COMMUNITY

Creating community and promoting social integration between refugees and host community through physical activities and sport

This guide is part of the results of the 'COMMUNITY' project (Creating community and promoting social inclusion between refugees and host community through physical activities and sport), implemented by the University of Barcelona.

**Funded by
the European Union**

LIST OF AUTHORS

Coordinators of the guide: Merche Ríos Hernández, Cati Jerez Paredero, Francesc Buscà Donet, Carme Panchón Iglesias, Teresa Lleixà Arribas and Laura Tomàs Canalís.

MERCHE RÍOS HERNÁNDEZ: mercherios@ub.edu

A graduate in Physical Education with a PhD in Educational Sciences, she is a physical-sports activity advisor and community advisor for the Fundación Solidaridad of the University of Barcelona (UB). She is the promoter and coordinator of the UB's Socio-Sports Meetings and service learning credits between UB students and at-risk or socially excluded people (from 1993 to 2020).

CATI JEREZ PAREDERO: cjerez@ub.edu

A graduate in Sociology and Political and Administration Sciences, she is coordinator of the UB's Support Programme for refugees and people from conflict zones. A manager of intervention and social inclusion projects for migrants and refugees (Smile, Uni(di)versity and IncludeMe), she is in charge of the Community, Inhere and RESCUE projects at the UB's Fundación Solidaridad:

FRANCESC BUSCÀ DONET: fbusca@ub.edu

He has a degree in Physical Education and a PhD from the UB. A professor of the Department of Applied Didactics in the UB's Faculty of Education, he is a member of the EDUFISES research group and the GISEAFE 2017SGR1162 consolidated research group. He is the academic leader of the Community project.

CARME PANCHÓN IGLESIAS: cpanchon@ub.edu

She has a PhD in Educational Sciences and received an Extraordinary Doctorate Award from the UB. Department of Research Methods and Diagnosis in Education of the UB. The UB's director of the European project "Refugees Education Support in MENA Countries-RESCUE" (2016-2019), she is the coordinator of the GIA Research Group (Childhood and Adolescence Group) at the UB's Institute of Professional Development (IDP-IC).

TERESA LLEIXÀ ARRIBAS: teresa.lleixa@ub.edu

With a PhD in Educational Sciences, she is a professor in the UB's Department of Applied Didactics. A member of the EDUFISES research group, recognised

by the UB, she is also a member of the consolidated and funded research group GISEAFE. She is involved in the group Active Methodologies in Teaching Innovation for Physical Education Teacher Training.

LAURA TOMÀS CANALÍS: ltomas@ub.edu

A social educator, she is also a physical education teacher at "Escola Decroly de Barcelona". A specialist in the development of inclusive physical-sports activities through cooperative methodology and sensory stimulation, she is involved in the ICE's study group "Physical Education and the inclusion of students with disabilities" at the UB.

NEUS CAROL GRES: ncarol2@xtec.cat

A graduate in Physical Education, she has a PhD in Advanced Education (DEA) and a Master's in Adapted Physical Activity (University of Strasbourg). physical education teacher at the Institut Sants in Barcelona, she is the co-creator of the AFIN project. She is involved in the ICE's study group "Physical Education and the inclusion of students with disabilities" at the UB.

AMAIA ETXEBERRIA MAGANTO: amaiaetxeberriamaganto@gmail.com

A physical education and special education teacher, she has a Master's in Motor-Skill Activity and Education. She teaches at San Luis La Salle in San Sebastián. A specialist in the development of inclusive physical-sports activities through cooperative methodology, she is involved in the ICE's study group "Physical Education and the inclusion of students with disabilities" at the UB.

JORDI MARTÍNEZ TIRADO: jordimartinez@fje.edu

With a degree in Primary Education and specialised in Physical Education from the UB, he is a physical education teacher at the Escola Jesuïtes del Clot in Barcelona. A specialist in the development of inclusive physical-sports activities through cooperative methodology, he is involved in the ICE's study group "Physical Education and the inclusion of students with disabilities" at the UB.

BERNAT MUÑOZ BALCELLS: bernatmuba@gmail.com

A physical education teacher, he has a Master's degree in Motor-Skill Activity and Education and is a project manager at Special Olympics Catalunya. A specialist in the development of inclusive physical-sports activities, he is involved in the ICE's study group "Physical Education and the inclusion of students with disabilities" at the UB.

GEMMA PINTÓ LONGAS: gemmapinto86@gmail.com

With a diploma is Primary Education Teaching and a Master's in Psychopedagogy, she is a Primary Education teacher at Escola Anglesola in Barcelona and is specialised in attention to diversity. She is involved in the ICE's study group "Physical Education and the inclusion of students with disabilities" at the UB.

CARME RUBIO ROSSELL: crubiorossell@gmail.com

A physical education teacher with a Master's degree in Motor-Skill Activity and Education from the UB, she is a project manager and educator at Fundació Barça. She is a specialist in developing inclusive physical-sports activities and physical-sports activities in the context of juvenile justice. She is involved in the ICE's study group "Physical Education and the inclusion of students with disabilities" at the UB.

NATÀLIA ZAPATERO MAS: nzapater@xtec.cat

A physical education teacher at "Escola Bon Salvador" in Sant Feliu de Llobregat, she is also an Associate Professor in the Department of Applied Didactics of the UB's Faculty of Education. A specialist in Physical Education and social inclusion, she is involved in the ICE's study group "Physical Education and the inclusion of students with disabilities" at the UB.

TABLE OF CONTENTS

PROLOGUE

Refugees are not refugees of their own free will, as they have been forced to flee their homes to save their lives or freedom. When they arrive in a host community, they find many difficulties integrating because they do not know the culture or language, they lack family or friends and they often suffer from discrimination and xenophobia. This makes them highly vulnerable and can put them at risk or in a situation of social exclusion.

Through its 'COMMUNITY' project, the University of Barcelona (UB) aims to promote the social inclusion of refugees in their host community and raise public awareness of the need to integrate them into our cities to achieve good coexistence, avoid future social problems and ensure that we can all enjoy a full life in society.

To attain this, the UB promotes cooperative physical activity to enhance refugees' physical and psychological wellbeing and their social inclusion. This is because there is no distinction between people when we are playing. Race, religion, gender and nationality do not matter. Therefore, sports games are a healthy way to bring refugees and their community closer together, overcome cultural barriers and learn that all people are equal, despite our differences.

The UB has been organising Socio-Sports Meetings with different groups since 1993. Since 2015, refugees, asylum seekers and university students have been involved as well. The objective is to promote social cohesion and improve coexistence in our communities. Since we are equal regardless of where we come from when we are playing together, we can also be equal when we are living together.

INTRODUCTION

According to the United Nations High Commissioner for Refugees (UNHCR), over 108.4 million people across the world had been forcibly displaced from their homes due to violence and conflict in 2022, 19 million more than in 2021. With the outbreak of the war in Ukraine, a record number of forcibly displaced people has been reached globally. In view of the instability in key regions of the world, it does not seem possible that this problem will subside in the months or years to come.

The phenomenon of people being forced to move due to violence is here to stay. **According to UNHCR, 1 in 74 people around the world have been forced to leave their homes as a result of conflict and persecution.** Moreover, many of these people look to the countries of the European Union as a safe space to develop their potential and ensure a future for their loved ones.

In this regard, in a context in which the local impacts of globalisation and the forced and/or voluntary movement of people are evident, as are the responses that governments have given to these global challenges, the **University of Barcelona (UB) is firmly committed to use its resources, facilities and knowledge to create a peaceful and fair society based on cooperation and solidarity.**

In this complex global context, universities are beginning to envision a space for cooperation linked to their scope of action (as part of efforts to promote access to higher education) and their social responsibility.

Therefore, the University of Barcelona's creation and development of the **UB Support Programme for refugees and people from conflict zones follows through on its promise with the firm belief that universities are agents of social transformation.**

The 'COMMUNITY' project (Creating community and promoting social inclusion between refugees and host community through physical activities and sport) is part of this UB Support Programme. Supported by the European Union, it is being developed by the Directorate-General for Education, Youth, Sport and Culture

The 'COMMUNITY' project is a three-year effort led by the University of Barcelona with the support of NGOs specialised in working with refugees. **The project seeks to promote refugees' social inclusion in host communities through the implementation of Socio-Sports Meetings, a methodology based on physical and sports activities developed**

> The University of Barcelona's creation and development of the UB Support Programme for refugees and people from conflict zones follows through on its promise with the firm belief that universities are agents of social transformation.

as part of service learning. It aims to improve knowledge and mutual understanding between refugees and host communities (mainly university students) by working on topics such as empowerment, coexistence, positive conflict management, critical thinking, interculturality and intergenerational relations. Of course, it also strives to facilitate physical wellbeing.

As a result of the implementation of the 'COMMUNITY' project, this guide has been prepared to:

- provide guidelines for organising Socio-Sports Meetings between university students and refugees, asylum seekers and those in similar situations.

- transfer their organisation to other universities and social contexts, which must adjust them to their idiosyncrasies.

The Socio-Sports Meetings have already become an established model of socio-educational intervention and a benchmark for other Catalan, Spanish and international universities.

They have been promoted in a collegial manner between the University of Barcelona's Faculty of Education, the Government of Catalonia's Secretariat of Criminal Measures, Reintegration and Care for Victims, the Mental Health Federation of Catalonia and organisations representing young people with social difficulties, in collaboration with the University of Barcelona's Fundación Solidaridad. This encompasses 30 years of experience, with 18,000 people, including some deprived of liberty, people with mental health problems, young people facing social difficulties and students at the University of Barcelona who have benefited from them, in addition to a replica at the National Autonomous University of Nicaragua (UNAN-León) for 11 years, in collaboration with the University of Barcelona and the University of Barcelona's Fundación Solidaridad. Since 2019, the last two institutions have also promoted Socio-Sports Meetings at the Manuel Fajardo University of Physical Culture and Sports Sciences of Cuba and the University of the Aegean (Lesbos, Greece), and did the same at the University of Carthage (Tunisia) in 2021-2022.

The 30 years of history in organising the Socio-Sports Meetings have been 30 years during which the institutions involved have been working in a network through the joint efforts of university professors and professionals from the collaborating organisations and centres: their physical education

The COMMUNITY project seeks to promote refugees' social inclusion in host communities through Socio-Sports Meetings.

teachers, educators, other professionals on the educational teams, administrative teams, managers and, of course, the students of the University of Barcelona and people in situations of risk or social exclusion.

This Guide is staunchly committed to the right to practice physical sports in a community, an environment of coexistence, which we believe is one of the spaces to which refugees should have access to promote their socialisation, education and empowerment. To achieve this objective, we believe that the openness of the community is necessary and essential. We also think that the university should act as a tool of social transformation, actively working to eradicate social inequalities, ultimately upholding a society fairer for everyone. In this sense, **the Socio-Sports Meetings are a pioneering socio-educational intervention both in Catalonia and in Spain.**

The Socio-Sports Meetings aim to break with preconceived and stigmatising ideas attached to refugees. From this point of view, we think it is great that university students come to grasp social realities first-hand, as they are too tainted by hazy prejudices and ideas that have little or nothing to do with them. Breaking the stereotypes of refugees and understanding their real situations clearly and emphatically helps to improve university students' academic training and personal development, assuming that doing so also requires socio-educational intervention and raises their expectations of a new path of professional intervention.

We believe that an added value of the experience lies in the sharing of situations of coexistence through Socio-Sports Meetings. When people live in their own skin, exchanging, doing recreational, motor-skill-related and cultural activities together, they can create many more points of contact, enhancing interrelationships between them and promoting positive changes in attitude.

The guide is organised into chapters. The first chapter synthesises the context of refugees and their idiosyncratic traits, as well as the factors that promote social inclusion. The second chapter describes the Socio-Sports Meetings in detail. The third chapter lays down the theoretical basis for their justification, specifying their purposes, objectives and work methodology. It also defines the skills to be acquired by the university students and refugees. The fourth chapter covers the action protocols between the institutions involved, formulates the criteria for socio-educational intervention, establishes the tools necessary for evaluating

> This guide can provide useful guidelines for developing Socio-Sports Meetings to promote social inclusion, prevent exclusion and open the university to other social realities.

the Socio-Sports Meetings, explains why they are considered a good practice whose organisation can be transferred to other refugee-related and university contexts and closes by reflecting on the benefits for the participants. Finally, the fifth chapter lays down the didactic guidelines for organising the Socio-Sports Meetings, accompanied by an example of a session and a compendium of motor-skill approaches, collective games and cooperative challenges, most of which can be carried out with no or little material, given the idiosyncrasies of many socio-educational intervention centres and organisations.

To prepare this document, authors with extensive experience have been brought together to share their knowledge in this field. Their common denominator is their close connection with socio-educational intervention in at-risk groups or groups experiencing social exclusion and their commitment to social justice so it can provide educational and social improvements to people.

The results of their work can provide university professors, professionals working for centres and organisations hosting refugees and others a varied option of **useful guidelines for developing Socio-Sports Meetings to promote social inclusion, prevent exclusion and open the university to other social realities.**

CHAPTER ONE

Refugees and Social Inclusion

INTERNATIONAL PROTECTION: APPROACH AND OVERVIEW

Cati Jerez

What is asylum?

According to the United Nations High Commissioner for Refugees (UNHCR), asylum is "the right of every person to seek protection outside their country when fleeing as a result of conflict or persecution that endangers their life due to their race, religion, gender, sexual orientation, social group, nationality or political opinion. That is, the person has well-founded fears of losing their life".

The right to asylum is recognised in the Universal Declaration of Human Rights, specifically in Article 14, which reads as follows:

1. In case of persecution, everyone has the right to seek and enjoy asylum in any country.

1. This right may not be invoked against a judicial action actually originated by common crimes or by acts contrary to the purposes and principles of the United Nations.

Legally, the right to asylum is recognised through an international instrument: the Convention Relating to the Status of Refugees (1951), also known as the Geneva Convention, and the Protocol Relating to the Status of Refugees (1967), which Spain signed in 1978.

Asylum in Spain

The state has jurisdiction over asylum. In Spain, there is a legislative framework recognising and developing the right to asylum that offers the following types of international protection:

- Refugee. According to the Spanish Ministry of the Interior, refugee status is defined as recognising "any person who, due to well-founded fear of being persecuted for reasons of race, religion, nationality, political opinions, membership in a certain social group, gender or sexual orientation, is outside

According to UNHCR data, 108.4 million people had been forcibly displaced at the end of 2022.

- the country of his or her nationality and cannot or, because of such fears, does not want to avail himself or herself of the protection of that country, or the stateless person who, lacking nationality and being outside the country where he or she previously had habitual residence, for the same reasons cannot or, due to said fears, does not want to return to it, and is not subject to any of the causes of exclusion, denial or revocation established in Law 12/2009, of 30 October, regulating the Right to Asylum and Subsidiary Protection".

- Subsidiary international protection. According to the Spanish Ministry of the Interior, subsidiary international protection is understood to be "provided to people from other countries and to stateless persons who, without meeting the requirements to obtain asylum or be recognised as refugees, but who have well-founded reasons to believe that if they returned to their country of origin in the case of nationals or, to their previous habitual residence in the case of stateless persons, they would face a real risk of suffering any of the serious forms of harm provided for in Law 12/ 2009, of 30 October, regulating the Right of Asylum and Subsidiary Protection, and who cannot or, because of said risk, do not want to avail themselves of the protection of the country in question, provided that there are no existing causes of exclusion or denial established in the aforementioned Law".

People who have initiated the administrative process for granting refugee status or subsidiary international protection are asylum seekers. The file review and response processes are long and an asylum seeker can wait up to two years for a resolution.

Refugee data worldwide

According to UNHCR data, 108.4 million people had been forcibly displaced at the end of 2022. This is an unprecedented figure and amounts to 19 million more people than in 2021. In other words, 1 in every 74 people on the planet have been forced to leave their home.

Of these 108.4 million people, 62.5 million have been displaced within the borders of their countries (internal displacement) and 35.3 million are refugees outside their countries of origin. Over half (52%) of the total number

of refugees came from three countries: Syria, Ukraine and Afghanistan.

Map 1. Distribution of forcibly displaced people by country of asylum in 2022.

Source: UNHCR. Global trends. Forced displacement in 2022.
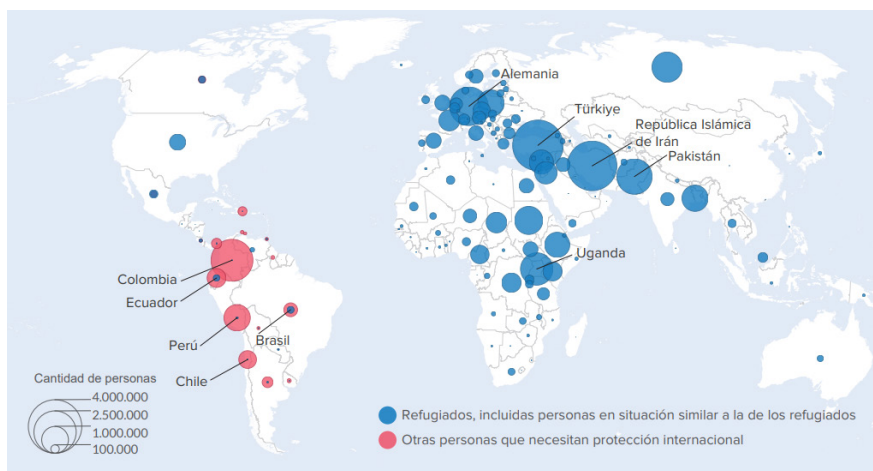
However, this is just a snapshot of a specific moment in time. The dynamics of conflicts mean that both the numbers and the origin of refugees vary depending on the outbreak and development of said conflicts.

