) Gerry Scotti

Correct answer: a

**5**

**How many times has  
Italy won the Football  
World Cup?**

- a) 2
- b) 4
- c) 6

Correct answer: b

**5**

**Who is Gianluigi  
Buffon?**

- a) A singer
- b) A football player
- c) An actor

Correct answer: b



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**THEME N.5: SPORT (Activity 1)**

**5**

**Draw the most famous  
sport in Italy!**

Football is the most famous  
sport in Italy.

**5**

**Draw a Formula 1  
circuit!**

Imola e Monza are the  
most famous ones in Italy.

**5**

**Draw Italy winning the  
World Cup!**

Italy won the last World  
Cup in 2006.



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## ANNEX 1.2

# «Drawing and discovering Italy: exploring Italian culture and beyond»

## PROMPT QUESTIONS



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- Which aspects of Italian culture do you like the most?
- Why is it important to know the culture of the country we live in?
- What are the difficulties if you're not familiar with the culture of the place where you live?
- How can culture influence your relationships with friends, school or work?
- Which aspects of your original culture do you think would be nice or useful for Italian people to know?



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## ANNEX 1.3

# «Drawing and discovering Italy: exploring Italian culture and beyond»

## MATERIALS



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## Required materials

- A six-sided dice
- Cards divided into 5 thematic categories ([ANNEX 1.1](#)):
  - Food
  - Films and music
  - Cities and monuments
  - Habits
  - Sports
- Sheets of Paper
- Markers or colored pencils
- A table or surfaces to work on
- Timer or clock to time 1 minute
- Scoreboard
- Questions and reflection prompts for the final discussion ([ANNEX 1.2](#))



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# ACTIVITY 2



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## Objective of activity 2:

**General aim:** to promote understanding and reflection on the concepts of legality and criminality, stimulating active participation and critical awareness through a game and a guided discussion.

**Objective of the final discussion:** to encourage a shared reflection on the importance of rules and legality as tools for community life and belonging. Through discussion, participants are invited to recognize how respecting norms can promote safety, justice, and inclusion, and to identify concrete actions that each of them can take to contribute positively to their community.



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## DESCRIPTION OF ACTIVITY 2 – PART 1

### (Practical activity “Pass the word” 15 minutes)

Participants are divided into two equal teams and positioned in a circle, alternating members of the two teams. Each player receives the ball and says a word that, in their opinion, represents ‘legality and justice’ (e.g., respect, honesty, etc.) during the first round, and ‘criminality’ (e.g., theft, violence) during the second. The ball is passed from one person to another, alternating between teams to ensure equal opportunities to respond. The educator assigns 1 point for each relevant and non-repeated word



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## DESCRIPTION OF ACTIVITY 2 – PART 2

### (Workshop: Deviance and Criminality – 25 minutes)

The facilitator introduces the topic of deviance and criminality among adolescents (see **ANNEX 2.1**). Questions and reflection prompts are proposed, for example:

- Discuss which concept comes closest to the participants' idea of legality.
- Discuss how serious certain actions are, according to the participants.
- Discuss the reasons that might lead someone their age to engage in inappropriate and illegal behaviors

Participants are invited to share their opinions, encouraging respectful and constructive dialogue.



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## DESCRIPTION OF ACTIVITY 2 – PART 3 – Final Discussion (20 minutes):

Participants gather for a final reflective discussion. The discussion can be linked to the previous one related to the workshop just completed. Prompt questions are presented (see example below – **ANNEX 2.2**). Participants are encouraged once again to share their thoughts.

**Example of a prompt question:** ‘Why is it important to respect the rules in the society we live in?’

**Tip:** Encourage participants to reflect on the importance of following shared norms that promote safety, justice, and inclusion, and to identify concrete actions that each person can take to contribute positively to their own growth and to the well-being of the community.



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For the list of required materials, see ANNEX 2.3



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# ANNEX 2.1

## «Pass the word: a game with reflection on legality and deviance»

### WORKSHOP



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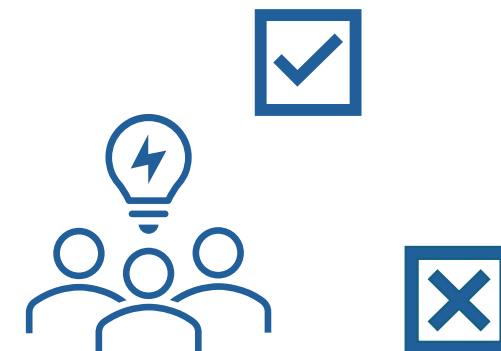


## What is meant by criminality?

prohibited behaviors under the law, to which criminal consequences are applied.

### EXAMPLE:

- theft, robbery
- injury, abuse
- stalking ecc.





What comes closest to your idea of legality?  
Choose the top three in order of importance.

Justice

Rights

Fairness

Freedom

Obligation

Respect

Peace

Rules

Equality

Can you think of anything else?



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In your opinion, how serious is it to commit one of the following actions? Why?

Not paying for a train ticket.

Not paying taxes.

Buying stolen things.

Doing drugs.

Not respecting traffick code.

Getting into a fight with opposite  
team's supporters.

Not reporting someone who has  
stolen something.

Shoplifting.

Working off the books.

Not paying for a drink at the bar.

**Response options**

**Not serious at all**  
**Quite serious**  
**A little serious**  
**Very serious**



## What are the reasons that lead a boy or girl to engage in illegal behavior?



- Environment and peer group (social context)
- Desire for easy money
- Lack of values
- Desire for power
- Mild punishments
- Ignorance
- Other (specify)



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# ANNEX 2.2

## «Pass the word: a game with reflection on legality and deviance»

### PROMPT QUESTIONS



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## POSSIBLE PROMPT QUESTIONS:

- Why is it important to respect the rules in the society we live in?
- How can understanding and respecting legality help you feel part of the community?
- What can you do to help your community become a safer and fairer place?



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# ANNEX 2.3

## «Pass the word: a game with reflection on legality and deviance»

### MATERIALS



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## Required materials

- A light ball
- Papers and pens to note down scores and words
- Scoreboard (can be a whiteboard)
- Introductory information (workshop) on the topic of deviance and criminality (ANNEX 2.1)
- Questions and reflection prompts for the final discussion (ANNEX 2.2)



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# ACTIVITY 3



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## Objective of activity 3:

**General aim:** To increase awareness of the psychological mechanisms that lead to justifying inappropriate behaviors and to promote personal responsibility in respecting rules.