Refugee data in Europe and Spain

According to data from the European Statistics Agency (Eurostat), the number of asylum applications in the countries of the European Union took a quantitative leap in 2015 and 2016 due to the massive influx of refugees from Syria, where major fighting had taken place since 2011. Asylum applications have decreased since 2017, with the entry into force of the treaty between the EU and Turkey.

Evolution of asylum applications (first applications) in Europe and Spain in 2012-2022.
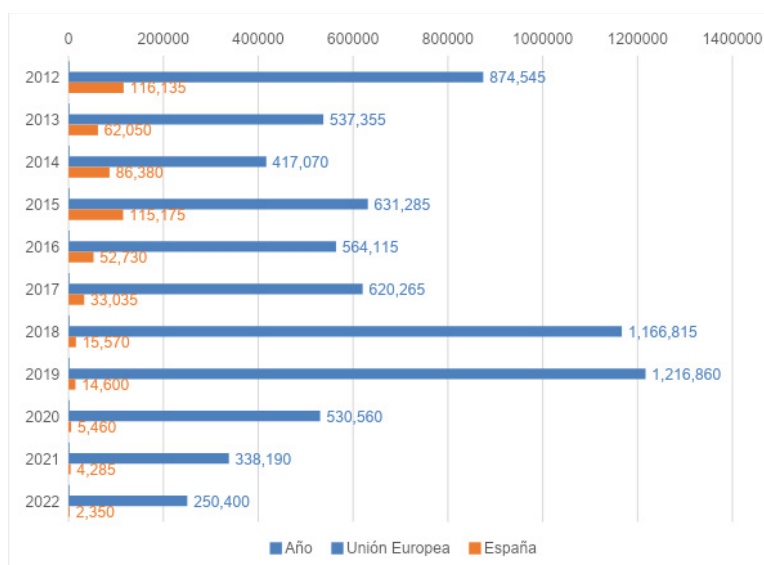
Source: Author's creation based on Eurostat data.

In Spain, however, the number of asylum applications has increased since 2017 due to the massive arrival of nationals from Venezuela and Colombia due to the worsening socio-political and economic conditions in their countries.

By nationality, asylum applications reflect the volatility of conflicts in the world. Below, we show the 10 main nationalities of asylum seekers during the years that concern the 'COMMUNITY' project giving rise to this guide.

Comparative table 1. The top 10 asylum-seeking nationalities (first applications) in Europe in 2020, 2021 and 2022.

2020		2021		2022	
Syria	63,600	Syria	98,900	Syria	132,010
Afghanistan	44,285	Afghanistan	84,555	Afghanistan	113,900
Venezuela	30,325	Iraq	26,020	Venezuela	50,050
Colombia	29,055	Pakistan	21,040	Turkey	48,615
Iraq	16,275	Turkey	20,355	Colombia	42,420
Pakistan	15,910	Bangladesh	18,830	Pakistan	32,905
Turkey	13,915	Venezuela	17,375	Bangladesh	31,940
Bangladesh	10,420	Somalia	15,100	Georgia	25,940
Somalia	10,135	Morocco	13,710	India	25,855
Nigeria	9,555	Colombia	13,140	Ukraine	24,710

Source: Author's creation based on Eurostat data.

Comparative table 2. The top 10 asylum-seeking nationalities (first applications) in Spain in 2020, 2021 and 2022.

2020		2021		2022	
Venezuela	28.065	Venezuela	15.655	Venezuela	45,225
Colombia	27.180	Colombia	11.100	Colombia	35,515
Honduras	5.465	Morocco	6.440	Peru	8,850
Peru	5.145	Mali	4.470	Morocco	3,765
Nicaragua	3.680	Senegal	3.145	Honduras	2,970
El Salvador	2.475	Peru	2.235	Nicaragua	2,040
Cuba	1.485	Honduras	2.195	Mali	1,625
Mali	1.440	Afghanistan	1.580	El Salvador	1,455
Ukraine	1.010	Pakistan	1.415	Cuba	1,335
Morocco	945	Nicaragua	1.195	Afghanistan	1,310

Source: Author's creation based on Eurostat data.

As can be seen in comparative tables 1 and 2, the dynamics of asylum applications by nationality vary in the European Union and Spain, with Spain presenting its own dynamics related to language, cultural and historical relations with Latin American countries and its proximity—as a southern border—with African countries.

THE SOCIAL INCLUSION OF PEOPLE UNDER INTERNATIONAL PROTECTION

Cati Jerez

The International Protection Reception System (IPRS)

Asylum seekers and beneficiaries of international protection in a vulnerable situation, meaning that they lack the means to meet their basic needs, can request entry into the International Protection Reception System (IPRS). As stated in the Manual de gestión (2020), the aim of the IPRS is to "facilitate the recipients' gradual autonomy and their social insertion and placement in the job market in the host society. These objectives are implemented in two phases or stages that meet different needs, taking into account the time spent in our country, their personal development and the degree of autonomy acquired".

This process lasts 18 months, extendable to 24 months for vulnerable people, and consists of the following phases:

- Evaluation and referral/emergency reception phase. Duration: 30 days. The person's needs are evaluated and, if necessary, they are referred to the resources deemed appropriate.

- Reception phase. Duration: six to nine months. The person enters a reception centre (managed by the Ministry) or a reception facility (managed by specialised organisations like the Red Cross, ACCEM or others). In these spaces, basic needs are covered and work is done on acquiring skills aimed at gaining autonomy for the next phase.

- Preparation phase for autonomy. Duration: 12 to 18 months. This phase works on aspects that facilitate the person's social integration into the host society.

The principles that govern the integration policy for refugees in Spain (España y el pacto global, 2019) include:

- Equality and non-discrimination between the refugee and local populations in terms of rights and obligations.

- Citizenship: this promotes recognition of the refugee population's participation in the social, economic, cultural, political and civic spheres.

- Inclusion: the refugees' social, economic, personal and cultural disadvantages are recognised and "processes" are created to overcome these situations.

- Interculturality: this implies "valuation of and respect for cultural diversity."

However, the IPRS faces significant criticism:

- The National Integration Evaluation Mechanism (NIEM) (NIEM, 2020) explains that "the Spanish International Protection Reception System (IPRS) has not been able to respond to the exponential increase in asylum requests (...). Despite having increased its capacity and made reception more flexible, the lack of regulations and scarcity of resources do not guarantee the integration of all asylum seekers".

- The system is rigid and there is a lack of adaptation between its design and the reality faced by the most vulnerable people: their economic and social situation, access to the job market, insecure working conditions, limitations in access to the housing market and so on. This lack of adaptation between the IPRS framework of action and the real conditions in which refugees live reduces the possibilities of gaining autonomy for people in the most vulnerable situations. People who leave the IPRS often face situations of socioeconomic exclusion and end up entering the social assistance systems of local public administrations.

Factors affecting social inclusion

Adapting resources and creating and implementing effective integration policies are two vital ways to guarantee both the reception and social insertion of refugees. Social insertion must be understood as a lasting solution. This means that reception policies must be designed, financially supported and implemented under the assumption that people with international protection needs will settle in the territory for long periods of

time. Current integration policies are based on the idea that refugees will only stay temporarily. This can lead to the entrenchment of socioeconomic exclusion for people or groups in situations of greater vulnerability.

Asylum-seekers' social, economic and psychological situations and conditions differ from each another when they arrive in the host society. The search for international protection and a safe space, the administrative processes to request asylum and other processes required to arrive and establish oneself in a new country, insertion in a new economic, cultural and social context, the management of emotions and expectations all add up to a drastic change. Moreover, the intensity and duration of these processes can be affected by different factors that can increase refugees' vulnerability. Thus, public administrations, specialised and collaborating organisations and particular civil society initiatives are increasingly paying attention to supporting social integration. In some cases, they do this through specific mentoring programmes; in others, they help these people to achieve an autonomous and dignified life by working on personal and social skills.

In any case, according to the studies consulted, refugees have significant problems in accessing the job market and the housing market (both for rental and purchasing). In some cases, they also encounter obstacles to access non-compulsory education. Access to the job market often occurs in conditions of temporary employment and job insecurity. Likewise, people often access low-skilled employment in the primary sector, construction, the service sector or informal employment. Access to employment and working conditions are crucial, since refugees' lives and future plans are developed and centred around them.

Social integration processes can differ greatly depending on a series of factors. Two levels can be distinguished here:

- Structural and public policy level. This is related to the local economic context (how the job market is structured) and to active and passive social integration policies. Policies for the administrative regulation of access to housing, work, recognition of previous studies and standardisation of qualifications are included here. At this level, economic insecurity and uncertainty about administrative status (administrative regularity vs. irregularity or being "without papers") help to increase refugees' situation of vulnerability and socioeconomic exclusion.

- Individual factors. These factors include social support networks (social capital) or the lack of them, which impact all the previous dimensions: access to the job market, access to housing, social integration in the host society, effective participation in spaces of coexistence, access to information, access to institutional support spaces and so on.

Many refugees arrive in host societies without a social support network. Without friends or family, their social capital is very limited and so are the possibilities of relating to the host society, joining the job market and obtaining truthful and understandable information about different procedures or access to services. Thus, building "social capital" is key to integration and inclusion. It can be built through different strategies of learning about each other and interrelating in formal and informal contexts, which can help the person to find their bearings in the local environment, in cultural codes and in relations with public administrations, which people help to rethink and tear down stereotypes and cultural creations of otherness. Above all, this positively impacts people's well-being. Therefore, "the absence or weakness of networks of family, friends and countrymen become a factor that helps to explain the situation of vulnerability" of groups of refugees (Martínez & Villaseñor, 2018). As such, promoting meeting spaces to create networks that expand the refugees' social capital can be key to boosting and improving integration and social inclusion.

In conclusion, the design, provision and effective implementation of economic and social policies that favour the short, medium and long-term social inclusion of refugees is essential to breaking the vicious circle of

Many refugees arrive in host societies without a social support network.

vulnerability and socioeconomic exclusion. One basic thing work on is the design and implementation of coordinated and consistent actions that promote and contribute to the creation and development of social capital. Learning about each other and developing friendship networks not only helps people to improve their social and economic situation and gain access to more and better opportunities, but it also influences their emotional and personal well-being.

This is where Socio-Sports Meetings between refugees and university students come into play. Physical and sports activity boosts refugees' physical and psychological well-being, which is essential for social inclusion, and promotes the creation of support networks by creating bonds between refugees and the host society. At the same time, Socio-Sports Meetings influence the perspective of people in the host community, reducing the stigmatisation of refugees and breaking the prejudices surrounding them through critical and constructive analysis of discrimination, segregation, racism and xenophobia. Refugees' social inclusion is promoted as a result.

CHAPTER TWO

What Are Socio-Sports Meetings?

WHAT ARE SOCIO-SPORTS MEETINGS?

Merche Ríos Hernández

In addition to teaching, research and knowledge transfer, one of the main purposes of the university is social responsibility and commitment, including involvement in social construction and improvement. The Socio-Sports Meetings help to achieve this purpose, as they combine university students' education with community service, helping to train the people who participate and acting as socialising agents at the same time, thereby collaborating in the education, rehabilitation, resocialisation and social inclusion of people at risk or facing social exclusion.

Since 1993, the University of Barcelona has worked closely with its Fundación Solidaridad, the Government of Catalonia's Secretariat of Criminal Measures, Reintegration and Care for Victims, the Mental Health Federation of Catalonia and other organisations representing young people in situations of social difficulty. One of the objectives of this joint effort is to put university students in contact with different contexts of at-risk or socially excluded people, which are so difficult to access, and to give them a closer relationship with the community.

This has all been possible thanks to the subject "Sports and Games", an elective in the Bachelor's degree in Social Education, various subjects linked to the training of Primary Teachers, majors in Physical Education and Attention to Diversity, the Master's degree in Physical Activity and Education, free elective credits in Physical Education (currently recognised under the name of Service Learning credits) and the international cooperation programmes "Educate and socialise groups at risk of social exclusion in Nicaragua"[1] and the Socio-Sports Meetings in Cuba[2].

The first clarification to make on this topic is terminological. Although the generic name "Socio-Sports Meeting" has become well-known to the point of becoming part of both the university culture and socio-educational

---

[1] This training activity was recognised with 6 free elective credits by the University of Barcelona during those years. The university in question was the National Autonomous University of Nicaragua (UNAN-León).

[2] "Socio-Sports Meetings programme. Socio-educational intervention in mental health centres and penitentiary centres through physical education (cooperative motor-skill game)" of international cooperation between the University of Barcelona and the Manuel Fajardo University of Physical Culture and Sports Sciences in Havana.

intervention organisations, we believe that, given the types of activities organised, perhaps it would be better to call it a "recreational motor-skill meeting", since it is based on games involving motor-skills. The socialising component of the game greatly facilitates the achievement of the proposed objectives (promoting interrelations between university students and people in situations of risk or social exclusion) in contrast to sports practices that focus first and foremost on competition (Ríos 2001).

There are two phases in the university course: in the first, the students go to the socio-educational intervention centres. In the second, when the course is coming to an end, the people at risk or social exclusion travel to the University of Barcelona's Mundet Campus.

The Socio-Sports Meetings seek to facilitate the communication and socialisation of a group of people in a situation of risk or social exclusion by interacting with students from the University of Barcelona, organising equal groups between the two groups and playing motor-skill games together as companions and playmates based on a situation of equality, which helps social interrelation to occur spontaneously and naturally. By participating, the university students are exposed to a social reality that is very difficult to access otherwise.

Next we will describe the steps to follow in relation to preparing and developing the Socio-Sports Meetings (Ríos 2001), which are complemented with the content of the chapter "Criteria for organisation and action protocols between the university and refugee-related contexts".

The Socio-Sports Meetings facilitate socialisation of people in a situation of risk or social exclusion by interacting with students from the University of Barcelona

One-off Socio-Sports Meetings

- Contextualisation in the classroom: as a first step, the university teaching staff teaches a session focused on the environment of the group of people at risk or facing social exclusion who will participate in the Socio-Sports Meeting, producing an initial framework for thinking about the right to equal opportunities, social inclusion and social justice, as well as the role of physical education as a resource for socio-educational intervention in that area.

Then the professional from the socio-educational intervention centre (expert, education professional) teaches a contextualisation session, describing the main characteristics of the population involved, the main operating rules of the centre, if appropriate, and the facilities,

equipment, educational model and different socio-educational intervention programmes, including those dealing with physical activity and sports. If possible and the circumstances permit, the professional is accompanied by one or more members of the group of people at risk or facing social exclusion with whom he or she works, thereby reinforcing the message of what social exclusion means and the importance of inclusive measures, reaching students more significantly, with much greater impact, as they experience it without intermediaries.

- Organisation of committees: the students are organised into committees according to the socio-educational intervention centre they are going to visit. Under the guidance of university professors, they design an initial approach for motor-skill games to be developed and another for recreational motor-skill and cultural activities to be shared at the University of Barcelona's Mundet Campus. At the same time, each socio-educational intervention centre organises its own committee among the at-risk or socially excluded people that it welcomes and they design an initial approach for a Socio-Sports Meeting, in this case under the mentorship of the sports expert or education professional of the centre in question.

- Visit by the university student committee to the socio-educational intervention centres: the student committee pays a first visit to the corresponding socio-educational intervention centre. This consists of a guided tour of the centre that helps the students to get first-hand exposure to the situation that had been theoretically contextualised in the classroom. They work with the committee of at-risk or socially excluded people selected to participate in the Socio-Sports Meetings and agree on the activities to be carried out that day together, with both groups jointly leading the discussion about each of the motor-skill games. This establishes an initial bond that will be strengthened later in the different actions planned in the global process of the Socio-Sports Meetings. The commission of at-risk or social excluded people from the socio-educational intervention centres previously goes to the university to participate in a new design meeting with the students, which acquaints them with the space and the means they have at available as they specify the final design of the reception at the university campus.

- The day of the Socio-Sports Meeting: the activities designed equally between the students and at-risk or socially excluded people are shared. These activities are agreed upon at all times by the professionals of the socio-educational intervention centres and the university's teaching staff.

Developing Socio-Sports Meetnings has been possible thanks to "Sports and Games", an elective in the Bachelor's degree in Social Education

> **Activities are agreed upon at all times by the professionals of the socio-educational intervention centres and the university's teaching staff.**

The day begins with the motor-skill games space, which usually lasts from one and a half to two hours. University students and at-risk or socially excluded people make up the learning group. The idiosyncratic characteristic of these recreational and motor-skill activities is that they are cooperative in nature, requiring the interaction of the participants to collaborate, help each other and provide mutual support to achieve the objective of the game, thereby avoiding the confrontation generated by competition.