**Objective of the final discussion:** To foster critical reflection on the topic of personal responsibility and the strategies of moral disengagement. Through discussion, participants are encouraged to recognize the difficulties involved in admitting a mistake, to distinguish between justifications and taking responsibility, and to understand how awareness of moral disengagement mechanisms can promote more authentic, fair, and constructive relationships.



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## DESCRIPTION OF ACTIVITY 3 – PART 1

### (Practical activity “How does the story end?” 20 minutes)

#### 1. Introductory Game – ‘How Does the Story End?’

Participants are divided into small groups. Each group receives a card with a situation describing inappropriate behavior (e.g., ‘A boy takes a classmate’s phone without asking. The person whose phone was taken is very upset, while the boy who did it doesn’t feel guilty for what he did’ – **ANNEX 3.1**).

The task is: **Now imagine that someone discovers this behavior. What will the boy say?** Groups must complete the story by imagining what the protagonist might say once the behavior is discovered (e.g., apologizing, inventing an excuse, minimizing, blaming someone else, etc.). They write their answer on a sheet of paper.

The groups then share their conclusions. The educator may write the responses (some of which will possibly be focused on strategies of moral disengagement) on a whiteboard or poster.



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## DESCRIPTION OF ACTIVITY 3 – PART 2

### (Workshop “Moral disengagement strategies” 20 minutes)

The educator explains, in a simple way and with concrete examples, what the strategies of moral disengagement are (see **ANNEX 3.2**). Then:

1. A discussion follows on whether some of the disengagement strategies invented in the previous game match the strategies presented in the workshop. Participants are asked to review the reactions that emerged in the first part and connect them to the strategies explained.
2. If appropriate, reflect with participants on whether they themselves have ever used moral disengagement strategies.
3. The educator helps participants recognize that these strategies can lead to justifying inappropriate behaviors.
4. It is emphasized that becoming aware of these dynamics helps make more responsible and informed decisions



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## DESCRIPTION OF ACTIVITY 3 – PART 3 – Final Discussion (20 minutes):

Participants gather for a reflective discussion. The prompt questions are presented (see example below – **ANNEX 3.3**).

Participants are encouraged to share their thoughts.

**Example of a prompt question:** "How can knowing moral disengagement strategies help you get along better with others, at school and in society?"

**Tip:** Encourage participants to reflect on the importance of distinguishing between justifications and taking responsibility, and to understand how awareness of moral disengagement mechanisms can help them be more authentic and fair.



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# ANNEX 3.1

## «Understanding excuses, choosing the rules»

### «How does the story end?»

## IMPROPER BEHAVIORS



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## BEHAVIOR 1

A boy takes a classmate's phone without asking.  
The person whose phone was taken is very upset,  
while the boy who committed the act does not feel  
guilty for what he did.



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## BEHAVIOR 2

A person deliberately dirties a public place after a night out and does not feel guilty for this action.



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## BEHAVIOR 3

A girl spreads a false rumor about another person at school. This girl does not feel guilty, while the victim is very sad.



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## BEHAVIOR 4

A girl takes the bus without paying for the ticket.



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## BEHAVIOR 5

A boy takes money from an acquaintance's wallet without saying anything. The acquaintance is very upset about what happened.



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## BEHAVIOR 6

A group enters a strictly prohibited area to take selfies and photos to share on social media.



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## BEHAVIOR 7

Two boys take an object belonging to another person and resell it.



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## BEHAVIOR 8

A boy lets a friend take the blame for something he did.



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## BEHAVIOR 9

A boy in a group of friends steals an item from a shop. Once outside, he returns to the group with the item and shares it.



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## BEHAVIOR 10

A girl takes a classmate's designer jacket without asking. The person whose jacket was taken is very upset, while the girl who committed the act does not feel guilty for what she did.



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# ANNEX 3.2

## «Understanding Excuses, Choosing the Rules»

### MORAL DISENGAGEMENT



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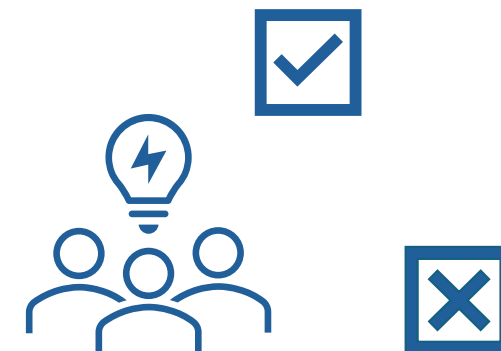


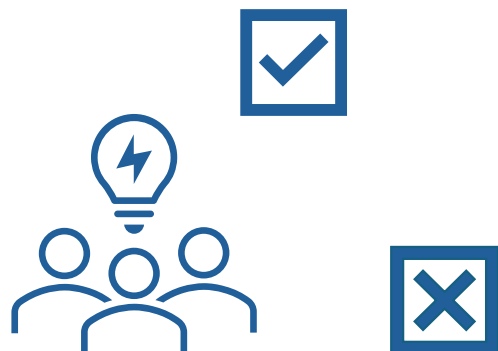
## What are «moral norms»?

A set of rules that indicate which behaviors are desirable and which are not.

### EXAMPLES:

- not to harm other people
- to help people in difficulty





Despite the presence of rules that indicate how to behave in society, improper actions happen every day.

People use strategies that allow them to avoid the negative consequences of not respecting the rules.



## WHAT ARE THE STRATEGIES? let's see some of them

### COGNITIVE REDEFINITION:

finding a justification for carrying for out the action, which allows the negative behavior to be legitimized.

### CHANGING THE VALUE OF THE ACTION

making the negative behavior seem more acceptable.

### ADVANTAGEOUS COMPARISON:

comparing the action carried out with more serious actions, thus downplaying the weight of the negative behavior.



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## WHAT ARE THE STRATEGIES? let's see some of them

**DISPLACEMENT OF RESPONSIBILITY:**  
the person who carries out an immoral action  
washes their hands of it, shifting the  
responsibility onto others.

**DIFFUSION OF RESPONSIBILITY:**  
the responsibility for an immoral action is  
shared among all the members of a group,  
reducing the weight of personal  
responsibility.

**DEHUMANIZATION:**  
denying the humanity of an individual or  
group by considering them inferior.



## LET'S THINK TOGETHER (examples)

### COGNITIVE REDEFINITION:

- “It’s right to fight to protect your friends.”
- “It’s right to lie to get your friends out of trouble.”

### CHANGING THE VALUE OF THE NEGATIVE ACTION to make it more acceptable:

- “Slapping and pushing someone is just a way of joking around.”
- “Taking someone’s bike without permission is just borrowing it.”

### ADVANTAGEOUS COMPARISON:

- “Stealing a small amount of money isn’t too serious compared to someone who steals a lot.”
- “Insulting someone is acceptable because hitting them would be worse.”



## LET'S THINK TOGETHER (examples)

### DISPLACEMENT OF RESPONSIBILITY:

→ “Young people cannot be blamed for improper behavior if they are pressured by their friends to do it.”

### DIFFUSION OF RESPONSIBILITY:

→ “A boy who doesn't help a classmate in difficulty shouldn't be blamed because others could have done it.”

→ “It's not fair to blame a boy who only played a small part in the damage caused by the group.”

### DEHUMANIZATION

→ “Certain people deserve to be treated like animals.”  
→ “It's right to treat someone badly if they've behaved like a 'worm.'”



# ANNEX 3.3

## «Understanding excuses, choosing the rules»

### PROMPT QUESTIONS



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## POSSIBLE PROMPT QUESTIONS:

- Why is it sometimes hard to admit you made a mistake?
- In your opinion, does lying or finding an excuse really help solve problems?
- What's the difference between finding a justification and taking responsibility for your actions?
- How can acknowledging the strategies of moral disengagement help you live better with others, at school and in society?



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# ANNEX 3.4

## «Understanding Excuses, Choosing the Rules»

### MATERIALS



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- Cards with situations describing inappropriate behaviors ([ANNEX 3.1](#))
- Pens or pencils
- Whiteboard to write the groups' conclusions
- Markers or chalk to write on the whiteboard/poster
- Workshop handouts for the educator with explanations and examples of moral disengagement strategies ([ANNEX 3.2](#))
- Questions and reflection prompts for the final discussion ([ANNEX 3.3](#))



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# ACTIVITY 4



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## Objective of activity 4:

**General objective:** To encourage discussion among different perspectives (refugees, Italians, foreigners, institutions) and to stimulate the shared development of behavioral norms for respectful and cooperative coexistence.

**Objective of the final discussion:** To promote critical and shared reflection on the contents that emerged during the role-playing in the different groups, in order to increase awareness of the different attitudes present and to identify strategies to change possible negative perceptions.



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## DESCRIPTION OF ACTIVITY 4 – PART 1

### (Practical activity «Role-playing game and collection of points of view» 20 minutes)

#### 1. Role-playing game and collection of points of view

Participants are divided into 5 groups, each representing one of the possible social actors:

- ✓ Refugees
- ✓ Italians
- ✓ Foreigners who have been living in Italy for a long time



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2. Taking turns, each group receives a prompt such as ‘Imagine you are...’ with an associated question:
  - ‘...a refugee: what do Italians think of you?’ → Group 1
  - ‘...a refugee: what do foreigners who have been living in Italy for a long time think of you?’ → Group 2
  - ‘...a refugee: what do institutions/politicians think of you?’ → Group 3
  - ‘...an Italian person: what do refugees think of you?’ → Group 4
  - ‘...a foreigner: what do refugees think of you?’ → Group 5
3. Each group writes short thoughts or sentences on small notes. The notes are then attached to a poster divided into 5 quadrants (one for each group). The thoughts that emerge may be both positive and negative.



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## DESCRIPTION OF ACTIVITY 4 – PART 2

### (Final discussion on the ideas that emerged - 20 minutes)

Participants gather for a reflective discussion. The content written in each section is read together. After reading each quadrant, a discussion is opened using some prompt questions (**ANNEX 4.1**)

**Example of a prompt question:** Is there anything you wrote that struck you or made you think? Do you believe these ideas reflect reality? Or are they prejudices?

**Tip:** Encourage participants to reflect on the different perceptions, attitudes, and considerations that concern the various groups involved.



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## DESCRIPTION OF ACTIVITY 4 – PART 3

### Creation of the educational contract (20 minutes)

#### Creation of the educational contract

Together, participants will work on drafting a small **‘educational contract’** based on the previous discussion.

The contract includes:

- **3 things that refugees would like from others to live well together**
- **3 things that refugees are willing to do or offer as a personal or group contribution to living well together**

At the end, everyone will **symbolically** sign the contract, which may be displayed so it is visible to all (**ANNEX 4.2**).



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For the list of required materials, see ANNEX 4.3.



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## ANNEX 4.1

# «Imagining the Future: Building the Rules for Living Well Together»

## PROMPT QUESTIONS



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- Do you all agree with what has been written?
- Is there anything that struck you or made you think?
- Is there anything you don't agree with? Why?
- Do you think these ideas are true? Or could they be prejudices?
- Have you ever felt judged? How did it make you feel?
- What could we do to change any negative thoughts?



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## ANNEX 4.2

# «Let's Imagine the Future: Building Together the Rules to Live Well»

## THE EDUCATIONAL CONTRACT



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## THE EDUCATIONAL CONTRACT: OBJECTIVES AND PRINCIPLES

- **Collaboration:** The document is the result of a day of exchange, listening, and collaboration among all participants.
- **Sharing:** The contract gathers proposed actions and contributions to live positively within society.
- **Mutual Commitment:** It represents a sign of commitment to building a welcoming, respectful, and peaceful environment for everyone.



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## THE POINTS OF THE CONTRACT

### The Requests:

Things that  
refugees would  
like from others to  
live positively  
within society.

### The Commitments:

Things that  
refugees are  
willing to do or  
give to live  
positively within  
society.

### The Promise:

We commit to  
doing our part to  
contribute to a  
climate of  
respect,  
collaboration, and  
welcome.

### Signatures and Sharing:

Date, signature of  
the  
representatives,  
and posting of the  
contract in the  
common area as a  
visible sign.