Not only are their social and communication skills improved, but their motivation for social interaction increases and the group's coexistence is enhanced.

At the end of the motor-skill games, when the relationship between both groups is more fluid, an assessment is held between everyone involved in the event. This involves an initial evaluation of how it took place in a calm, safe space where participants can express their experiences, sensations and emotions during the event. This assessment lasts 15 to 30 minutes.

Refreshments are then served, lasting about an hour. This gives way to relaxed conversation between the university students and the at-risk or socially excluded people as they enjoy the food and drink. We think this time is indisputably valuable for developing the social skills of both groups.

Then there is a guided tour of the centre led by the centre's physical education professional or teacher and a committee of at-risk or socially excluded people so the students can get to know the different areas for socio-educational intervention.

After the tour, the event ends with a new assessment in the same socio-educational intervention centre by the university students, where they express their experiences and thoughts and raise questions that their participation in the Socio-Sports Meeting has produced.

- To close the circle, the group of at-risk or socially excluded people is welcomed at the university through cultural, recreational and sporting activities.

In general, when students travel to socio-educational intervention centres, they spend a half-day, morning or afternoon, or exceptionally a whole day. When at-risk or social excluded people are welcomed at the University of Barcelona's Mundet Campus, the Socio-Sports Meeting takes place from 10 am until 6 pm, so the participants share breakfast and lunch.

- Assessment of the Socio-Sports Meeting: one week after the

meeting, it is evaluated in the classroom by the students and the representatives of the socio-educational intervention centre (professionals working in the centre and, if possible, a representative of the group of at-risk or socially excluded people), who provide the assessments made by all the participants.

- Final assessment meeting: the cycle closes with an assessment meeting organised by the coordinator of the university's Socio-Sports Meetings, with the participation of the university teaching staff involved, the physical education teaching staff and educational professionals from the training centres of the socio-educational intervention, a representative of the Faculty of Education and a representative of each organisation or institution of the participating public administration.

Weekly periodic Socio-Sports Meetings

Sometimes the Socio-Sports Meetings are organised by semesters on a weekly basis and are recognised with service learning credits, which can be validated with an elective subject in the degree, as happens at the University of Barcelona.

Students from different degrees participate, thereby facilitating interdisciplinarity. They are tutored by the university professors involved and the physical education teachers or educational professionals from the socio-educational intervention centres.

The general dynamics of each session are as follows:

- Motor-skill games: these are one and a half to two hours long, taught by both university students and at-risk or socially excluded people, depending on the socio-educational intervention centre. The games played are shared by both groups. Together, university students and at-risk or socially excluded people make up the learning group.

- Dialogue: this lasts between 45 minutes and one hour. One of the people in a situation of risk or social exclusion asks the group and the people facilitating the games specifically how they have felt. They are also asked about the assessment of the session and the games played are analysed from an educational point of view. Next, they work together to design the next session, distributing the roles of game facilitators and session leaders among both the university students and the people in

Students come from different degrees, thereby facilitating an interdisciplinar atmosphere. They are tutored by the university professors involved and the physical education teachers

> The last hour of the event is a seminar with the university students and the staff from the socio-educational intervention centre in which they analyse the motivation and socialisation of people at risk or in situations of exclusion.

situations of risk or social exclusion.

- Refreshments: for half an hour there is a relaxed conversation between both groups (university students and at-risk or socially excluded people) as they enjoy food and drink. As we have commented previously, we consider this moment unquestionably valuable for developing the social skills of the entire group.

- Training: this lasts between 40 and 45 minutes. Someone specialised in a topic, a university student or a person in a situation of risk or social exclusion is invited to present a topic of sociocultural interest. Someone at risk or socially excluded assumes the role of moderator, deciding the order in which people speak and ask questions.

The last hour of the event is a seminar with the university students, the university professors (if they accompany the group) and the educational professional or physical education teachers from the socio-educational intervention centre. This seminar analyses the behaviour, motivation and socialisation of people at risk or in situations of social exclusion. They discuss conflict resolution, didactic reflection and the teaching role, among other topics of interest to students. Based on shared reflection, students must prepare a field diary analysing each session.

This space for reflection and research among equals, in which university teachers, physical education teachers or educational professionals from the centres act as mediators in the students' learning processes, helps to produce knowledge and enhances the development of social skills. This learning environment also promotes relationships of affection and trust in the group, as well as interpersonal relationships.

This perspective of cooperative learning promotes camaraderie in decision-making, a strategy that promotes collaborative participation and provides an incentive to encourage the group's participants to teach and share with each other. Through this interactive dialogue, the teacher-student relationship provides ways to observe the same whole.

Every year, the University of Barcelona's Fundación Solidaridad buys sports t-shirts for both students and people in situations of risk or social exclusion to wear on the day of the Socio-Sports Meeting. The drawing that is printed on them is made by an at-risk or socially excluded person or a university student, inspired by what coexistence between both groups entails. The most attractive drawing is chosen democratically from among

all those submitted, without its creator being made public.

An example of this is the drawing selected in 2013, submitted by Josep Maria, a person deprived of liberty in the psychiatric module of the detention centre for men in Barcelona, La Modelo. The text that he wrote explaining the meaning of the drawing recognises the benefits of the activity, both for people deprived of liberty and for university students:

"The arrows represent the mutually beneficial relationship that inmates and outsiders enjoy in the socio-sports activity. The outsiders take advantage of the inmates' collaboration to complement their graduate or Master's training by sharing the games with us. We inmates benefit from

TROBADES
SOCIOESPORTIVES
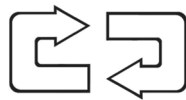
UB
2013

the outsiders to feel integrated into society, as the outsiders bring joy and smiles every time they visit us. Both parties benefit from each other to create a mutually beneficial relationship".

CHAPTER THREE
Framework of Reference

THEORETICAL FOUNDATION FOR THE JUSTIFICATION OF SOCIO-SPORTS MEETINGS

Carme Panchón Iglesias

Parts of the population have certain socioeconomic, cultural and professional conditions making them especially vulnerable. This means that they are likely to be affected by a specific situation, with little chance of escape. In recent years, we have placed more emphasis on society than on individuals. This is why we talk about vulnerable groups, understanding them as people affected by a situation of structural inequality in the social system.

Aware of this situation, the university cannot remain on the sidelines in the dilemma of what is "known" and what is actually "done". The University of Barcelona decided to support and commit to this initiative, which develops its social responsibility.

For a situation to change, it must not only be analysed in depth, but the groups that might change the circumstances that produce the inequality of opportunities must be predisposed and involved. Based on this premise, in September 2015 the University of Barcelona launched the "Programme to support refugees and people from conflict zones", offering 15 annual scholarships for people who come to study. The aim of this programme is to offer them higher education and social, legal and psychological support before they return to their countries of origin.

Previously, actions had been carried out in the 1990s as a result of the Balkan wars, the Syrian Civil War and the peripheral conflicts in the Middle East. This programme was chosen as it could address two aspects: helping young refugees to access higher education and creating alternative routes for refugees.

Throughout these years, the programme's implementation, expansion and improvement made it possible to establish the main fields of action: academic support and social integration on the one hand and networking and cooperation on the other.

Furthermore, to truly change the situations that produce inequalities, it is essential to create spaces for participation based on methodologies that break down obstacles to social inclusion. In this sense, Socio-Sports Meetings promote refugees' social inclusion.

The Socio-Sports Meetings have been held for over 29 years between the Faculty of Education and the Quatre Camins Penitentiary Centre (Government of Catalonia' Ministry of Justice), with the collaboration of the University of Barcelona's Fundación Solidaridad, which have developed this participatory methodology in a collegial way, broadening horizons, breaking stereotypes, increasing commitments and, above all, promoting changes in attitude among all participants. Throughout these 29 years, 14,000 people deprived of liberty and university students have benefited.

The good results attained with the University of Barcelona and the Penitentiary Services, essential to developing actions resulting from coordination and collaboration between both institutions to improve the quality of life of people deprived of liberty and to promote the academic, personal and social development of all stakeholders involved, are what have inspired the Socio-Sports Meetings with refugees.

Over all these years, the University of Barcelona's training and social commitment have helped to outline and consolidate a socio-educational intervention programme working along three lines: training, action and research.

Training

Investing resources in training is very important for our society. There are many different discussions and debates related to words such as learning, education and training. They can be used as synonyms or as complements to each other. Training and training work play a key role in the Socio-Sports Meetings. The training is tuned to aspects that go beyond the university's work and are assimilated to the development and ethics of the profession. People who get involved in the Socio-Sports Meetings are willing to make great efforts and dedicate time and whatever is necessary to become more qualified.

Breaking stigmas, prejudices and stereotypes and putting oneself on an equal footing with other people who are part of our society is the result of learning, effort and knowing how to share.

Beyond specific techniques and strategies, they put into practice knowledge that they are not always aware of having acquired. For years, Socio-Sports Meetings have undoubtedly been part of "new trends in university training", training that takes the form of projects that move outside the classrooms or university spaces.

Socio-Sports Meetings have been held for over 29 years between the Faculty of Education and the Quatre Camins Penitentiary Centre with the collaboration of UB's Fundación Solidaridad

Action

Commitment to action allows us to approach social realities that are far removed from many people's daily lives. Approaching a situation unknown to the vast majority of students makes contact and coexistence possible when students and refugees design project activities together.

With both groups on equal footing, they build and create new spaces for learning and building knowledge together, using motor-skill games as a means of interaction and socialisation, facilitating interaction and promoting collaborative work and joint creation.

We cannot ignore the importance of the context, the specific space for socio-educational intervention. In fact, there are two contexts involved in the Socio-Sports Meetings: the organisations working with refugees and the university campus.

Each context has a specific educational organisation, specific organisations that complement and transform each other, even slightly for a certain time. When referring to contexts, there are opportunities on both sides: one for the organisation working with refugees, by introducing socialising activities, and the other for the students, by designing socialising dynamics based on non-competitive sports.

Research

We can view research as the driving force expanding this disciplinary field. Since their inception, the Socio-Sports Meetings have aimed not only to promote the development of teaching, but also the development of research and knowledge transfer, both at the university and the participating organisations. Research in the Socio-Sports Meetings programme includes disciplinary research, methodological research and research aimed at improving refugees' quality of life and inclusion in the host society.

Teaching and research take up a lot of university academic activity, interacting and nourishing each other. By doing so, those involved update content and seek new ways to update it, the best methods in the teaching-learning process and means for personal and collective growth.

Research in teaching, the improvement of research based on knowledge and experience in implementing Socio-Sports Meetings are fundamental to continue moving forward and taking action.

The good results attained with the University of Barcelona and the Penitentiary Services are what have inspired the Socio-Sports Meetings with refugees

Socio-Sports Meetings have aimed not only to promote the development of teaching, but also the development of research and knowledge transfer

These three lines, training, teaching and research, are closely linked, whether referring to ethical aspects or others related to commitment and sustainability.

Throughout their history, the Socio-Sports Meetings have been combining the local dimension with the international one. Work has been done to strengthen commitment and quality both locally (nearby situations) and internationally (European programmes and cooperation programmes).

The insecurity faced by some parts of the population pose challenges for public administrations, especially local ones. If some of these challenges are not faced to achieve social inclusion, they can lead to problems of coexistence and a lack of social cohesion.

Human Rights, Social Inclusion and Participation

The conceptual framework of the Socio-Sports Meetings is fundamentally based on the development of the human rights perspective. This is why the Universal Declaration of Human Rights (United Nations, 1948) is the document that serves as a guide to encourage the actions included in this programme, including the promotion of human rights for social justice and socio-educational intervention as a basis to achieve real equality for the most vulnerable parts of the population. The Socio-Sports Meetings thereby become a way to build the practice of social transformation together.

In addition to this view of the individual as a subject with rights and opportunities, we support the Sustainable Development Goals (SDGs), 2030. In 2015, when the Sustainable Development Goals were approved, it was publicly stated that they were "an opportunity for people and the planet". This new universal sustainable development agenda places the human rights of all people at the centre, especially the most vulnerable and marginalised.

In the programme at hand, SDG 4, related to education, is especially important, as it aims to universalise quality education: "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". This quality and equitable education strives to provide equality between men and women in access to education. Therefore, this SDG has two important aspects: equality for all and gender equality in education.

If education is to be inclusive, it must be understood in a broad sense: as an education for personal change that acts as a mechanism for

social transformation, fosters a critical spirit, helps people to relate to the environment in which they develop and goes beyond theoretical knowledge and a single vision of reality.

An inclusive education is a fair education that respects the rights of all and is aimed at the equality of all people. Of course, equality has three stages: equality of opportunities, equality of access to resources and equality of participation.

To reach these three stages, we must fight against poverty and social inequalities and promote health and well-being (SDG 1: end poverty and provide access to basic services and the right to economic resources to be able to live with dignity, SDG 3: provide universal access to health services, including mental health services, and SDG 10: reduce inequalities and guarantee the social, economic and political inclusion of all people). We must also strengthen peace and democracy (SDG 16: peace, justice and strong institutions to protect essential freedoms).

The Socio-Sports Meetings programme enhances and recognises the participants' degree of participation, involvement and responsibility based on their situation (the context) and their capabilities.

What is socio-educational intervention through Socio-Sports Meetings?

It is an intentional and systematic educational action in the context of organisations working with refugees aimed at achieving people's development and improving their quality of life using existing resources. The fundamental objective of socio-educational intervention is to involve people in their own learning processes so they can be positively incorporated into society.

It provides an opportunity for students to experience and understand situations that could be far removed from their daily reality and build capacities for immediate action and for transferring this knowledge to other, even more distant realities.

This point is totally connected with Dimension 4 of Global Competence (OECD):

Act for the common good and sustainable development.

This dimension is summarised as follows: students must have the knowledge that allows them to understand the world (the closest and

An inclusive education is a fair education that respects the rights of all and is aimed at the equality of all people.

the furthest), as well as the skills and willingness to act and apply what they have learned to offer solutions to the problems in their immediate environment and in a global context.

Regarding the social responsibility of public administrations, the University of Barcelona has published an annual Social Responsibility Report since the 2008-2009 academic year.

SERVICE LEARNING AS A SOCIO-EDUCATIONAL INTERVENTION METHODOLOGY

Francesc Buscà Donet and Teresa Lleixà Arribas

What is service learning?

Service learning is an educational practice that combines learning and community service. Its main purpose is personal and civic development (Puig, 2010).

This is an educational approach aimed at promoting and developing universal civic and social knowledge, skills and values. Therefore, service learning is closely related to the concept of Social Responsibility that advocates providing a service to the community and making an individual or collective commitment to society (ACUP, 2019).

Therefore, it is an educational practice that helps both to improve the services that an organisation or administration provides to the community and gives meaning and significance to the activities that are carried out in any formal or non-formal educational administration with the intention to inculcate civic and social values and skills (Martín and Puig, 2017).

Service learning has three features that distinguish it from other educational practices. First, it is characterised by a methodology that starts from social needs and addresses them through a learning activity that also incorporates a service. Second, it is based on an experiential and experimental education that requires participation, cooperation and reflection. Finally, it requires a partnership between centres of education and the organisations to which the service is provided (Puig, 2010).

Service learning can be implemented from any formal or non-formal centre of education as long as its objective is the acquisition of knowledge

> Service learning is an educational practice that combines learning and community service.

and skills related to social and civic education. From this point of view, considering its roles in teaching, research and knowledge transfer, the university is closely linked to its social responsibility and therefore becomes an excellent natural environment for promoting service learning.

Service learning in the university

To put service learning in the university in context, we wish to answer questions about why it is used there, linked to its relationship with social responsibility and its contributions.

Why run service learning in the university?

Service learning is an established university practice due to the ethical and civic demands (Martínez, 2008; Santos and Lorenzo, 2010) of the university's greater commitment to the social and civic context. As it is a public service, the university must offer something back to society. Service learning activities give it the opportunity to fulfil this duty.

What is the relationship between service learning and University Social Responsibility?

Service learning programmes are a clear consequence of the increasing impact and importance of the concept of social responsibility at the university (Vasilescu, Barna, Epure and Baicu, 2010; Vallaeys, 2014; Vallaeys, de la Cruz and Sasia, 2009), which stresses the need for involvement with the community. This involvement must seek equity and inclusion in the social environment and develop ethical learning among students at the same time.

What does service learning bring?

It provides valuable human resources to the community to achieve objectives in the environment.

It provides students with a suitable environment for their intellectual development and improves their problem-solving abilities, as indicated by Furco and Billig (2002), pioneering authors in the study of service learning. It also provides them with benefits in their academic learning and in their development as people.

It provides the university with the possibility of creating links with the community environment, often essential when one wants to frame the university's research and transferability work in a real context.

Service learning and the Socio-Sports Meetings between university students and refugees

The Socio-Sports Meetings between university students and refugees are contextualised in the service learning programmes of the University of Barcelona. The Service Learning Network of Catalan Universities (2019) establishes conditions for social learning at the university that the Socio-Sports Meetings easily meet. The key questions would be the following:

What social need do Socio-Sports Meetings meet?

These meetings satisfy the need to facilitate contact between refugees and the organisations that host them. They are based on the idea that participation in physical activity is key for their social insertion, their empowerment and the development of their critical capacity regarding topics such as cultural stereotypes, interculturalism, the management of personal conflicts and of conflicts with others and the need to practice physical activity to achieve physical and personal well-being and balance.