## ANNEX 4.3

# «Imagining the Future: Building the Rules for Living Well Together»

## MATERIALS



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- Small notes or post-its to write thoughts and reflections
- Big papers or posters divided into sections to collect the notes
- Markers, pens, or pencils for writing
- Whiteboard or wall space to hang the posters
- Questions and reflection prompts for the final discussion on the ideas that emerged ([ANNEX 4.1](#))
- Educational contract (form/poster to be filled out together — [ANNEX 4.2](#))



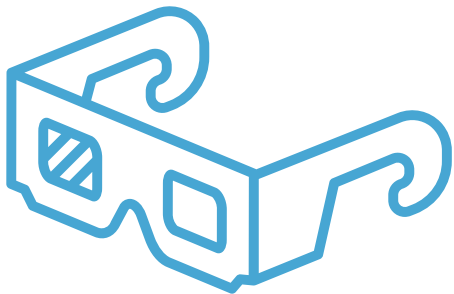
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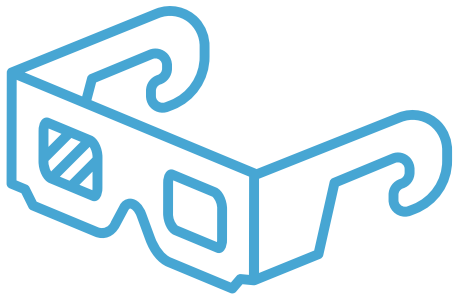
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# SPORT ACTIVITIES



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# SPORTS ACTIVITIES

## General Objective

This sports activity program is designed to promote the positive social integration of refugee children and adolescents into Italian society, using sport as a key tool to foster active and constructive adaptation to the new social environment.

Through playful and sport-based experiences, participants are encouraged to explore and value their personal strengths, to experience and reflect on social inequalities, and to understand the importance of respect and mutual support both in sport and in everyday life.

This approach aims not only to facilitate the social inclusion of refugee adolescents, but also to strengthen their ability to face daily challenges with a proactive attitude, thereby fostering personal growth and active, positive engagement in the community through football.



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# SPORTS ACTIVITIES

## Our Philosophy

Football is not just a sport, but an **educational tool**.

Through play and training, young people **gain experience**, construct meaning, and learn from what the field gives back to them.



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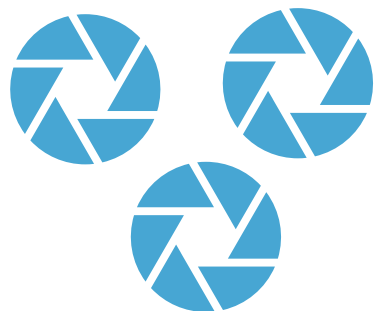
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# Structure of activities

Practical activity to introduce the new topic in an engaging way (different for each activity)



Final discussion to reflect on the considered phenomenon



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# How to Lead the Discussion After the Activities

The discussion is a central part of the activity and must always be carried out. You decide how to lead it. Stimulus questions have been created for each activity, which you can use and/or adapt depending on how the discussion develops.

The discussion can be conducted in a circle, even sitting on the floor. It is essential to give space to all members of the group. To ensure that everyone has the opportunity to speak, you can include a ball that will be passed to each group member, indicating their turn to speak.



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# Sport activities and the 4 areas from BELONG

## Discovering yourself to build your future

→ developing technical skills, recognizing strengths and areas for improvement

## Putting yourself in others' shoes

→ playing together, collaborating, and adapting to teammates and game situations

## Overcoming obstacles and valuing resources

→ facing technical mistakes, trying again, and improving through training

## Respecting roles to respect one another

→ respecting the rules of the game, on-field roles, and technical decisions

**I do**

***I play***

***I live the  
experience***

***I learn***



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# Structure of the activities

## The training session

- Technical activation
- Development of 4 areas
  1. Finishing ➡ Small sided game
  2. Game control ➡ Positional Play
  3. Game understanding ➡ Themed game
  4. Competition ➡ Match

In addition,  
in each session one

## SPECIFIC ACTIVITY



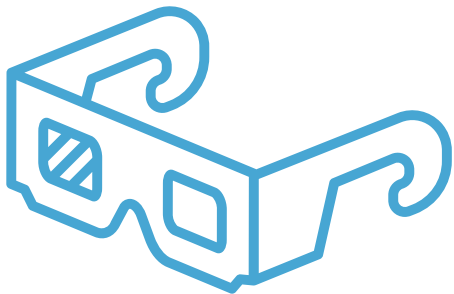
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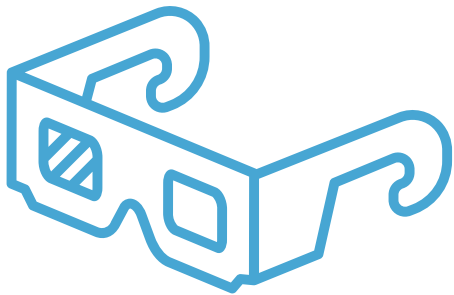
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# ACTIVITIES IN DETAIL



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# ACTIVITIES in detail

## Duration

The activities are designed to last approximately one hour and thirty minutes each, divided into different phases.

| Activity Number | Activity Title                                                                 | Aim of the activity                                                              |
|-----------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Activity 1      | “Discovering Yourself to Shape Your Future”                                    | Highlight personal qualities                                                     |
| Activity 2      | “Putting yourself in others’ shoes: Understanding Inequality”                  | Experience and reflect on gender inequalities                                    |
| Activity 3      | “Overcoming Challenges and Building on Strengths: A Journey of Personal Growth | Strengthening Personal Resources and the Ability to Overcome Challenges          |
| Activity 4      | “Respecting Roles to respect one another                                       | Foster mutual respect through understanding the importance of each person’s role |



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# ACTIVITY 1

**Title: Discovering yourself to build your future**

**Aim: Highlight personal qualities**

- 1) «Championship matches with variable numbers»
- 2) «Random tournament from 3v3 to 5v5»
- 3) «1v1 Up-and-Down Tournament»
- 4) «Four-team round-robin tournament »
- 5) «Four-team round-robin ‘transfer market’ tournament»

For a detailed  
description of the  
activities see Annex  
S1.1



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## ACTIVITY 1 – DISCUSSION

### (Final discussion on the key points that emerged - 10 minutes)

Participants gather for a reflective discussion (**ANNEX S1.2**)

**Example of a prompt question:** "During the game, when did you feel most comfortable and why? Was there a difficult situation: what did you do to handle it on the field?"

**Tip:** Encourage a brief reflection on the feelings experienced during the soccer activity (fatigue, satisfaction, difficulty, collaboration), helping participants connect what happens on the field to their own reactions, the behaviors they enacted, and the way they interact within the group



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For the list of required materials, see ANNEX S1.3



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# ANNEX S1.1

## «Discovering oneself to build one's future»

### SPORT ACTIVITIES IN DETAIL



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## ACTIVITY OBJECTIVE:

- **Practical Duration:** 20 minutes of specific activity within the 1 hour and 30 minute session.
- **Objective:** To promote the social inclusion and well-being of young refugees by strengthening self-awareness, their skills, and their value within a group.
- **Personal development:** To develop self-esteem, a sense of self-efficacy, and confidence in one's abilities, allowing participants to experience different roles and engage in positive interactions.
- **The role of football:** The activities contribute to the objective through game situations with variable numbers and interchangeable roles, which stimulate active participation, decision-making, and assumption of responsibility.
- **Methodology:** To enhance the involvement of all participants, reducing access barriers, fostering a safe environment, and allowing mistakes to be experienced as part of the learning process.



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## KEY ENCOURAGED BEHAVIORS TO OBSERVE

- **Positivity and Determination:** Encouraging teammates and seeking victory or a goal even when the result is already decided (or in a disadvantaged situation).
- **Courage and Creativity:** Accepting 1vs1 duels (both in attack and defense) and varying technical solutions (e.g., dribbling).
- **Adaptability and Leadership:** Quickly integrating into a new group, becoming an enthusiastic point of reference.
- **Valuing the group:** Finding tactical solutions that exploit each player's characteristics based on the available numbers.
- **Constant enthusiasm:** Keeping energy high during both ball possession and non-possession phases.
- **Organizational speed:** Reducing downtime by recovering the ball immediately and positioning oneself actively for throw-ins and the start of matches.



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## GAME 1: VARIABLE NUMBERS CHAMPIONSHIP MATCHES

### Format:

2 teams with a "mirror" formation to increase 1-on-1 duels.

### Dynamics:

There are 4 matches lasting 5 minutes each. The use of goalkeepers and the offside rule is always active.

### Scoring:

3 points for a win,  
1 point for a draw,  
0 points for a loss.  
The points obtained are added together, simulating a championship.

### Victory:

The team that has accumulated the most points at the end of the 4 matches wins.



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## GAME 2: RANDOM TOURNAMENT FROM 3VS3 TO 5VS5

### Format:

Tournament from  
3vs3 to 5vs5.  
Teams are  
randomly  
reformulated  
after each match.

### Dynamics:

4 matches of 5  
minutes without  
goalkeepers and  
offside. Free throw-  
ins (hands/feet/  
dribbling from the  
ground). After 3  
unplayed corners, a  
"free kick" without  
opposition.

### Scoring:

Individual  
rankings and  
scores (3 pts win,  
1 pt draw, 0 loss).  
Excess players do  
technical tasks  
while waiting to  
enter.

### Victory:

The player with the  
most individual  
points at the end of  
the tournament  
wins.



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## GAME 3: 1 ON 1 TOURNAMENT "UP AND DOWN"

### **Format:**

Multiple adjacent numbered playing fields (from Field 1, the most important, going up in increasing order).

### **Dynamics:**

The round ends as soon as any match reaches 3 goals. The winner goes up a level (towards Field 1), the loser goes down a level.

### **Scoring:**

Players without a teammate (odd numbers) do active rest and then replace the winner of Field 1.

### **Victory:**

In case of a tie, the one who scores first does not win; if the tie is goalless, the youngest player advances.



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## GAME 4: ROUND-ROBIN TOURNAMENT

### Format:

4 teams, round-robin tournament (everyone against everyone) with a variable number of players.

### Dynamics:

3 matches of 6 minutes.  
Goalkeepers and offside rule are active.

### Scoring:

Points: 3 win, 1 draw, 0 loss. Final tie-breaker criteria: 1st highest number of goals scored, 2nd lowest number of goals conceded.

### Victory:

The team that scores the highest number of points is considered the winner.



## GAME 5: "TRANSFER MARKET" ROUND-ROBIN TOURNAMENT

### **Format:**

4 teams, round-robin tournament (everyone against everyone) with a variable number of players.

### **Dynamics:**

3 matches of 5 minutes (with goalkeepers and offside). After each round, every team has 1 minute to "buy" an opposing player.

### **Scoring:**

Classic scoring (3/1/0).  
Buying order: 1st the team that lost by the largest margin, 2nd the team that lost by the smallest margin, 3rd the youngest team. Max 1 player transferred per team per round.

### **Victory:**

The team that scores the most points at the end of the 3 matches wins.



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## ANNEX S1.2

# «Discovering oneself to build one's future»

## PROMPT QUESTIONS



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- During the game, at what moment did you feel most comfortable and why?
- Was there a difficult situation: what did you do to face it on the pitch?
- When things weren't going the way you wanted, what helped you to keep playing?
- How did your teammates help you, and how did you help them?
- Is there anything you did on the pitch today that you could also use outside of football (at school, at work, with others)?
- After this activity, what more do you think you have discovered about yourself?



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## ANNEX S1.3

# «Discovering oneself to build one's future»

## MATERIALS



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- 1) «Variable number championship matches»: space markers, footballs, bibs in 2 different colors.
- 2) «Random tournament from 3 vs 3 to 5 vs 5»: space markers, footballs, bibs in 2 different colors.
- 3) «1 vs 1 Up and Down tournament»: space markers, footballs, bibs in 2 different colors.
- 4) «Four-team round robin»: space markers, footballs, bibs in various colors.
- 5) «Four-team round robin transfer market»: space markers, footballs, bibs in various colors.