What are the principles of collaboration with refugee reception centres?

Socio-Sports Meetings involve an intense and respectful partnership between the refugee reception centres and the university for designing the programme. Care must also be taken to ensure parity between students and refugees when planning activities.

How do the students learn?

The learning acquired is procedural, such as the organisation of motor-skill activities (games and cooperative challenges) and social activities, such as the elimination of stereotypes, the acquisition of inclusive attitudes and others.

What type of service do they provide?

The group of students participates directly in the reception centres' socialisation work.

What is the purpose of reflecting?

Both joint reflection with the refugees, which takes place at the end of the meetings, and the students' individual reflection in the report on the activity, help them to learn from the experience.

What is recognition?

The activities are evaluated in the subjects that produce them.

Students' participation in the activity is recognised depending on how it has been integrated into the training programme, either through an academic evaluation or with the academic recognition of credits in equivalent subjects.

Refugees' participation in the Socio-Sports Meetings should also be recognised.

To do this, an institutional system of accreditation and issuance of official certifications must be in place so that participation in the activity can have effects on the procedures leading to the regularisation of their current situation.

PURPOSES, SKILLS, AIMS AND METHODOLOGY OF SOCIO-SPORTS MEETINGS

Teresa Lleixà Arribas, Merche Ríos Hernández, Carme Panchón Iglesias, Francesc Buscà Donet and Laura Tomás Canalís

As previously mentioned, Socio-Sports Meetings have three main purposes:

- The first purpose is to critically and constructively analyse refugees' situation and build a framework for reflecting on immigration, refugees and human rights, taking a positive and

constructive approach towards social inclusion in the host context.

- The second is to get students in the Faculty of Education to learn to design and implement socialisation events based on physical education (a cooperative motor-skill game) in which they interact with refugees, thereby participating in their socialisation.

- The third focuses on getting refugees to acquire social skills, establish horizontal relationships with university students, boost their self-esteem and encourage them to assume responsibilities by taking a proactive role in the organisation of the Socio-Sports Meetings.

The Socio-Sports Meetings focus on learning based on practice and experience or learning by doing.

The students are placed at the heart of the educational process, which is where the combination of knowledge, skills, attitudes, values and the characteristics of the context will allow the development of the aims set out in the Socio-Sports Meetings programme.

Skill-based learning focuses on student learning. The skills to be developed, as well as the expected learning outcomes, are formulated in the tables below.

Table 1 refers to the university students and table 2 refers to the refugees.

Table 1. List of skills and learning objectives / outcomes expected for university students

Skills	Aims / Expected learning outcomes
Planning and organising teaching / learning processes in environments that are likely to promote social exclusion.	• Recognise the main features of the refugees' context. • Identify the objectives, contents and basic resources that allow socio-educational intervention through motor-skill games.
Educational intervention management using strategies to promote learning and social inclusion.	• Apply techniques and strategies to energise and encourage the group through the practice of physical activity. • Make decisions to adjust activities to the different situations that arise. • Organise space and time to promote learning, interaction and socialisation.
Teamwork in partnership with colleagues and other actors of the university and the reception centres.	• Develop collaborative professional relationships with colleagues, sharing knowledge and teaching experiences. • Demonstrate the ability to work as a team and know how to request specialised support if necessary.
Social commitment, ethically and responsibly, to people's well-being, regardless of their personal condition.	• Analyse refugees' situation critically and constructively. • Show an open attitude to peoples' diversity, overcoming stigmatisation towards refugees. • Show empathy to understand the experience of the immigration and refugee situation. • Show commitment to groups in situations of social exclusion.
Communication with refugees and the rest of the actors related to organisations working for refugees.	• Develop expressive skills to be able to connect with interlocutors. • Clearly communicate the socio-educational intervention approaches. • Produce dialogue that enriches learning and coexistence.
Reflection on one's own educational action as a tool for continuous learning, taking beliefs, expectations and practices into account.	• Self-assess and evaluate colleagues in relation to one's own actions and involvement in improving socio-educational intervention. • Positively evaluate an educational concept that includes the practice of physical activity as an educational resource for socio-educational intervention.

Table 2. List of skills and learning objectives / outcomes expected for refugees

Skills	Aims / Expected learning outcomes
Socialisation in new environments and contexts.	- Interact respectfully with colleagues from other countries and with students. - Accept and appreciate individual and group differences. - Work cooperatively, reaching consensual agreements. - Redirect conflictive or highly competitive situations.
Assumption of responsibilities and decision-making.	- Recognise one's own abilities and skills. - Know the conceptual and operational framework of the key actions of the meetings. - Apply group energisation and encouragement techniques and strategies through the practice of physical activity. - Take initiative in activities and make decisions aimed at their success.
Communication with colleagues, university students, and with the rest of the actors at the reception centre.	- Express oneself appropriately to connect with different interlocutors. - Show empathy with the students of the University, breaking stereotypes and changing attitudes. - Clearly communicate changes and proposals for new activities.
Personal care and the incorporation of the practice of physical activity into one's own routines as a way to improve the quality of life.	- Recognise the benefits of practicing physical activity. - Improve healthy lifestyle habits. - Adapt clothing to physical-sports practice. - Consider incorporating the practice of physical activity into one's own routines.

As already indicated in the previous chapter, the socio-educational intervention is part of the educational approach known as "service learning", since it promotes university learning processes and provides a service to the community at the same time. Those from the university who participate are trained and act as socialising actors, cooperating to assist in the social inclusion of refugees.

The methodology practiced is active and participatory. It is based on action-reflection and is democratic and transformative. It is characterised by the use of cooperative work strategies, promoting a critical spirit, exchange through dialogue, respect and the exercise of responsibilities. It is about selecting the most appropriate approaches for each situation and developing a process where non-competitive approaches can be integrated such as: dance and body expression activities, cooperative physical challenges, cooperative games with alternative materials, cooperative sports initiation approaches, the change from traditional eliminatory games to participatory games and so on.

Socio-Sports Meetings are aimed at building capacities and skills to communicate, solve problems and share knowledge, experiences, emotions and more. They also promote behaviour aimed at reflecting and sharing that will give rise to efforts such as:

- Planning: understand the situation in which the intervention will take place, analyse the needs, define objectives, prioritise actions, choose the method of action, optimise resources and evaluate the results.

- Coordination between participating institutions.

- Evaluation of the process, the results, the learning and the level of satisfaction.

- Teamwork and inclusion, including horizontality and distributed leadership, shared responsibility and the promotion of prosocial behaviour among the participants of both groups.

In conclusion, the Socio-Sports Meetings take place in an inclusive context focused on interpersonal relationships, encouraging the participants not only to enjoy physical activity and have fun while doing so, but to participate in natural and real socialisation processes transferable to other contexts of their lives.

The methodology practiced is active and participatory. It is based on action-reflection and is democratic and transformative

CHAPTER FOUR

Guidline for Socio-Educational Intervention

CRITERIA FOR ORGANISATION AND ACTION PROTOCOLS BETWEEN THE UNIVERSITY AND REFUGEE-RELATED CONTEXTS

Francesc Buscà Donet, Cati Jérez Paredero and Merche Ríos Hernández

To organise the Socio-Sports Meetings and prepare the action protocols, there must be clarity about the organisations that will participate and the roles that the different organisations and actors belonging to each of them will play.

The first step to take is to identify the organisations that will promote the Meetings as the people in charge of performing the key tasks of organising and developing the project.

In the case at hand, the organisations responsible for the process have been the University of Barcelona's Fundación Solidaridad, the Faculty of Education and the Department of Applied Didactics. The people in charge of the key procedures have included the technical director of the project, the academic person in charge and the person in charge of facilitating the Socio-Sports Meeting sessions.

Once this previous step has been completed, the process to follow is carried out as follows:

A. **With the organisations that work with refugees**

The people responsible for the organisations working with refugees are contacted to explain the project to them and to request their participation:

- Spreading information about Socio-Sports Meetings among users in refugee situations and the educational professionals who work with them through these organisations.

- Encouraging their users and educational professionals to attend the specific previous awareness-raising sessions so they know the sessions that will be held in the Faculty of Education and the type of activities that will be carried out at the Socio-Sports Meetings.

- Encouraging both to attend and participate in the Socio-Sports Meetings that will be held throughout the semester or year.

- Signing a collaboration agreement with the University of Barcelona to implement these sessions in these organisations' activities programme.

B. **As part of the Faculty of Education**

At the same time, the person in charge of the Socio-Sports Meetings belonging to the Faculty of Education asks the Academic Committee to include these meetings as a service learning activity that can receive academic recognition for the students participating in them. This request is made formally through the centre's Service Learning Office by the stipulated deadlines, specifying whether the activity will be carried out over the course of a semester or annually.

Once this procedure has been carried out, the person in charge of the Socio-Sports Meetings contacts those responsible for the subjects of the degrees offered by the Faculty of Education so they consider the Socio-Sports Meetings in the corresponding teaching plans as a learning activity and an assessment activity, if deemed appropriate.

Once this prior contact has been made, the person responsible for coordinating the Socio-Sports Meetings attends one of the first sessions of the selected subjects to inform the enrolled students of the activity to be carried out, academic recognition for it—both as part of the subject and as service learning credits—and how they can register to participate. As a general rule, apart from this presentation, this first meeting is also used to raise the students' awareness about the importance of this activity and service learning in their academic education and the added value it can also bring to their professional future.

Whenever possible, it is recommended that this presentation and awareness-raising activity be carried out with the presence of an educational professional or user from the organisations working with refugees to explain the value of these activities to potential student participants.

Furthermore, those responsible for the Socio-Sports Meetings provide the registration form for the activity and provide all necessary details about its organisation and academic recognition.

Finally, once the number of participants in the activity is known (educational professionals, undergraduate and Master's students of the Faculty and users in a refugee situation), the Socio-Sports Meetings' academic

> The people in charge of the key procedures include the technical director of the project, the academic person in charge and the person facilitating the sessions.

managers make the appropriate arrangements to provide the schedules, spaces and materials necessary to accommodate the participants and implement the activities included in the Socio-Sports Meetings.

To carry out this organisational action, the people in charge of the Socio-Sports Meetings must also have the necessary financial resources planned for the design, notification and implementation of the Socio-Sports Meetings, the protocol activities planned together with representatives of the Vice-Chancellor of the university and the centres working with refugees and any additional event deemed appropriate.

This funding is usually requested from the Director of the Department of Applied Didactics involved and from the Dean of the Faculty of Education.

C. **During the implementation of the Socio-Sports Meetings**

Once the initial group is formed, the person responsible for organising the Socio-Sports Meetings plans and develops the different sessions throughout the duration of the activity.

During the development of the sessions, the person in charge of facilitating them is responsible for collecting all the information and notes related to the development of the sessions and the dynamics carried out.

These notes are discussed in the weekly coordination meetings held during the development of the project. These meetings are held with the technical and academic managers to analyse the development of the sessions, identify specific cases that need to be dealt with and detect aspects related to the design of activities or group dynamics that could be improved or developed.

At the end of the Socio-Sports Meetings, their academic and technical managers carry out the necessary administrative processes to recognise and accredit the participation of the organisers and participants.

Weekly coordination meetings are held with the technical and academic managers to analyse the development of the sessions

CRITERIA FOR EVALUATING THE SOCIO-SPORTS MEETINGS

Francesc Buscà Donet and Laura Tomás Canalís

As seen in the section "Purposes, skills, aims and methodology of the Socio-Sports Meetings", the educational objectives of these activities and, by extension, of the specific programmes comprising them, focus on the students and sector professionals' acquisition of certain disciplinary and crosscutting learning and professional skills, as well as on the empowerment of refugees and the improvement of their well-being.

Since service learning places participants (students, sector professionals and refugees) at the heart of the teaching and learning processes, Socio-Sports Meetings must explore alternative evaluation models.

These alternative models are characterised by training-related, educational and participatory evaluations. They are dialogue-based processes in which teachers and participants jointly assess the teaching process and how much was learned. This is a kind of assessment in which everyone involved becomes an active actor and provides additional information about the teaching and learning that took place during the preparation, development and evaluation of the Socio-Sports Meetings.

Among other aspects to consider, this approach must guarantee that the evaluation systems of the Socio-Sports Meetings meet the following requirements:

> Evaluation models are dialogue-based processes in which teachers and participants jointly assess the activities

- They must be continuous and carried out during all phases: in the preparation, development and evaluation of the Socio-Sports Meetings.

- They must consider the voices of the people involved in proposing and implementing the activities (students, sector professionals and refugees), as well as in designing the tools and assessment criteria.

- They must focus on the learning and skills achieved by its participants.

- They must evaluate different types of learning and acquired skills by using different types of evaluations:

hetero-assessments, co-assessments and self-assessments.

- They must use a variety activities and tools to rigorously acquire appropriate and important information from different points of view, both with regard to the teaching and learning processes, as well as the learning outcomes that the participants have achieved.

- They must be based on evidence understood to evaluate and communicate the outcomes achieved, the future actions to be carried out to improve and continue learning and the subsequent decision-making.

- They must allow meta-evaluation of the evaluation systems used and their consequent improvement.

Given that the Socio-Sports Meetings must be evaluated continuously and throughout the different phases, the assessment criteria must also be based on each of these steps and the actors involved. Below, regardless of the actor involved (internal or external), we list some of the evaluation criteria that should be considered in each phase of the Socio-Sports Meetings:

Phase	Criteria
Preparation of the Socio-Sports Meetings	- Participation in planning the Socio-Sports Meetings. - Participation in organisational work. - Coordination with the teams responsible for the Socio-Sports Meetings and the facilitators of the other participating organisations. - Analysis of the context in which the Socio-Sports Meetings will be held. - Participation in designing the activities that will be part of the Socio-Sports Meetings.
Development	- Participation in managing the Socio-Sports Meetings. - Energisation of the activities proposed in the Socio-Sports Meetings. - Observation of the development of planned activities. - Compilation of learning evidence.
Evaluation and End	- Analysis of the development of the Socio-Sports Meetings. - Analysis of the learning outcomes achieved. - Reasoned assessment of the experience and proposals for improvement. - Assessment of the impact of the Socio-Sports Meetings by the institutions and participating people.

Some tools for evaluating the Socio-Sports Meetings must be used to focus on the learning and skills achieved by the participants. Based on informal observation and the inductive identification of evaluation indicators, their contrast and validation with other professionals and the design of tools for evaluation and self-assessment, the indicators for designing the evaluation tools of the Socio-Sports Meetings will be identified and defined by the members of the different groups involved.

By way of example, we list some of the evaluation indicators that should be considered in the different areas of practice: in relation to the group, the activities and the emotional impact.

Sphere	Indicator
Group	Relationships that are established between the members of the different groups participating in the Socio-Sports Meetings. *Basic units of information* • Evolution of group cohesion. • Links between group members.
Activities	Characteristics of the motor-skill games and cooperative challenges practiced in the different sessions of the Socio-Sports Meetings and how these influence the way the participants act. *Basic units of information* • Interactions that occur depending on whether they are que COL-OP, OP and COL (motor-skill activities, social activities, etc.). • Analysis and shared resolution of the challenges linked to the activity. • Process of integration, modification and practice of native games.
Emotional impact	Effect that Socio-Sports Meetings have on the participants. *Basic units of information* • Positive feelings and emotions. • Expression of feelings. • Explanation, analysis and treatment of personal problems (own and/or others): stereotypes, perception of self and others and empowerment. • Personal development.

GOOD PRACTICES FOR THE TRANSFER OF SOCIO-SPORTS MEETINGS TO OTHER REFUGEE-RELATED AND UNIVERSITY CONTEXTS

Carme Panchón Iglesias

Evaluating the interaction between the university environment and the refugee environment will enable us to select the essential indicators to consider that Socio-Sports Meetings are a "good practice".

The best practice label is a planned socio-educational intervention that has attained positive results and has been effective in a specific context. The results of its implementation are transferrable to other similar contexts.

Each area of socio-educational intervention usually agrees on its "Catalogue of Good Practices". In many of these catalogues, you can find the same requirements, which we highlight here for your consideration (Lisboa, 2000):

- There are evidence-based.

- They are practice-tested.

- They are sustainable.

- They are collaborative.

- They are strategic and linked to the university mission.

- They are transferrable.

If we think about what defines a good practice in more general terms, different international organisations list the following (CIIMU report, 2004):

- Good practices demonstrate a high-level impact on the beneficiaries that can be observed through the good results achieved, breaking with previous situations and establishing a new way of approaching things.

- Good practices can have an impact on the political context by improving the situation of the most disadvantaged contexts and social groups. This means that some public administration or institution provides resources to correct an unequal situation.

- The good practice must demonstrate that it can promote sustainable development.

- A good practice equally involves many different social actors (civil society, NGOs, governments, etc.) that must be able to participate in the decision-making processes.

- A good practice must be a tool that enables us to fight against social discrimination.

Furthermore, good practices, or what are considered effective practices for social inclusion, improve the technical preparation of the group of professionals who carry out their professional work for refugee-related organisations or services.