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# ACTIVITY 2

**Title: Putting yourself in others' shoes**

**Aim: Experience and reflect on gender inequalities**

- 1) «Collaborating in transition»
- 2) «Continuous collaboration»
- 3) «Variable-goal match»
- 4) «Everyone scores»
- 5) «Hug match»

For a detailed  
description of the  
activities see Annex  
S2.1



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## ACTIVITY 2 – DISCUSSION

### (Final discussion on the key points that emerged - 10 minutes)

Participants gather for a reflective discussion (**ANNEX S2.2**)

**Example of a prompt question:** During the game, did you ever feel advantaged or disadvantaged? How did that make you feel?“ "When you had more difficulties than others, what helped you keep playing?"

**Tip:** Encourage reflection on how the different game conditions experienced during the activity influenced feelings, behaviors, and relationships, helping participants connect the on-field experience to the themes of respect, fairness, and being together in daily life.



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## ANNEX S2.1

# «Putting oneself in others' shoes: understanding inequalities»

## SPORT ACTIVITIES IN DETAIL



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## ACTIVITY OBJECTIVE:

- **Practical Duration:** 20 minutes of specific activity within the 1 hour and 30 minute session.
- **Objective:** To promote the social inclusion and well-being of young refugees by understanding the differences and inequalities present in social and sporting contexts.
- **Relational development:** Experiencing different roles, constraints, and conditions to foster the development of empathy, mutual respect, and a sense of equity, reducing attitudes of exclusion or prejudice.
- **The role of football:** The activities contribute to the objective through exercises with differentiated roles, game constraints, and variable conditions, allowing participants to experience different points of view and difficulty levels.
- **Methodology:** To encourage collaboration and shared responsibility, making the value of each individual visible through game rules that focus attention on respect, equity, and mutual support.



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## KEY ENCOURAGED BEHAVIORS TO OBSERVE (1/2)

- **Support and Reading the game:** Knowing how to evaluate whether to stay in one's own field or enter the adjacent one to help teammates.
- **Immediate effectiveness:** Entering the adjacent field and immediately being useful (creating density in defense or offering passing lanes in attack).
- **Rapid reaction:** Reorganizing quickly when the ball is lost, looking for the nearest teammate to defend the goal.
- **Communication:** Coordinating in pairs in defense through verbal instructions and sharing choices.



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## KEY ENCOURAGED BEHAVIORS TO OBSERVE (2/2)

- **Team compactness:** Goalkeeper and defense high up to support the attack; communication to maintain tight distances.
- **Total involvement:** Developing offensive actions involving the greatest number of players for a goal "that is worth a lot".
- **Equity and Altruism:** Developing strategies to let those who have not yet scored score a goal (e.g., letting them take set pieces).
- **Defensive attention:** Firmly limiting the offensive action of opponents who have not yet scored (e.g., double-teaming, preventive marking).



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## GAME 1: LET'S COLLABORATE IN TRANSITION

### **Format:**

Themed match with the whole team group on a variable-sized field.

### **Dynamics:**

The team not in possession defends by holding hands in pairs. At the end of an action (goal, foul, ball out, change of possession), the obligations are immediately reversed.

### **Scoring:**

Penalty kick against if a defender intervenes on the ball without holding hands. If there is an odd number of players, one defender per team plays alone.

### **Victory:**

The team that scores the most goals wins.



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## GAME 2: CONTINUOUS COLLABORATION

### Format:

Adjacent fields (14x10 m) with simultaneous 2vs2 matches. The teams (identified by only 2 colors) are distributed across both fields.

### Dynamics:

When the ball goes out, free players can invade the other field to help (in attack or defense). Dribble-in throw-ins.

### Scoring:

4 rounds of 5 minutes are played. After 3 shots past the goal line, a "free kick" without opposition is awarded.

### Victory:

The scores from the mini-fields are added together: the team (color) with the most points at the end of the 4th round wins.



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## GAME 3: VARIABLE GOAL MATCH

### **Format:**

Themed match  
with the whole  
team group on a  
suitably sized  
field.

### **Dynamics:**

The value of the goal  
changes based on the  
number of players  
involved in the action  
without losing  
possession.

### **Scoring:**

Example: Goal with 4  
players involved = 4  
points. Goal from an  
individual action (no  
passes) = 1 point.

### **Victory:**

The team that  
scores the highest  
number of points  
wins.



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## GAME 4: EVERYONE SCORES

### **Format:**

Themed match  
with the whole  
team group on a  
suitably sized  
field.

### **Dynamics:**

The main objective is  
to involve everyone in  
scoring.

### **Scoring:**

Subsequent goals by a  
player who has already  
scored only count as tie-  
breakers in the event of a  
final tie.

### **Victory:**

The team that gets  
the highest  
number of  
different players  
to score wins.



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## GAME 5: HUG MATCH

### Format:

Themed match  
with the whole  
team group on a  
suitably sized  
field.

### Dynamics:

After every goal, the  
players of both teams  
must hug each other  
(with all their  
members) as quickly  
as possible.

### Scoring:

The coach decides who  
hugged first. If it is the  
team that scored, the  
goal is valid; if it is the  
conceding team, the  
goal is disallowed.

### Victory:

The team that  
scores the most  
valid goals wins.



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## ANNEX S2.2

# «Putting oneself in others' shoes: understanding inequalities»

## PROMPT QUESTIONS



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- During the game, did you ever feel like you started with an advantage or a disadvantage? How did you feel?
- When you had more difficulties than the others, what helped you to keep playing?
- Did you notice someone struggling more? How did you behave towards him or her?
- In which moments did the help of your teammates make a difference?
- Do you think situations similar to those experienced on the pitch also happen in everyday life? Where?
- After this activity, what do you think is important to do when someone starts at a disadvantage?



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## ANNEX S2.3

# «Putting oneself in others' shoes: understanding inequalities»

## MATERIALS



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- 1) «*Let's collaborate in transition*»: *space markers, balls, bibs in 2 different colors.*
- 2)«*Continuous collaboration*»: *space markers, balls, bibs in 2 different colors.*
- 3)«*Variable goal match*»: *space markers, balls, bibs in 2 different colors.*
- 4)«*Everyone scores*»: *space markers, balls, bibs in 2 different colors.*
- «*Hug match*»: *space markers, balls, bibs in 2 different colors.*



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# ACTIVITY 3

**Title: Overcoming Obstacles and Enhancing Strengths: The Path of Personal Growth**

**Aim: To strengthen personal resources and the ability to overcome obstacles**

- 1) «I improve my ability to score/defend»
- 2) «We trust our potential»
- 3) «I discover my less skilled limb»
- 4) «I improve my physical fitness»
- 5) «I am aware of my needs»

For a detailed  
description of the  
activities see Annex  
S3.1



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## ACTIVITY 3 – DISCUSSION

### (Final discussion on the key points that emerged - 10 minutes)

Participants gather for a reflective discussion (**ANNEX S3.2**)

**Example of a prompt question:** What was the most difficult moment of the activity? How did you deal with it? When you made a mistake, what did you do afterward? Did you change anything?