According to the previous considerations, Socio-Sports Meetings can be considered a good practice and this guide offers guidelines to transfer their organisation to other refugee and university-related contexts.

As mentioned in the introduction, Socio-Sports Meetings are being replicated at other Catalan and Spanish universities. They are also being implemented abroad, in some Latin American countries. Indeed, the University of Barcelona has collaborated with the National Autonomous University of Nicaragua (UNAN-León) for 11 years, as well as with the Manuel Fajardo University of Physical Culture and Sports Sciences of Cuba and the Ministry of the Interior of Cuba since 2019.

Socio-Sports Meetings can be considered a good practice and this guide offers guidelines to transfer their organisation to other refugee and university contexts

BENFITS FOR THE PARTICIPANTS

Merche Ríos Hernández and Francesc Buscà Donet

From direct observation and from contrasting and validating the benefits achieved with the participants, educational professionals and experts in Socio-Sports Meetings, we can determine the following benefits for the university community and the general public, the refugees and the university students attending the meetings.

For the university community and the general public

- Raise awareness among the university community and the general public about the reality of groups at risk of social

exclusion and the possibilities provided by current socio-educational intervention.

- Make refugees' situation visible and normalised.

- Promote supportive attitudes, as well as positive ways of relating to all people regardless of their origin and/or refugee situation, producing empathy and critical knowledge.

- Create a framework for thinking about cooperative versus competitive methodology in physical and sports activity.

- Promote the line of university research in the intervention context concerning us.

- Establish cooperative bonds with the intervention teams of some of the organisations working with refugees to dig deeper into the contents related to physical education and social inclusion in their socio-educational intervention programmes.

For the refugees

- Reduce and offset the negative effects of exclusion and social isolation for some participants.

- Help to improve the refugees' quality of life, offering spaces for relationships that foster and strengthen their social inclusion, help them to build their emotional and social capacities and encourage communication and natural and real expression with the rest of the participants.

- Strengthen and maintain their connection with the community, opening lines of communication.

- Progress in decision-making and the assumption of responsibilities through empowerment by collaborating in designing the sessions, thereby building their own potential capacities.

Specifically for the university students

- Get acquainted with the refugees' situation, breaking with prejudices, stigmas, beliefs or stereotypes that may be held

about this group at the same time.

- Create a framework for thinking about marginalisation, avoidance and social exclusion, changing attitudes and making commitments towards refugees.

- Show openness to people's diversity, overcoming the stigma surrounding refugees and breaking the prejudices produced by ignorance of this social reality.

- Connect university academic training with refugees' needs through the service learning methodology.

- Acquire favourable attitudes towards an educational concept that values physical education as an educational resource for socio-educational intervention.

- Train in physical education and socio-educational intervention by organising Socio-Sports Meetings to interact with refugees, thereby expanding their professional prospects and developing their professional skills.

- Make progress in decision-making and the assumption of responsibilities through empowerment.

- Learn to design and implement Socio-Sports Meetings and socialisation events in which they interact with refugees, contributing to their inclusion.

CHAPTER FIVE

Proposal for Motor-Skill Activities, Group Games and Cooperative Challenges for Socio-Sports Meetings

Laura Tomàs Canalís (coord), Carme Rubio Rossell, Bernat Muñoz Balcells, Jordi Martínez Tirado, Gemma Pintó Longas, Amaia Etxeberria Maganto, Merche Ríos Hernández, Neus Carol Gres, Teresa Lleixà Arribas and Natàlia Zapatero Mas

This chapter brings together the practical information necessary to carry out Socio-Sports Meetings. Practical resources are shared here for people intending to organise Socio-Sports Meetings to design, plan, facilitate and evaluate them successfully.

This chapter begins with a series of educational guidelines that must be considered to carry out successful Socio-Sports Meetings. Therefore, it explains how the sessions should be structured, considerations about the group of participants, the actions to carry out before, during and after the session and the resources to use.

The following section provides an example of a session. This model reflects all the issues that have been discussed in the previous section. Though it has been designed so the organisers of Socio-Sports Meetings can put it into practice directly, it is recommended to choose games and challenges that are considered more related to the group of participants for each moment of the session.

This is why the last section provides a resource bank with motor-skill activities, group games and cooperative challenges organised into categories to help each organising person or team to design their own Socio-Sports Meeting. It can be designed by selecting one or more activities of each type, according to the session structure detailed in the first section of this chapter.

In summary, this chapter with the educational guidelines, the model session and the compilation of motor-skill, group and cooperative approaches provides facilitators with enough resources to organise successful Socio-Sports Meetings.

EDUCATIONAL GUIDELINES FOR ORGANISING SOCIO-SPORTS MEETINGS

This first part includes guidelines, resources and strategies to organise and implement Socio-Sports Meetings, ensuring the involvement and enjoyment of all participants.

Practical resources are shared here for people intending to organise Socio-Sports Meetings to design, plan, facilitate and evaluate them successfully

Structure of The Sessions

Though the structure of the session may vary depending on how it is put into practice, we propose the following specific session structure to make it easier to develop for those involved in facilitating it:

1. Reception
2. Starting ritual
3. Identification games
4. Group games
5. Cooperative challenges
6. Cool-down game
7. Closing ritual
8. Evaluation and end
9. Preparation of the next session
10. Snack

The Group of Participants

In weekly periodic Socio-Sports Meetings, there may be a certain irregularity in the refugees' attendance since:

- They may have delicate and/or fluctuating emotional states stemming from their refugee situation, which prevent them from attending the Socio-Sports Meetings.

- Many refugees attend intense language courses to master the language.

- They also attend training to prepare them or complement their original training to improve their professional prospects in the host country.

- Others have intermittent work schedules and may have to work on the day of the Socio-Sports Meeting.

Therefore, the organisers of each Socio-Sports Meeting must take this

irregularity into account to adapt it to the number of participants. The organising person or group must also have a series of alternative activities and keep an open and flexible attitude so they can adapt the content of the Socio-Sports Meeting to the attendees on the same day.

Actions to take in the Socio-Sports Meetings

Before Beginning The First Meeting

Get to know the rest of the people facilitating the Socio-Sports Meeting and work as a team with them, jointly deciding how the event will be organised.

Go to see the place where the Socio-Sports Meeting will be held and make sure it is welcoming. This will help you to plan the activities. If it is an uncovered area, look for a closed one as a backup in case it rains.

You must plan the games, the cooperative challenges and the dynamics that will be developed during the Socio-Sports Meeting. You must know how many people are going to participate in it (as it may affect the number of groups to make), their motivations and general features (and if any requires any specific support) and how long the Socio-Sports Meeting will last.

You must consider the material that will be needed during the Socio-Sports Meeting and have it ready before starting. You must also provide some extra material in case you have to adapt the game if the situation requires it.

You must think about alternative activities if any changes have to be made on the same day of the Socio-Sports Meeting.

Create a plan B if the initial space is outside in case it rains on the day of the Socio-Sports Meeting.

During The Meeting

During the reception, people who have already arrived at the meeting place welcome the rest of the participants as they arrive.

Before starting the activity, you should review what the Socio-Sports Meeting will entail. It is good to take advantage of the moment to motivate everyone to participate in all the activities. The team that organises the event must actively encourage participation.

Ensure that all the participants know the boundaries and rules of the Socio-Sports Meeting so that everyone feels comfortable and nobody interprets its aims in the wrong way.

Use clear, concrete and appropriate language and ensure that everyone has understood the explanations. If there is any sign of incomprehension, the explanation should be repeated, asking for specific questions and using examples or demonstrations to make sure that each participant understands, if necessary. The possible material must always be delivered after the explanations.

Make sure that everyone participates in the games and challenges. In chase or race games, it is important to get the number of pursuers right so that the game is dynamic and makes everyone feel like they have an important role. For example, in a group of 20 people it may be appropriate to have between four and five pursuers. Observe the dynamics of the game carefully. If the game itself does not have a rule that changes the people who are chasing, identify the ideal moment to make the change.

Avoid competitive games between people and groups to prevent it from triggering inappropriate behaviour. Intervene safely and firmly in any conflicts.

- If the conflict is minor and if the people involved consent, take a mediating position and facilitate dialogue between them so that they can explain their version of the events and understand the other party's version at the same time. The purpose is to reach an agreed solution and continue practicing the activity.

- If the conflict is serious, the people involved must be separated to protect their individual integrity and that of the group. Ask for help if necessary.

At times when the whole group comes together, whether to provide information or to share thoughts, the participants must form a circle to include them all. It is important that everyone can see each other's faces and that no one is left in the background. A good strategy when forming circles is for the participants, refugees and students to mix with each other. You can also ask everyone for their opinion.

When closing, you must give the participants time to reflect and share their opinion about the activities, share what they learned by participating in the Socio-Sports Meeting, express whether they enjoyed it and identify the activities or situations they liked the most.

Avoid competitive games between people and groups to prevent it from triggering inappropriate behaviour

The time dedicated to snacking is fundamental and essential. After having shared a session of games and group activities, it is when the participants have the time and place to exchange opinions, feelings, life experiences, etc. with the rest, perhaps in a closer, more natural and spontaneous way, which promotes socialisation and the creation of bonds between the participants. To promote this time for forging relationships, the organisers should provide a small snack (potato chips, fruit, a drink, etc.) to the group.

Before leaving, a farewell ceremony is held for all participants, with special mention and gratitude to everyone that made it possible.

After The Meeting

A meeting must be held with all the organisers of the Socio-Sports Meeting to discuss how it took place. Its strengths and weaknesses must be analysed and considered for designing future Socio-Sports Meetings.

Resources for Socio-Sports Meetings

The final objective of the Socio-Sports Meetings is for everyone to participate for as long as possible and enjoy practicing physical activity, so waiting and elimination must be avoided.

To achieve this, motor-skill activities will be carried out to promote interaction between the participants.

The resources for the Socio-Sports Meeting sessions are based on a vision that strays from competitiveness and moves towards cooperation. The intention of this approach is to foster positive and healthy bonds between the participants.

This is why the resources to be used will basically be group games and cooperative challenges and the methodology of the Socio-Sports Meetings will be limited to cooperative learning.

Group games will be proposed in which there are no competitive situations, thereby avoiding any possible unnecessary confrontations that could arise from competition. A variety of cooperative motor-skill challenges will also be held with the same objective for the entire group.

A meeting must be held afterwards with all the organisers of the Socio-Sports Meeting to discuss how it went

The cooperative challenges will be presented to the participants as something to be overcome as a group

Cooperative Challenges: What Should Be Considered When Implementing Them?

The cooperative challenges will be presented to the participants as something to be overcome as a group. The best strategy to implement them is to explain only the basic rules and leave space, time and conditions for the participants to try out different ways to solve them.

Below are seven fundamental points to consider when working with cooperative challenges in a Socio-Sports Meeting:

Presentation of the challenge. This must be given in writing or explained in the form of a challenge or story to serve as motivation and a guiding thread. The objectives and rules of the challenge must be included in the explanation in clear and simple words. If the group does not have command of the language, the explanations can be supported with a drawing that shows the rules (avoid giving a possible solution to the challenge with the drawing).

Participants. Adapt the challenges to the participants' characteristics. Small groups of between five and eight participants will be created to take on the challenge, with 10 being the maximum number of members for each small group.

Participation. It is essential that everyone in the group participates when solving the challenge in a democratic and cooperative way without excluding anyone. If necessary, roles can be assigned to the different people in the group and /or speaking turns can be established. The group must test out all the proposals made and decide which is the most effective.

Difficulty. It is better to start by posing simple challenges with guaranteed success. Variations can be added to make them more complex if necessary.

Space and material. You must know the space that is going to be used so you can adapt the proposal you make. If material is required, you must prepare it before starting the event.

Organisation of the group when it takes on the challenge.
Different options:

- All small groups take on the same challenge.

- There are more challenges than groups and each group

chooses the challenge they want to take on and when they want to change the challenge.

- Each group has an assigned challenge and all groups change their challenge after a certain time.

Role of the facilitating group. This group presents the challenge and guides the groups during the challenge without giving solutions in such a way that it can ask questions to motivate the participants to think about proposals, share them with the group, make joint decisions and finally try out the different options. It should also address security, suggesting measures to maintain it if necessary. It must always have all participants in its field of vision.

Strategies To Divide Participants Into Small Groups

When smaller groups are created to take on cooperative challenges, effort should be made to ensure that the group that emerges is as diverse as possible, in terms of the number of people, gender, abilities, prior knowledge and personality.

Below are different activities that can be used to make these smaller groups:

With coloured bracelets. If you know the number of groups you want to form, you must get or make strings or bracelets in as many colours as the groups you consider appropriate. Give a bracelet or string to each participant.

Randomly (1, 2, 3, 4, 5, etc.), version 1. When you know the number of groups you need (five groups, for example), a number (from 1 to 5) is given to each participant. The groups are formed with people who have the same number (whoever has 1 joins the other people with the same number).

Randomly (1, 2, 3, 4, 5, etc.), version 2. Numbers are assigned at random, but the participants must form groups so there is only one of each number in the same group.

Randomly (1, 2, 3, 4, 5, etc.), version 3. Random numbers are assigned to the participants, but an eight-digit number is called (if you want the group to have eight members), for example 35,214,867. That being the case, the participants who had the numbers 3, 5, 2, 1, 4, 8, 6, 7 should join together in the same group.

With packs. The groups are formed according to the number of people

(three, five, seven, etc.) or by some characteristic (shirt colour, hair colour, shoe size, birth month, birth year, season of birth, age, favourite colour, favourite sport, etc.). Because of the playful nature of this strategy, it is recommended that you make one to three attempts before getting the desired groups. If the groups are too large, they can be divided.

With the cooperative hoops game. The rings are passed out throughout the space. The participants move around freely to the rhythm of the music. When the facilitator stops the music, the group must get inside the hoops as quickly as possible. Each hoop can accommodate an unlimited number of people, but they must have at least one foot inside it until the music plays again. Every time the music plays, the facilitator takes a hoop off the playing field. Depending on how many groups you want to form, you will have to stop removing hoops. In the last round, as many hoops are left as the groups you want to form. Because of the playful nature of this strategy, it is recommended that you make one to three attempts before getting the desired groups.

EXAMPLE OF A SOCIO-SPORTS MEETING SESSION

Having covered all the guidelines and strategies for organising a Socio-Sports Meeting, this second section presents a model session with examples of activities, group games and cooperative challenges that could be used as such in a Socio-Sports Meeting.

The description and details of each activity, game and challenge can be found in the following section of this chapter: "Proposal for motor-skill activities, group games and cooperative challenges for Socio-Sports Meetings".

Reception

During the time allocated for the reception, two people representing each group (refugees and university students) will receive and welcome everyone who will participate in the Socio-Sports Meeting.

Starting Ritual

- Wave of Names

Identification Game

- Will You Come With Me?

Group Games

- The Spell
- Glances
- Keys

Cooperative Challenges

Below, a collection of 14 cooperative challenges has been chosen to carry out for an hour and a half. Groups of between five and eight people must be formed. One of the objectives is for the group to test them out and put them into practice on their own. Once they have solved one, they can move on to the next. Therefore, ensure that there are more challenges than groups, so all groups can solve different challenges at the same time and always have the option of finding another free challenge.

- The Wall
- The Teide
- The Boat
- Cooperative 21
- World Records

- Let's Load The Boat

- Superman

- Magic Carpet

- Birthday Cake

- Rope Adventure

- Erupting Volcano

- Let's Float!

- On Your Feet!

- Group Message

Cool-down game

- Photograph

- Closing Ritual

- Group Shout

Evaluation and end

- A Word

MOTOR-SKILL, GROUP AND COOPERATIVE PROPOSALS FOR SOCIO-SPORTS MEETINGS

Having covered the guidelines and recommendations for organising a Socio-Sports Meeting and having seen an example of a session ready to be put into practice, this third part of the chapter includes a compendium of motor-skill activities, group games and cooperative challenges for Socio-Sports Meetings between students and refugees.

Each organising group can use them to design its own Socio-Sports Meeting. The different categories of activities, games and challenges are presented in an orderly fashion following the structure of the Socio-Sports Meeting session to facilitate its design by selecting one or more activities of each type.

The compendium includes initiation rituals, identification games, group games, cooperative challenges, cool-down games, closing rituals and closing proposals.

1. Starting Rituals

Wave of Names

Type: Starting ritual and identification game.

Material: None.

Game description: The entire group forms a large circle. Each person says their name and what they like most (in relation to sports, food, hobbies, etc.). After doing so, the person must walk around the circle, running and high-fiving all the other participants, who give the person strong encouragement. When the person returns to their place, the next person does the same, and so on until all the people in the group have done so.

Athlete Greeting

Type: Starting ritual and identification game.

Material: None.

Game description: The entire group forms a long row, with one person standing next to another. The person at one end of the row says their name and goes through the entire row, greeting and high-fiving everyone else. Those in the row actively encourage the person giving high-fives. When the first person has greeted the entire group, they join to the end of the row and the person who is now first does the same, until everyone in the row has been greeted.

Observations: Ask people to look each other in the eyes when they give high-fives to create and strengthen bonds.

2. Identification Games

Will You Come With Me?

Type: Identification game.

Material: None.