**Tip:** Encourage reflection on the difficulties encountered during the activity and the strategies used to face them, helping participants recognize their own resources and connect what they experienced on the field to the challenging situations they may encounter in daily life.



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For the list of required materials, see ANNEX S3.3



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## ANNEX S3.1

# «Overcoming obstacles and valuing resources: the path of personal growth»

## SPORT ACTIVITIES IN DETAIL



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## ACTIVITY OBJECTIVE:

- **Practical Duration:** 20 minutes of specific activity within the 1 hour and 30 minute session.
- **Objective:** To promote the social inclusion and well-being of the youth involved by strengthening resilience, self-confidence, and the ability to face difficult situations.
- **Personal and relational development:** To allow participants to face progressive challenges and recognize their own limits, fostering a proactive attitude and the building of bonds based on encouragement and collaboration.
- **The role of football:** The activities contribute to the objective through exercises that involve progressive challenges, error management, and adaptation to variable game situations.
- **Methodology:** To structure the technical proposals to put participants in front of realistic but sustainable difficulties, fostering the confrontation with limits, the search for solutions, and the valorization of personal resources and group support.



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## KEY ENCOURAGED BEHAVIORS TO OBSERVE (1/2)

- **Attacking evaluation:** Consciously choosing the players to propose an action in numerical inferiority.
- **Strategic adaptation:** Evaluating countermeasures based on the number of attackers (e.g., pressing if in defensive superiority, vertical play if in offensive inferiority).
- **Action analysis:** Knowing how to describe tactical choices (timing of insertion, posture, coverage, positioning).
- **Openness to learning:** Showing interest in the information provided by the opponent (summarizing, explaining strengths, admitting difficulties).



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## KEY ENCOURAGED BEHAVIORS TO OBSERVE (2/2)

- **Constant effort:** Expressing maximum potential in each set and repetition of conditional activities.
- **Awareness:** Recognizing one's areas for improvement and facing them with determination.
- **Technical adaptation:** Modifying posture to receive and transmit the ball with the weaker limb.
- **Teammate support:** Passing the ball to facilitate the teammate's intervention with the weaker foot or the rapid development of the action.
- **Reflection:** Considering the behaviors on the "awareness list".



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## GAME 1: I IMPROVE MY ABILITY TO SCORE/DEFEND

### Format:

4 teams on 2  
fields, each with a  
goal and a  
goalkeeper.

### Dynamics:

Continuous and  
alternating corners;  
one team attacks, the  
other defends.

### Scoring:

After each action,  
opponents briefly  
confront each other to  
mutually explain  
marking/unmarking  
movements.

### Victory:

Collaborative  
activity: the goal is  
not the score, but  
tactical  
improvement  
through  
discussion.



## GAME 2: WE TRUST OUR ABILITIES

### Format:

2 groups (one attacks, one defends the goal with a goalkeeper).

### Dynamics:

Defined turns (e.g., 10 attacks), then roles are reversed. The attacking team *chooses* how many players to use for each action.

### Scoring:

Goal in numerical parity = 1 pt; in inferiority of 1 = 2 pts; in inferiority of 2 = 3 pts.

### Victory:

The team that scores the most points in the offensive phase at the end of the turns wins.



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## GAME 3: I DISCOVER MY WEAKER LIMB

### Format:

Multiple possession games (e.g., 4vs2 or 5vs3) free to move throughout the field.

### Dynamics:

Numerical superiority (+2). Obligation for the superiority: touch the ball at least once with the weak foot during each possession.

### Scoring:

Change defenders every 4'. The successful passes among the defenders after regaining the ball are counted.

### Victory:

The pair in inferiority that manages to exchange the most passes without losing the ball wins.



## GAME 4: I IMPROVE MY PHYSICAL CONDITION

### **Format:**

3 conditional  
stations: Strength,  
Speed/Reactivity,  
Endurance.

### **Dynamics:**

Players choose the  
station based on their  
physical  
shortcomings.

### **Scoring:**

Exercises with changes  
of direction, sprints on  
call, and continuous  
fast/slow circuits.

### **Victory:**

Personal  
challenge: the  
goal is to  
complete the sets  
expressing  
maximum  
potential.



## GAME 5: I AM AWARE OF MY NEEDS

### **Format:**

Positional game  
(e.g., 4vs4) in a  
rectangle, with 2  
target players per  
team on the long  
sides.

### **Dynamics:**

Target players are  
untouchable and free  
interchange. At the  
beginning, each player  
declares the area of  
the game they want to  
improve.

### **Scoring:**

1 point if the ball  
reaches both opposing  
target players  
alternately.

### **Victory:**

Whoever gets the  
most points wins,  
but the real goal is  
the coach's final  
feedback on the  
declared personal  
improvement.



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## ANNEX S3.2

# «Overcoming obstacles and valuing resources: the path of personal growth»

## PROMPT QUESTIONS



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- What was the most difficult moment of the activity? How did you face it?
- When you made a mistake, what did you do next? Did you change anything?
- Was there a situation where you wanted to give up? What helped you to keep going?
- In what moments did you realize you could do something you thought was too difficult?
- Who or what helped you the most during the difficulties: a quality of yours, a teammate, a piece of advice?