Game description: All the participants form a circle and say their name, with one standing in the middle. This person begins the game by saying: "I'm going to the market to buy bananas, potatoes and apples, and I'm going with…" and says the names of between three and six participants.

The person in the middle announces the start with a clap and the named people must run to switch positions, as does the person in the middle. Whoever is left without a place stands in the middle and starts the game again, reciting a different shopping list.

Variation: Each time a new person starts the game, the opening sentence is changed for a different activity. For example, "I'm going to see a soccer game and I'm going with...", or "I'm going to the theatre and I'm going with...".

Observations: Tell the participants to be careful not to collide with anyone when they switch places.

Packs

Type: Identification game.

Material: None.

Game description: All the members of the group disperse, running freely around the space. To begin, the facilitator shouts a number out loud. For example: "Packs of five!" Everyone must then be grouped according to the number called. Once the groups have been formed, the members remind each other of their names.

Variation: Group according to physical or personal characteristics. For example, "Group together by":

- Eye colour

- Shoe size

- Hair colour

- Sneaker colour

- Country you want to visit

- Favourite food

Observations: Tell the participants to be careful not to collide with anyone when they switch places.

Friends

Type: Identification game.

Material: None.

Game description: The participants stand in a circle. After they go around and tell everyone their names, the game begins. One person says: "I am…". After saying their name, they raise the hand of the person on their right, saying: "And this is my friend, xxx". This continues until everyone in the group has been named.

Let's Switch Places!

Type: Identification game.

Material: None.

Game description: The participants stand in a circle. Everyone says their name in turn to remind the others. One person starts the game by saying the name of anyone in the circle and switches places with them. As two people walk past each other, they high-five each other.

After occupying their new position in the circle, the person who has been named says the name of another person with whom to switch places. The dynamic is repeated until everyone has been named.

Observations: Look for strategies to encourage participants to name those who have not yet participated.

The Neighborhood

Type: Identification game.

Material: None.

Game description: All the participants stand in a circle and say their name. One stands in the middle and begins the game by naming someone and asking: "Would you like to meet new neighbours?" (referring to the people they have to their respective left and right).

- If the other person says YES, they should be asked: "Who would you like to meet?" This other person responds by saying the name of two different people. When the new neighbours have been named, the person in the middle gives the starting signal with a clap. At that moment, the two people on either side (the current neighbours) and the other two (the new neighbours) must run and switch positions. Bear in mind that the person in the middle will also run to try to occupy one of the four empty spaces. The person who has been asked and those who have not been named remain still in place.

- If the other person says NO, someone else should be asked until someone is found who says yes.

Observations: Visually mark the space occupied by each person in the circle to guarantee they are separated and to correctly identify empty spaces. You can mark it on the ground with chalk or with your own foot if the ground is sandy.

Tell the participants to be careful not to collide with anyone when they switch places.

Overturned Basket

Type: Identification game.

Material: None.

Game description: All the participants stand in a circle and remind everyone of their name. One person stands in the middle and starts the game by pointing their finger at someone in the group and saying "lemon, orange or overturned basket".

- If they say orange, the person pointed at must respond with the name of the person on their right.

- If they say lemon, the person pointed at must respond with the name of the person on their left.

- If they say overturned basket, everyone in the group changes places. The person who was in the middle of the circle tries to find a free place.

However doesn't find a place stands in the middle and starts the game again.

Variation: Choose more fruits to add difficulty to the game. For example, if they say "cherry", the person pointed at must respond with the name of the person in the middle. If they say "pear", they must say the names of the people to their right and left.

Observations: Tell the participants to be careful not to collide with anyone when they switch places.

Let's Remember!

Type: Identification game.

Material: None.

Game description: Groups of between six and 10 people are formed. Each group stands in a circle with the others. One person starts the game by saying their name. The person next to them follows, saying the name of the previous person and their own name. This goes on until the last person says the names of all the classmates, from the first to their own.

Variation: Let's pack the backpack. Follow the same dynamic with the following change: someone starts the game by saying their name and an object to put in an imaginary backpack. They must first specify the activity for which they are preparing the backpack (going to the beach, on a hike, to school, etc.). This involves repeating the names of the people and the object in a chain.

Observations: Point out that if someone does not remember a name or makes a mistake, the other participants will help them to remember it together.

Fans

Type: Identification game.

Material: None.

Game description: The participants occupy the entire space, walking, separated from each other. When two people agree, they play "1, 2, 3, rock, paper, scissors". The person who wins continues walking and the person who loses follows them, continually cheering them on (acting as a fan). Each time someone wins a game, they get a new fan: the person who just lost the game and those already following them.

Dynamic of "1,2,3, rock, paper, scissors": Two people hide their hands behind their backs and say: "1, 2, 3, go!" at the same time. Then both people show the hand they had hidden in the form of:

- Rock (closed fist)

- Paper (open hand with fingers extended)

- Scissors (hand closed with the index and middle finger extended, making the victory symbol)

Paper beats rock, wrapping over it. Rock beats scissors, smashing it. Scissors beats paper, cutting it.

Variation: Odds or evens: When two people meet, one chooses even numbers and the other chooses odd numbers. They both hide one hand behind their back and decide how many fingers they are going to use. At the same time, they say: "1, 2, 3, go!", show their hands and add up the total number of fingers presented. If the result is odd, whoever said "odd" wins. If the number is even, whoever said "even" wins.

Observations: Tell the people playing the role of fans that they must have a positive attitude at all times, applauding and encouraging the person they follow with positive messages.

3. Group Games

The Spell

Type: Group game.

Material: Bibs or balls.

Game description: The pursuers wear a bib or carry a ball so they can be identified and they are the magical people. When a magical person catches someone in the group, they freeze and turn them into a statue, who must stay still. Each person can represent the statue they prefer and can move again when a person who has not been caught imitates their posture.

Variation: Use other practices to free the people who have been turned into statues:

- High-fiving each other

- Doing a dance together (in front of each other)

- Singing together

- Greeting each other in a fun way

Observations: The number of pursuers must be well calibrated so that the game is dynamic and everyone enjoys participating in it. For example, for a group of 20 people it may be appropriate for between four and five to have the role of magical people. The dynamics of the game must also be observed carefully to identify when the time comes to change roles.

Glances

Type: Group game.

Material: None.

Game description: The participants stand in a circle, with one in the middle. The objective of the people in the circle is to switch places. Each person must try to agree with another to switch places. Communication can only be done through glances. The person in the middle should try to find a position in the circle when two people exchange places. There must be one person in the middle of the circle at all times. Places can only be swapped by people who have made an agreement through a glance. A third person cannot leave their place to take advantage of two others switching places.

Variation: The participants form pairs and stand in a circle. One of the couples stands in the middle. The same game dynamics are followed.

Observations: Visually mark the space of each person or couple in the circle to guarantee separation and clearly identify empty spaces. You can mark the ground with chalk or make a cross with your own foot if it is made of sand.

Tell the participants to be careful not to collide with anyone when they switch places.

Keys

Type: Group game.

Material: Set of keys and a chair. If you do not have a set of keys, you can use sound material (such as bells or a squeezed plastic bag). If there is no chair, the person can sit on the floor with the keys behind them or stand with the keys on the floor.

Game description: Groups are formed with between six and eight people. A participant sits in the chair with their eyes closed and with their back to the group. The set of keys is under the chair. The rest of the group is located approximately 10 steps from the chair. Next, the story of the game is told to present it more attractively:

Grandma won't let you out of the house and she has hidden the keys! Luckily, she always falls asleep watching television and you know that she hides his keys under the chair. You must find a way to take the keys and open the door. Be careful, because Grandma has very sharp hearing. If she hears the keys, she will wake up and know who took them.

The group must find a way to take the keys in silence and return to the starting point. They keys can be passed from one participant to another. The person playing the role of Grandma wakes up when she hears the sound of the keys and says the name of the person she thinks has them.

Variation: Pass the ball. Groups are formed with between six and eight people. One person takes on the role of guard, stands at the end of the field and begins the game with their back to the group. The rest of the group is 10 steps away from the guard and has to set a ball or any other small object at the guard's feet without them knowing where the ball is at any time. The following story can be used to explain the variation:

You are a group of friends who want to go to the park with the ball, but there is a person always watching at the park gate to make sure that nobody enters with a ball. You must try to get the ball to the park gate.

Whenever the guard turns their back, the group can advance towards them. Before leaving the ball at the guard's feet, each person must have carried the ball at least once.

The guard counts to eight with their back to the group. When they turn around, they can guess who has the ball. They have all the time they need to observe the group from this position (they cannot move).

- If the person with the ball is correct, the group must return to

the starting point of the game.

- If they do not get it right, the guard turns their back again and counts to eight. Meanwhile, the group continues advancing and the ball changes hands.

Observations: Stress the importance of being honest for the game to make sense.

Cooperative Hoops

Type: Group game.

Material: Hoops, ropes or chalk; stereo.

Game description: We distribute the hoops throughout the space. The participants move freely around it to the sound of the music. When the facilitator stops the music, the group must get inside the hoops in the shortest time possible. As many people can get inside each hoop as they wish. Everyone must have at least one foot inside the hoop until the music starts again. Every time the music plays again, the facilitator takes a hoop out of the game.

Variation: Energise the participants' movement while the music plays, giving instructions on how to move:

- Walking backwards

- In slow motion

- Making some representation (animal, zombie, others)

- In pairs

Observations: We must ensure that there is a hoop for each participant. If you do not have enough, place the maximum number possible. You can also create hoops with ropes, draw them with chalk or with your foot if the ground is sandy.

If you do not have a stereo, you can give a signal with an agreed word ("Go!", "Get in the hoops!", etc.), use a whistle or clap your hands. You can also replace the music with a song sung by the group.

Stop

Type: Group game.

Material: Bibs, balls, strips of paper or plastic bags.

Game description: The pursuers carry an object that identifies them: a bib, a ball, a strip of paper or a plastic bag in their hand, held for all to see. The people trying to escape must avoid being caught by the pursuers. When a pursuer touches someone, they give them the identifying object and the roles are changed (the pursuer becomes the person being chased and vice versa).

People can avoid being caught by shouting "Stop!" and staying still with their arms crossed and their legs apart. To continue playing, another participant can save them by slapping one of their outstretched hands.

Variation: Propose other ways to save people who are stopped: do a dance together, sing together, greet each other in a fun way or form a sentence that makes sense (one person starts it and the other finishes it), among other possibilities.

Four Corners

Type: Group game.

Material: Five cones and five balls.

Game description: Four cones are placed to form a square and a fifth cone is placed in the middle. The participants are divided into five groups and each is placed at one of the cones. The groups must change cones when the one in the middle asks: "Are you ready?" When the others have answered affirmatively, the group in the middle gives the change signal ("1, 2, 3, go!"). Each group's objective is to reach one of the four corner cones.

To change cones, everyone in the group must remain united (holding hands or with their hands on each other's shoulders) after the signal. There can only be one group at each cone. If people in a group arrive at a cone at different times (separately from each other), that group starts the game again from the middle cone.

Variations:

- Each group creates its own personal change signal when placed at the middle cone.

- The groups cannot change to the same cone twice in a row.

- The groups cannot go to the nearest cones.

- Each group has a ball that they must dribble with their feet.

- Each group has a ball that they must dribble with their feet and a number of people in the group, or all of them, must touch it at least once before reaching the cone.

Observations: If there are too many people in each group, reduce the number of people by forming smaller groups and placing more cones in the space forming the most convenient geometric figure (pentagon, hexagon, etc.) to have the same number of groups as cones.

Tell the participants to be careful not to collide with anyone when they switch places.

Rock, Paper, Scissors

Type: Group game.

Material: None.

Game description: The participants form groups of three holding hands. The groups move through the space and when the facilitator gives a signal ("Now!"), two groups meet and play three games of rock, paper, scissors through body language.

- When the group decides to represent a rock, they crouch down.

- When the group wants to represent paper, they stand tall.

- When the group decides to act out scissors, the two people at the ends stay standing and the person in the centre crouches down.

We must remember that paper beats rock, wrapping it, rock beats scissors, smashing them and scissors beats paper, cutting it.

When the groups have finished the three games, they move again. When

the facilitators see that all the groups are moving, they will give a new signal and look for a group different from the previous one to play again.

Observations: We must know how many people are going to participate before forming the groups. If there are one or two that are unable to form a group of three, they can join other groups or form a group of two. In both cases, make it clear how the groups with more or less than three members are going to represent the three objects.

Catch Tails

Type: Group game.

Material: Strips of newspaper or plastic bag (at least one per person).

Game description: The participants spread out in the playing area. Each one has a strip of paper or plastic in their trouser or jacket pocket. Each participant must get as many tails as they can and add them to the ones they have.

When a person gets a new tail, they put it in their pocket before continuing to play. Now they cannot catch other tails nor can anyone catch theirs. Even if someone runs out of tails, they continue playing.

Variation: All the people form pairs and hold hands.

The Cooperative Handkerchief

Type: Group game.

Material: Two handkerchiefs.

Game description: The participants are divided into two groups, each standing on either side of the track. In each group they stand lined up, one next to the other, facing the facilitator, who stands with the two handkerchiefs in the middle of the playing field. Before starting, the facilitator assigns an odd number to each participant.

The objective of each team is to run to grab their handkerchief and return as fast as they can to the starting point. To do this, the facilitator calls out an even number. Each group must combine their odd numbers so that they add up to the number called. For example: if "four" is called, the person with the number "three" and the person with the number "one" can participate in the race.

Variations:

- For the last command of the game, call a number that involves the entire group at the same time.

- Bring more dynamism to the participants' movement by giving them instructions on how they should run: in slow motion, backwards, holding hands, holding both hands, forming structures, etc.

- After taking the handkerchief, they run and join the other group.

- The numbers are given out the people in the group in ascending order (odd and even), starting with zero. This time, the participants with the numbers that make up the called figure in order of units, tens and hundreds run to pick up the handkerchief. For example, when "503" is called, the participants with the numbers five, zero and three run up, in the same order.

Observations: Ask people who are not running to the handkerchiefs to encourage and provide positive reinforcement to the others.

Movement Telegram

Type: Group game.

Material: None.

Game description: All participants stand in single file facing the same direction, one behind the other. The last one begins the game by touching the back of the person in front, asking them to turn around. When they look at each other, the last one makes three or four consecutive movements. The person who has received the message must memorise it and repeat it to the person in front of them in queue. This continues until the message reaches the first person in the queue.

The first person must make the movements in front of the entire group to see if they match those of the person who started the message.

Variations:

- Expand the number of movements.

- Make movements with percussion.

Robots

Type: Group game.

Material: None.

Game description: The participants form groups of three or four. In each group, one person is a mechanic and the others are robots. The mechanics can move and run freely throughout the space. The people who act as robots can only walk in a straight line until they cannot go any further, either because they have run out of space or because they have collided with another robot.

In both cases they remain motionless, say the name of their group's mechanic out loud and count to 10 with their fingers with their arm raised. The mechanic's goal is to turn around the people acting as robots so that they continue moving forward. If the robots count to the number 10 and the mechanics have not reached them, they break down and fall to the ground. In this case, when the mechanics arrive, they will have to wind them up so they can get going again.

From time to time, the person in charge of the game proposes a change of roles so that everyone acts as robots and mechanics.

Variations:

- Shorten or lengthen the time the mechanics have to reach the robots, making them count only up to five or beyond 10.

- The robot has run out of batteries. The mechanic must go to where the facilitator is standing and shake hands with them to obtain them. The mechanic then high-fives the robot to give it energy.

Observations: Reduce the space if it is very large and the dynamics do not work.

The Spider

Type of game: Group game.

Material: None.

Game description: Everyone stands at the edge of the track. The person

acting as a spider goes to the middle of the field and can only move laterally along an imaginary line.

The spider shouts: "Spider!" and the rest of the group responds: "Hairy!" After this signal, the participants must try to cross to the other side of the field without being caught by the spider. If any participants are touched by the spider, they also turn into a spider and chase the others in the same way.

The game ends when everyone is a spider and there is nobody left to catch.

Variations:

- The group shouts: "Hairy spider, who can pass?" And the spider decides who passes by appealing to a visible feature, such as by saying "Whoever has blue eyes" or "Whoever is wearing a red shirt". Those who possess the announced feature cross to the other side without being caught.

- When the spider catches a person, they swap roles.

- Form two rows of spiders.

Windmills

Type of game: Group game.

Material: Bibs or balls.

Game description: Everyone stands at the edge of the playing field, except one (or several) who starts catching and goes to the middle of the field. This person can move around the entire field.

The person who catches shouts: "Now!" and the rest of the group must run to the other side of the field, trying not to get caught. If any of the participants are caught, they become a windmill. They remain motionless where they were caught and try to catch more participants by moving their arms.

The game ends when all the people are windmills and there is no one left to catch.

Variation: When the person who catches manages to catch someone, they decide where on the field to place the mill.

The Chain

Type of game: Group game.

Material: None.

Game description: One person chases the others. When they touch someone, they hold hands to chase together. This dynamic continues until everyone is caught. Only people at the ends of the chain can touch and catch. If the people they are chasing are not holding hands, they cannot catch anyone else until they hold hands again.

Variation: Every time the chain reaches four people, it splits into two chains of two people each and continues chasing.

Observations: Explain that the longer the chain, the greater the speed of the people at the ends and the more difficult it is to control.

North Wind and South Wind

Type: Group game.

Material: Bibs or balls.

Game description: The people who chase the rest of the group carry a bib or a ball and play the role of North Wind. When they catch a person, they turn them into an ice statue and they must stay still where they are.

The people who make up the South Wind group, identified with a different-coloured bib or ball, are in charge of thawing the ice statues by high-fiving them.

The North Wind cannot freeze the South Wind.

Variations:

- People who participate as the North Wind can freeze those who act as the South Wind.

- People who participate as the North Wind can freeze those who act as the South Wind. When they are caught, they must slowly count to five to thaw out and continue saving ice statues.

Observations: Observe the dynamics of the game carefully to identify the most appropriate moment to change the people who play the role of

the North and South Wind. Think about the appropriate number of people to chase and save so that the game is dynamic and get everyone to participate in it actively. For example, for a group of 20 people, it may be appropriate for four people to chase and three to save.

Shelters

Type: Group game.

Material: Bibs and hoops.

Game description: Various hoops are distributed throughout the field of play to act as shelters. There are people who chase the other participants and must catch them. To avoid being caught, people can enter shelters whenever they wish. However, they need the help a partner to get out of them: they must give them their hand to help them to get out.

Variations:

- The person who is in the shelter can leave when they are helped by at least two people at a time.
- Before the game ends, all participants will have had to help a minimum number of people out.

Observations: If the hoops slide around the ground, place them on the edge of the field, avoiding the central areas where there is more movement.

4. Cooperative Challenges

The Wall

Challenge description: A fantastic world full of everything we want awaits us on the other side of the wall! To enjoy this treasure, everyone in the group must go to the other side.

Rules: The thick safety mat must always be kept vertical.

Material: A thick safety mat.

Observations: If it is difficult, you can provide the group with a rope.

Mount Teide

Challenge description: The group is made up of climbers who have gathered to climb Mount Teide! Everyone must be joined at the waist with a rope. When they are ready, they must move from one side of the wall bars to the other without touching the ground to reach the summit.

Rules:

1. When someone has climbed the wall bars, they can no longer touch the ground until they reach the end.

2. Nobody can let go of the rope.

Material: A long rope and wall bars (if not available, see the variations).

Variations:

- Without using wall bars: avoid different objects (cones and benches) located on the ground.

- Without using a rope: the entire group must hold hands.

Observations: The ropes to use are typical skipping ropes. If this is not possible, they can be manufactured by cutting two or three industrial plastic bags so that the entire bag is spread out on one side, rolling them up and joining them at the ends. Tie two tennis-size balls with a plastic bag at the two ends of these ropes.

The Boat

Challenge description: A tribe of Indians chases the group. They must cross the river to escape, but there is a problem: the river is full of piranhas and if they enter it, there is no way out. Fortunately, there is a boat (mat or sheet) that can help the group to pass over.

Rules:

1. Everyone must cross the river at the same time.

2. They cannot touch the ground with any part of their body.

Material: A mat or sheet.

Cooperative 21

Challenge description: Who has not ever played 21 in basketball? This time it will be played cooperatively. That is, the participants will reach 21 points together, adding the points achieved by each one. You must reach the objective without surpassing it and as quickly as possible!

Rules:

1. A shooting order is established.

2. Each turn ends when the person misses a shot (fails to make a basket).

3. When each person's turn comes, they must pick up the ball where it fell and shoot it into the basket.

4. If a basket is made, 2 points are added. The participant then shoots again from the free throw line or mark to add 1 more point each time it is made again. They can add 1-point shots until they fail.

5. If the ball goes out of bounds, they will catch it and take a step to get closer to the basket.

6. They must play to get exactly 21 points from everyone in the group.

7. If the 21 points are exceeded, a new objective is set: reaching 31 points.

Material: A basketball basket and a basketball.

Observations: If you do not have a basket, you can make a mark on the wall. You can also place a hoop or large basket on the floor or hang a hoop on the wall (as if it were a target).

World Records

Challenge description: Become great athletes with the challenge of achieving the best records in the world! The following tests will be performed:

- Maximum number of laps around the field for one minute by

everyone in the group.

- Maximum distance achieved in shot put by everyone in the group.

- Maximum length achieved in triple jump by everyone in the group.

- Maximum height achieved in high jump by everyone in the group.

- Each group must achieve the best group mark in each athletic event. This best group record is achieved by adding the best result of each participant.

Rules:

1. Each participant has a maximum of three attempts.

2. Each person writes down their best mark.

3. This mark is added to the collective result.

Material:

- Laps around the field: stopwatch.

- Shot put: medicine ball or similar.

- Triple jump: tape measure.

- High jump: measuring tape, thick safety mat and elastic tape.

Observations: Use safety measures in relation to the space for the different events to prevent collisions, falls or blows.

Let's Load The Boat

Challenge description: We must board a Greek ship to look for new trade routes, but we have a problem... someone has fallen asleep and we must load the ship very quickly!

On one side, we have a box full of balls that we must carry to the other end of the playing field in the shortest time possible.

Rules:

1. Only one ball can be transported at a time.

2. When a ball has been taken, we cannot move from the spot.

3. If any ball falls on the ground, it must be put back in the box.

Material: Between two and five balls per person and two places to collect the balls (boxes, buckets, ropes, goals, etc.).

Variation: The participants transport the balls without using their hands.

Superman

Challenge description: A mat allows us to fly! We will have to transport the participants from one place to another on the ground without them touching the ground. Use the thick safety mat and do it as if the person had jumped into a pool like Superman.

Rules:

1. All participants must fly at the same time. No one can stay off the mat when it moves.

2. They can only use the mat to move forward.

3. Everyone must jump on the mat at the same time.

Material: At least one thick safety mat.

Variation: Hold hands throughout the process.

Observations: Make sure the floor is smooth enough for the mat to slide.

Magic Carpet

Challenge description: The mat has become a magic carpet. We must transport one person from the group on the mat throughout the space. Turns must be taken so that everyone in the group can enjoy this magical trip. Not all magic carpet flights have to be the same.

Rules:

1. Everyone must be in contact with the magic carpet throughout the trip.

2. Everyone must ride on the magic carpet.

Material: A mat, blanket, sheet or similar.

Variation: With more than one mat, build a path of mats. We must roll from the first to the last mat.

Birthday Cake

Challenge description: We must throw a birthday party and the group is in charge of transporting the cake from the kitchen to the dining room. The cake must arrive whole. Enjoy!

Rules:

1. Place a cone on the mat and a small ball on top of the cone, simulating a cake candle.

2. Transport the mat from point A to point B with the cone and the ball. This is approximately a trip of 30 steps.

3. If the ball or cone falls to the ground or onto the mat, the participants must start over.

4. Everyone must touch the mat throughout the entire trip.

5. The participants can only touch the mat. The cone and the ball (the candle) can only be touched if they fall down and then they return to the beginning of the trip.

Material: Large cone, mat and small ball (tennis size).

Variations:

- Add more candles to the cake.

- Make a cake with other objects: large balls (soccer or basketball size) that are on the mat, ropes that hang and cannot be touched, etc.

Rope Adventure

Challenge description: Two couples stand in the play area, spread out 10 steps from each other, and each turn a rope. The other people pass underneath to participate in the next challenge: experience an adventure

to the limit! They must pass under the two ropes without touching them.

Rules:

1. Everyone must pass underneath the two ropes.

2. When they manage to do so, they should expect everyone in the group to do the same.

3. If the rope stops moving because one person touches it, everyone starts over.

4. The participants can start the challenge by passing under the ropes one by one. Once this first step is over, they can form pairs and try to get everyone to pass under the ropes. They continue making larger and larger groups of people until they manage to cross all together forming a single group.

Material: Two ropes.

First, two facilitators begin to turn the rope. Afterwards, the people in charge of turning it can change. Thus, the people participating have a model to follow in relation to the calm speed and the width to achieve when turning it.

The ropes to use are typical skipping ropes. If this is not possible, they can be manufactured by cutting two or three industrial plastic bags so that the entire bag is spread out on one side, rolling them up and joining them at the ends. Tie two tennis-size balls with a plastic bag at the two ends of these ropes.

Erupting Volcano

Challenge description: A cone is actually an erupting volcano that we must calm down! The rings around it are layers of lava. If they are removed, the volcano will go back to sleep without causing any damage. But beware! The rings burn, so we'll have to remove them without using our hands!

Rules:

1. The rings can be touched with any part of the body, except the hands.

2. The rings must be removed one at a time.

3. Everyone in the group must participate in removing the rings.

4. The challenge is overcome when the cone is free.

Material: A tall cone and between six and eight rings.

Variation: Put a spike in the cone to increase the height of the volcano and the difficulty of the challenge.

Let's Float!

Challenge description: Have as many balls as there are people in the group. Will it be possible for everyone to stay on the balls for five seconds?

Rules:

1. When everyone has stopped touching the ground, the five-second count begins.

2. When the count starts, they can no longer touch the ground.

3. If anybody touches the ground, the count starts again.

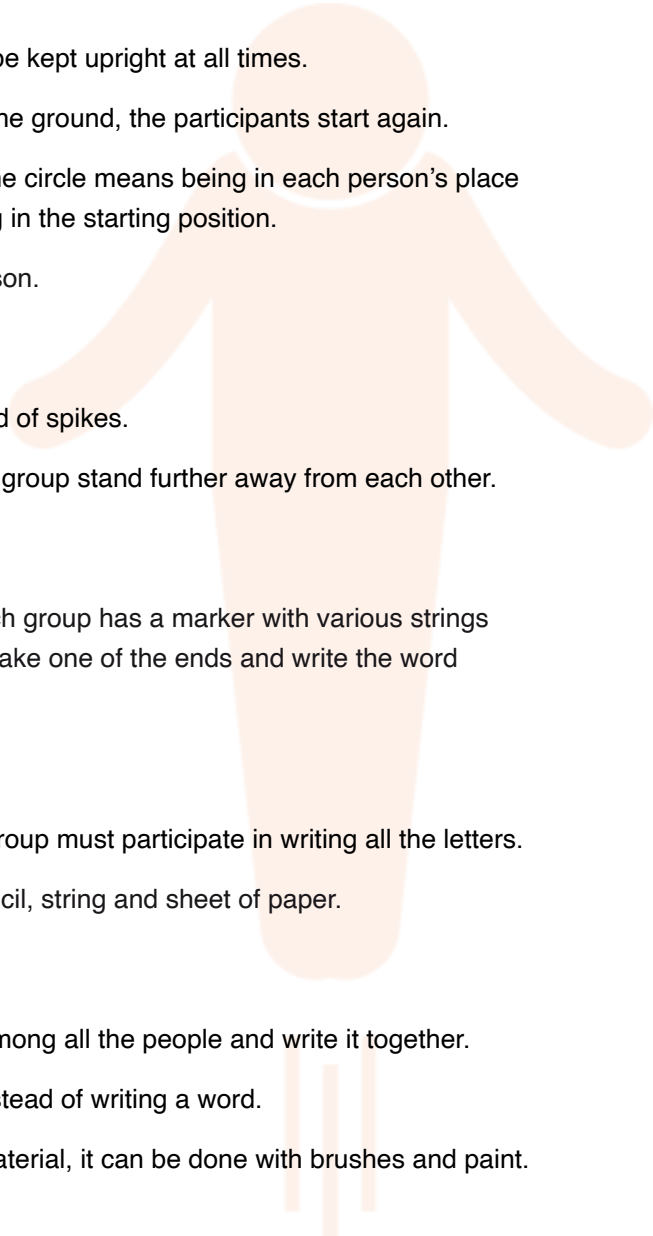4. Everyone must be in contact with at least another person in the group.

Material: One basketball per person.

On Your Feet!

Challenge description: Form a circle. Each person in the group has a spike in front of them and must make it stand on end. When this has been achieved, the participants must walk around the circle completely, passing through all the positions, leaving the spikes standing!

Rules:

1. Each spike is kept in the same place. It does not change position.

2. The spikes must be kept upright at all times.

3. If a spike falls to the ground, the participants start again.

4. Walking around the circle means being in each person's place once and finishing in the starting position.

Material: One spike per person.

Variations:

- Use hoops instead of spikes.

- The people in the group stand further away from each other.

Group Message

Challenge description: Each group has a marker with various strings tied to it. Each person must take one of the ends and write the word "team" together.

Rules:

- Everyone in the group must participate in writing all the letters.

Material: Marker, pen or pencil, string and sheet of paper.
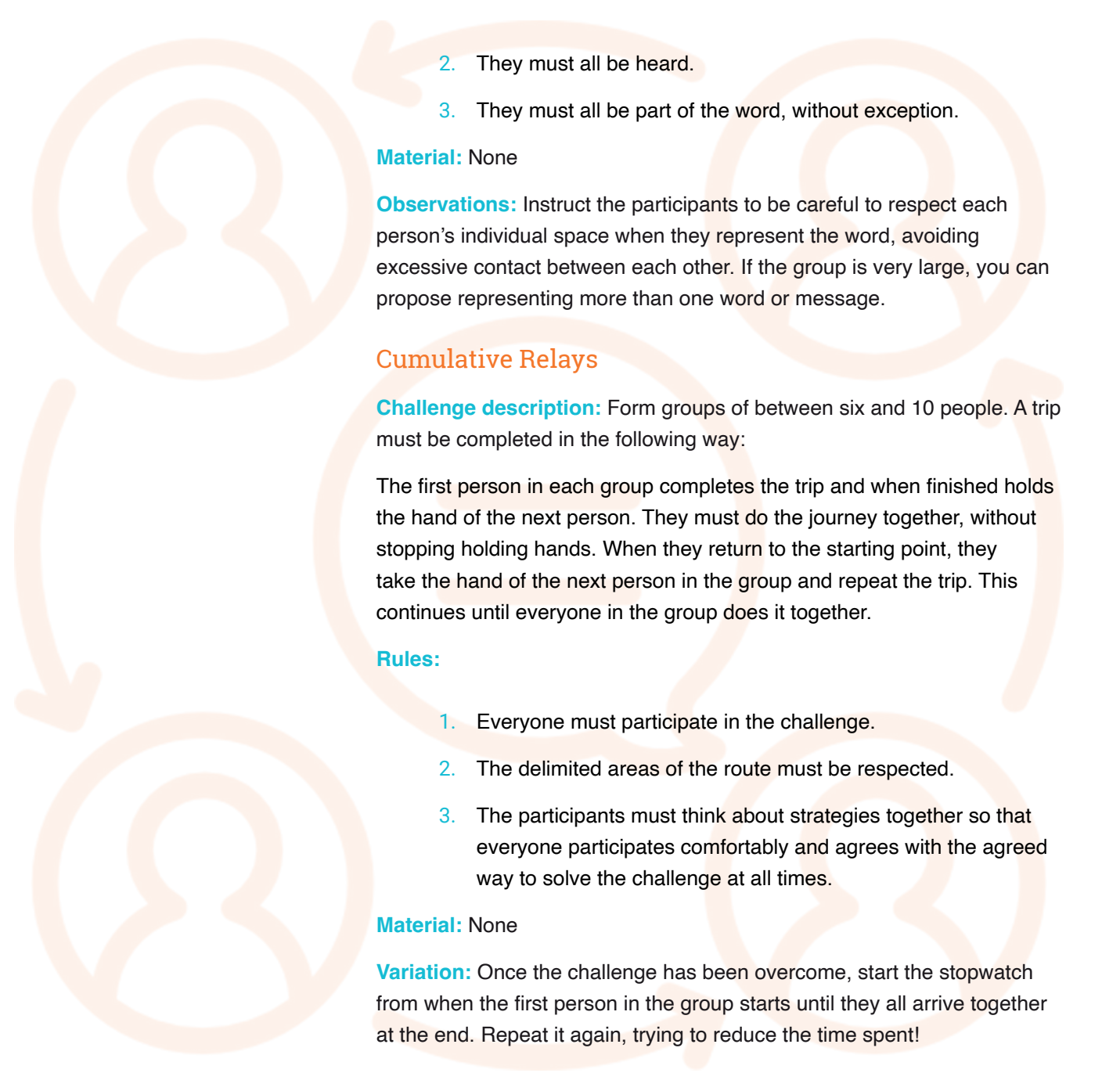
Variations:

- Choose a word among all the people and write it together.

- Draw a picture instead of writing a word.

- If you have the material, it can be done with brushes and paint.

Letter By Letter

Challenge description: The group has a mission: everyone must think of and agree on a word that is meaningful to everyone. When they have decided, they must form it using only the bodies of the people in the group.

Rules:

1. Everyone must participate in choosing the word.

2. They must all be heard.

3. They must all be part of the word, without exception.

Material: None

Observations: Instruct the participants to be careful to respect each person's individual space when they represent the word, avoiding excessive contact between each other. If the group is very large, you can propose representing more than one word or message.

Cumulative Relays

Challenge description: Form groups of between six and 10 people. A trip must be completed in the following way:

The first person in each group completes the trip and when finished holds the hand of the next person. They must do the journey together, without stopping holding hands. When they return to the starting point, they take the hand of the next person in the group and repeat the trip. This continues until everyone in the group does it together.