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## ANNEX S3.3

# «Overcoming obstacles and valuing resources: the path of personal growth»

## MATERIALS



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- 1) *«Improving my ability to score/defend»: space markers, footballs, bibs in 2 different colors.*
- 2) *«We trust our potential»: space markers, footballs.*
- 3) *«Discovering my weaker foot»: space markers, footballs, bibs in 3 different colors.*
- 4) *«Improving my physical condition»: cones, low hurdles, space markers, tables to fill out.*
- 5) *«I am aware of my needs»: space markers, footballs, bibs in 2 different colors.*



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# ACTIVITY 4

**Title: Respecting roles to respect one another**

**Aim: foster mutual respect through understanding the importance of each person's role**

- 1) «Build-up Play vs. High Press»
- 2) «Defending in Numerical Disadvantage»
- 3) «Last-Stand Defense»
- 4) «Alternating Attacks»
- 5) «Possession vs. Finishing»

For a detailed  
description of the  
activities see Annex  
S4.1



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## ACTIVITY 4 – DISCUSSION

### (Final discussion on the key points that emerged - 10 minutes)

Participants gather for a reflective discussion (**ANNEX S4.2**)

**Example of a prompt question:** What role did you take on during the activity? How did you feel in that role? At what moments did you realize that your task was important for the team? What happens when someone does not respect their role or the rules?

**Tip:** Encourage reflection on the importance of the roles assumed during the activity and on how respecting individual responsibilities contributes to the functioning of the group, helping participants connect their on-field experience to the dynamics of coexistence and collaboration in daily life.



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For the list of required materials, see ANNEX S4.3



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## ANNEX S4.1

«Respecting roles to respect each other»

## SPORT ACTIVITIES IN DETAIL



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## ACTIVITY OBJECTIVE:

- **Practical Duration:** 20 minutes of specific activity within the 1 hour and 30 minute session.
- **Objective:** To promote the social inclusion and well-being of young refugees through the understanding and respect of roles within a group.
- **Personal and relational development:** To foster awareness of the importance of everyone's contribution, supporting the development of individual responsibility, mutual trust, and the ability to cooperate towards a common goal to reduce conflicts and strengthen the sense of belonging.
- **The role of football:** The activities contribute to the objective through exercises that involve defined roles, specific responsibilities, and moments of interdependence among participants.
- **Methodology:** To structure game situations to make the importance of each role for the functioning of the team evident, valuing cooperation and mutual trust as necessary conditions to achieve the common goal.



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## KEY ENCOURAGED BEHAVIORS TO OBSERVE (1/2)

- **Defensive density:** Defending by creating central density, especially immediately after losing possession (rapid transition).
- **Unpredictability:** Changing the attacking front to surprise the opposing defense.
- **Tactical reading:** Closing passing lanes, inducing the opponent to play to a covered teammate.
- **Communication:** Verbally requesting teammates to move into "light zones" (open passing lanes) when there are no solutions.
- **Coordinated aggressiveness:** Constant and aggressive defense in the ball zone within one's own half of the field.



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## KEY ENCOURAGED BEHAVIORS TO OBSERVE (2/2)

- **Exiting the press:** Seeking quick vertical solutions to evade pressure.
- **Constancy:** Maintaining a high level of attention throughout the defensive activity.
- **Reactivity:** Minimizing transition times when a new group of attackers enters.
- **Courageous attitude:** Maintaining possession in the opponent's half of the field to keep them away from one's own goal.
- **Total pressing:** Exerting coordinated pressing with all elements (including the goalkeeper) upon losing the ball.



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## GAME 1: BUILD-UP AGAINST FIRST PRESSURE

### Format:

2 teams, field divided into Zone 1 and Zone 2. Defense entirely in Zone 1 except for one player in Zone 2.

### Dynamics:

The defense scores points if it passes the ball to the teammate in Zone 2. The attack scores points by scoring a goal.

### Scoring:

The goalkeeper can make direct passes. Roles change after 10 minutes.

### Victory:

The team that adds up the most total points (goals + completed passes in Zone 2) wins.



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## GAME 2: DEFENDING IN INFERIORITY

### Format:

Match on a marked field divided in half.

### Dynamics:

The teams play in constant numerical inferiority in their own defensive half.

### Scoring:

Anyone who changes halves must be quickly replaced by a teammate from the opposite sector.

### Victory:

The goal is to avoid penalties: slow changes or imbalances result in loss of the ball or a disallowed goal.



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## GAME 3: CONTINUOUS DEFENSE

### **Format:**

3 subgroups: one defends, one attacks, the third waits outside the field.

### **Dynamics:**

The defense holds out for 6 minutes. If they recover the ball and pass it to the group outside, the attack leaves and the new ones enter.

### **Scoring:**

If the attack scores a goal, they stay on the field and press to regain the ball immediately.

### **Victory:**

The team that concedes the fewest goals during its defensive turn wins.



## GAME 4: ALTERNATING ATTACKS

### **Format:**

3 teams. Two defend one goal each, the third attacks. In the center, there is a 10-meter "goal".

### **Dynamics:**

The two defenses exchange the ball along the ground through the central goal. The attack tries to score, freely changing fronts.

### **Scoring:**

3 rounds of 6 minutes are played, rotating the teams.

### **Victory:**

The team that scores the most goals (as attacker) and concedes the fewest central passes (as defender) wins.



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## GAME 5: POSSESSION VS FINISHING

### **Format:**

2 teams of equal numbers in a themed match.

### **Dynamics:**

One team defends the goal by maintaining possession, the other attacks trying to score.

### **Scoring:**

Roles are reversed at established time intervals (e.g., every 2 or 5 minutes).

### **Victory:**

At the end of all rounds, the team that conceded fewer goals to the opponents wins.



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## ANNEX S4.2

# «Respecting roles to respect each other»

## PROMPT QUESTIONS



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- What role did you play during the activity? How did you feel in that role?
- In what moments did you realize that your task was important for the team?
- What happens when someone does not respect their role or the rules?
- Did you have to trust a teammate? How did it go?
- How does respecting roles help the group function better?
- Do you think everyone has a role off the pitch too? In what situations is it important to respect it?



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## ANNEX S4.3

# «Respecting roles to respect each other»

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- 1) *«Build-up against first pressure»: space markers, footballs, bibs in 2 different colors.*
- 2) *«Defending in inferiority»: space markers, footballs, bibs in 2 different colors.*
- 3) *«Continuous defense»: space markers, footballs, bibs in 3 different colors.*
- 4) *«Alternating attacks»: space markers, footballs, bibs in 3 different colors.*
- 5) *«Possession vs finishing»: space markers, footballs, bibs in 2 different colors.*



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