Rules:

1. Everyone must participate in the challenge.

2. The delimited areas of the route must be respected.

3. The participants must think about strategies together so that everyone participates comfortably and agrees with the agreed way to solve the challenge at all times.

Material: None

Variation: Once the challenge has been overcome, start the stopwatch from when the first person in the group starts until they all arrive together at the end. Repeat it again, trying to reduce the time spent!

Observations: If the group is receptive, repeat the challenge a few times, introducing the variation of the stopwatch and the need to improve the time spent so they use a different strategy, if necessary. Allow time for the groups to discuss and think about various strategies to overcome the challenge.

Home Appliances

Challenge description: The time has come when the entire group must decide which appliance they want to design and think about how to represent it. And to top it all off, they have to give it life and make it work!

Rules:

1. Everyone in the group must participate to make the appliance. Nobody can be left out.

2. Give time to think, decide and test how the appliance chosen by the group is represented.

Material: None

Variation: Represent objects or situations related to any other topic. This can include sports equipment or a sports situation, a gardening instrument or a tool for another craft and so on.

Let's Make A Circus!

Challenge description: Today is the day of the cast call for the circus acrobats! The participants form groups of between four and six people to create three acrobatic figures. After practicing for a while, they must show the jury the figures they have worked on.

Rules:

1. Design and prepare three acrobatic figures.

2. Everyone must be part of the three figures.

3. Everyone must touch at least one person.

4. Each figure must be held for at least three seconds.

Material: None

Variations:

- Form groups of between 10 and 12 people.

- Design static figures and provide them with movement.

Let's Get Up!

Challenge description: The participants sit on the floor in a circle, looking outwards. Everyone joins arms and tries to get up at the same time.

Rules:

1. The group must stay together with arms linked at all times.

2. The entire group must get up at the same time. No one can do it before anyone else.

3. They can only touch the ground with their bottoms and feet, but not their hands or arms.

Material: None

Variation: The participants sit on the floor in a circle facing inwards. Everyone joins their arms and tries to get up at the same time.

Let's Balance!

Challenge description: The group is made up of tightrope walkers. They must build a figure, according to the required rules, and hold it for 10 seconds.

Rules:

1. The people in the group stand in a row, next to each other, holding hands with their arms extended.

2. Everyone must touch the feet of those to their left and right with their own feet.

3. When the figure is achieved, they must maintain balance for 10 seconds.

4. The 10 seconds must be counted out loud.

Material: None

Variations:

- With all the people in a row, they must maintain balance for 10 seconds with one foot resting on the ground.

- Start by making a circle. Maintain balance for 10 seconds with

the same rules stated.

Let's Mark Rhythm!

Challenge description: The group must show that rhythm is in their blood. They must sit in a circle and invent a rhythm. Then they must present it to the other groups so they can reproduce it. Thus, one after another, everyone teaches the created rhythms. In the end they can combine the different rhythms to create a whole.

Rules:

1. Everyone must participate in designing and reproducing the rhythm.

2. The rhythm can be set with any part of the body.

3. The order of presentation is agreed upon by the groups. There is no established order to create the joint rhythm.

Material: None

Variation: Choose a known song and play it among all the groups based on rhythms and sounds.

Let's Pick Up!

Challenge description: The group's room is a mess. Before starting to clean it, they must arrange themselves individually. They will do it silently, according to the following instructions:

Rules:

1. Choose a feature and order them accordingly. This could be their age, the month or year of their birth, their shoe size, their height, the first letter of their name, and so on.

2. They must order themselves silently. They can't say a word!

Material: None

Variation: The participants stand on a line painted on the ground. Benches can also be used. Everyone stands on the line or on the benches. Without being able to leave or drop to the ground, they organise

themselves according to the marked instructions.

Observations: This challenge can involve a lot of contact. Watch when it is carried out so no excessive contact can be misinterpreted.

Sardine Tins

Challenge description: The participants form groups of five people and stretch out on the floor, one next to the other. Three seconds are given to remember the position and order in which they have stretched out. After three seconds, the group takes a full lap around the track. When the facilitator shouts: "Sardine tins!", each group must return to the same position they were in the beginning.

Rules:

1. Three seconds are given to remember the situation and order of the entire group.

2. The participants must return to the same position in the shortest possible time when the indication to go back is given.

Material: None

Variations:

- From the moment the facilitator says: "Sardine tins!", a maximum of five seconds are given to return to the group and get back in the correct order.

- Sardines can't talk! When they are stretching out, they cannot speak or touch each other.

- Vary the position of each person in the group on the tin: some lying face up and others face down, with some placing their head where others have their feet.

- Turn the sardine tins into one giant tin: form a single tin with everyone.

Observations: It is recommended that some strategy is put into practice to create the groups in advance so they are made up of people from both groups (refugees and university students). This can be a high-contact challenge. Watch when it is carried out so no excessive contact can be

misinterpreted.

Long Jump

Challenge description: The participants form groups of between four and six people. It is always a good time to put athletic skills into practice. And what better way to do so than by simulating one of the great athletics events? Once the team is formed, everyone jumps the longest distance possible. How many metres does each group think they can jump?

Rules:

1. The first person in the group jumps from the starting point.

2. The second participant jumps from where the first landed. The third jumps, from where the second landed, and so on, until everyone in the group has jumped.

Material: None.

Variation: After the first attempt, repeat the challenge to try to jump further.

Once Upon A Time...

Challenge description: The participants form groups of between six and eight people. They get in a circle and focus on creating a story from beginning to end. One person in the group starts with a phrase and uses their body to represent it. The next person repeats the first person's phrase and representation and continues the story with a new phrase and its representation. This continues until everyone has contributed to creating the story. We ask everyone to be very attentive and silent. Let the story begin!

Material: None

Variation: Create a joke among everyone in the group. Make sure that it is fun and respectful towards everyone.

Blind!

Challenge description: The participants must cross the entire playing area without touching any material or mark on the floor. But beware! They must do so with their eyes closed. While one person completes the trip,

another person or others help them to successfully cross the playing area.

The playing area is a small, limited area with materials that cannot be touched or areas drawn on the floor that cannot be stepped on.

Rules:

1. Everyone must cross the playing area with their eyes closed.

2. Everyone must cross the playing area as someone else's helper.

3. If any of the materials or brands are touched, start over.

Material: Cones and newspaper to put on the ground, or chalk to make marks.

Variations:

- Directions can only be given through voice.

- Directions can only be given through touch, without speaking.

- When the participants touch any of the materials or step on a mark, they continue moving forward. The marks that have been touched are counted from the time the first person started until all the participants have crossed the playing area. They repeat the challenge and try to touch fewer materials or brands.

Pass Under The Rope

Challenge description: Has the group ever made a figure eight with a rope? This is about making the maximum possible number of figure eights. How do you make a figure eight? When everyone in the group manages to pass under the rope, in single file, one behind the other, forming the number eight along the way. (The figure eight is formed in the queue opposite the corner of the rope when crossing under it. Thus, when the last person in the queue passes under, the first person of the new queue in the opposite corner passes under the rope again until the starting point.)

Rules:

1. One person after another passes under the rope without touching it.

2. All participants must pass under the rope.

3. The participants cannot miss a beat. Every time the rope goes around, someone must pass under it. The rope cannot make a turn without someone passing under it.

Material: A skipping rope.

Variation: Make the people turning the rope participate in the challenge as well. The challenge will be achieved when all the people in the group pass under the rope without exception.

Observations: First, two facilitators begin to turn the rope. Afterwards, the people in charge of turning it can change. Thus, the people participating have a model to follow in relation to the calm speed and the width to achieve when turning it.

The ropes to use are typical skipping ropes. If this is not possible, they can be manufactured by cutting two or three industrial plastic bags so that the entire bag is spread out on one side, rolling them up and joining them at the ends. Tie two tennis-size balls with a plastic bag at the two ends of these ropes.

Let's Jump Without Stopping!

Challenge description: All the participants must cross the rope, entering, jumping and leaving it. Everyone must do so one after the other without missing a beat (jump to each turn of the rope). See how many times they can do it.

Rules:

1. Jump over the rope one at a time.

2. All the participants must jump over the rope.

3. The participants cannot miss a beat. Every time the rope goes around, someone must jump over under it. The rope cannot make a turn without someone jumping over it.

Material: A skipping rope.

Variation: Make the people turning the rope participate in the challenge as well. The challenge will be achieved when all the people in the group

jump over the rope without exception.

Observations: First, two facilitators begin to turn the rope. Afterwards, the people in charge of turning it can change. Thus, the people participating have a model to follow in relation to the calm speed and the width to achieve when turning it.

The ropes to use are typical skipping ropes. If this is not possible, they can be manufactured by cutting two or three industrial plastic bags so that the entire bag is spread out on one side, rolling them up and joining them at the ends. Tie two tennis-size balls with a plastic bag at the two ends of these ropes.

Sound The Signal and Jump!

Challenge description: Get the whole group to skip rope and give the starting signal. The rope must not stop and they cannot miss a beat.

Rules:

1. All the participants must be able to skip rope.

2. They cannot miss a beat. With each turn the rope makes, one person must jump. The rope cannot make a turn without anyone jumping.

3. The challenge begins as follows:

4. The first person enters and jumps alone.

5. The second person enters and they both jump.

6. The first person, who has already jumped twice, leaves the rope. In the same turn of the rope, the third person enters.

7. And so on, everyone jumps twice over the rope to participate in the challenge.

Material: A skipping rope.

Variations:

- Count the number of consecutive jumps.

- Make the people turning the rope participate in the challenge

as well. The challenge will be achieved when everyone in the group jumps over the rope without exception.

Observations: First, two facilitators begin to turn the rope. Afterwards, the people in charge of turning it can change. Thus, the people participating have a model to follow in relation to the calm speed and the width to achieve when turning it.

The ropes to use are typical skipping ropes. If this is not possible, they can be manufactured by cutting two or three industrial plastic bags so that the entire bag is spread out on one side, rolling them up and joining them at the ends. Tie two tennis-size balls with a plastic bag at the two ends of these ropes.

So Many Passes!

Challenge description: This is about circulating as many balls as possible while the entire group is moving. Count the maximum number of balls obtained.

Rules:

1. The participants must organise themselves in advance to make the passes. The person with number one passes the ball to the person with number two, who passes the ball to the person with number three, and so on.

2. When the ball reaches the last person, they pass it to the person with number one, who continues the series of passes. The challenge doesn't stop.

3. The balls must be kept in constant motion: from one pass to the next.

4. Everyone must move non-stop.

Material: As many balls as you have available.

Observations: If the group is made up of 10 people, between four and five balls should be put into play. If it is made up of 20, between eight and 10 balls should be used. The facilitators should add balls to the game as the group of participants acquires more skill.

The participants should be told that before making a pass, they should

make sure that the other person is looking at them and ready to receive the ball. If they are not looking, they must be warned by calling their name before passing it to them. In this way, they try not to harm the people with whom they participate in the activity and ensure the success of the challenge at the same time.

Don't Let It Fall!

Challenge description: This is about keeping the ball or balloon in the air without letting it touch the ground for as long as possible, hitting it with any part of the body and passing it to the rest of the group.

Rules:

1. All participants must hit the ball or balloon at least once.
2. They can hit the ball or balloon with any part of the body.
3. They cannot catch the ball or balloon.

Material: Ball or balloon.

Variations:

- Put more than one ball or balloon into play.
- Limit the parts of the body that can touch the ball or balloon: the hands, the head, a finger, the knees or others.
- Mark out a route with a starting and ending point. Continue while hitting the ball or balloon without letting it touch the ground.

Cooperative Choreography

Challenge description: The group must show that it can put on a great dance show! Each person in the group must think of a dance move. Then they must show it to the rest of the members and together they join the movements to form a beautiful choreography. When the choreography has been assembled, the show begins. This should be shown to the rest of the groups. Enjoy the show!

Rules:

1. All participants must propose at least one dance move.

2. All proposed moves must be respectful.

3. The final choreography must be formed by joining the proposed moves of everyone in the group.

Material: Stereo and songs.

Variations:

- When a group shows its choreography, the rest of the groups imitate it, as if they were in a dance or aerobics class.

- When all the groups have shown their choreography, they are all joined to form one.

- Take on the challenge without using music.

- Use the same dynamics to invent rhythms or songs with body percussion.

Let's Be Firefighters!

Challenge description: The participants form groups of between six and eight people. Each group has a sheet, towel or bag. The aim is to get the ball to reach all the sheets (or towels or bags).

Rules:

1. The ball must pass from one object to the other without touching the ground.

2. The participants cannot touch the ball with their hands. The ball can only pass from one object to the other.

3. Ensure that the ball passes through all the objects.

Material: Sheets, towels or open garbage bags (maximum surface area), one ball.

Variations:

- Add the difficulty of groups being more separated.

- Make the ball pass through each object twice.

- Move all groups from point A to point B while passing the ball from one object to another.

Observations: We must keep in mind that we will need enough sheets, towels or bags for each group.

Cross The River

Challenge description: The participants form groups of between six and eight people. Imagine that a storm is coming! On the other bank of the river there is a cave where the group can take shelter, but first they must make it across the river.

Rules:

1. Everyone in the group must reach the other bank of the river.

2. No one can touch the ground at any time.

3. The newspaper must be used to cross the river. The participants cannot drag the paper to move forward, but they can pick it up and handle it.

4. If anybody touches the ground, voluntarily or not, the entire group starts over.

Material: Newspaper (as many sheets as there are participants).

Variations:

- Reduce the size of the sheet of newspaper if you want to increase the difficulty.

- Reduce the amount of paper per group. If there are eight people in the group, use five sheets of newspaper.

Observations: If you do not have newspaper, use another type of paper or sports material, such as hoops.

Flip The Pancake

Challenge description: The participants form groups of between six and eight people. The aim is to flip a pancake! The whole team is on top of a pancake (mat) and must be turned over.

Rules:

1. Everyone must be on the mat at all times. Nobody can touch the ground.

2. If any participant touches the ground, voluntarily or not, the entire group starts over.

3. The challenge will have been overcome when everyone in the group is on the other side of the mat, without having touched the ground.

Material: One mat for each group.

Variations: Flip the pancake without using the arms or hands.

Observations: If you do not have mats, use sheets. This can be a high-contact challenge. Watch when it is carried out so no excessive contact can be misinterpreted.

The Circle

Challenge description: The participants form groups of between six and eight people. The whole group must reach the end of the playing field! But it's not going to be as easy as it seems...

Rules:

1. The entire group must form a circle holding hands. Everyone in the group must remain holding hands until the end.

2. Each group has a ball. The ball must be kept inside the circle at all times. He cannot leave it.

3. Everyone must touch the ball at least once.

4. If any of the three previous rules are broken, the group starts over.

Material: One ball for each group.

Variations:

- Add more balls for each group: if you have two balls, both must be kept inside the circle at all times. Everyone in the group must touch each ball at least once.

- Travel across the field faster: calculate the time it takes to solve the challenge the first time. Repeat it again and try to complete the trip in less time.

- Touch the ball only once: everyone can touch the ball only once during the entire trip.

- Do the challenge by joining two groups.

- Do the challenge with a single group.

Put Out The Fire!

Challenge description: The participants form groups of between six and eight people. The basket is on fire! To put it out, each person in the group must score at least once in the shortest time possible!

Rules:

1. Everyone in the group must touch the ball before shooting it.

2. Everyone must make a basket at least once.

Material: A basketball basket and a basketball for each group.

Variations:

- Shoot a basket without looking at the basket, receiving guidance from the group.

- Form a single group with everyone participating at the same time.

Observations: The participants should be told that before making a pass, they should make sure that the other person is looking at them and ready to receive the ball. If they are not looking, they must be warned by calling their name before passing it to them. In this way, they try not to harm the

people with whom they participate in the activity and ensure the success of the challenge at the same time.

If several groups take on the challenge at the same time, when one has overcome it, the other groups should be encouraged, giving them positive reinforcement.

The Tide

Challenge description: The participants form groups of between six and eight people. Everyone in the group stands in a circle, holding hands. To begin, a hoop must pass crosswise between the arms of two participants who must hold hands again. Everyone must pass their own body inside the hoop so that it goes around the entire circle.

Rules:

1. Once the challenge has started, no one can stop holding hands.

2. The challenge is overcome when the hoop returns to the first person in the group.

Material: One hoop for each group.

Variations:

- Take on the challenge while the group moves from point A to point B.

- Form a single group with all the rings: get all the rings to pass through the bodies of everyone in the group.

Observations: If the group has more than fifteen participants, two or three hoops must be added to the same circle. Motivate the participants to encourage the others when it is not time for them to pass through the hoops.

Burning Rope

Challenge description: The participants form groups of between six and eight people. There is a rope on the floor that separates one side of the playing area from the other. Everyone in the group must stand on one side of the rope and go to the other side under it.

Rules:

1. They cannot touch or hold the rope with their hands.

2. Everyone must go under the rope.

Material: One rope for each group.

Variations: Solve the challenge by changing the parts of the body that cannot touch or hold the rope. For example, they cannot touch the rope with their stomach or their arms or their feet.

Observations: The ropes to use are typical skipping ropes. If this is not possible, they can be manufactured by cutting two or three industrial plastic bags so that the entire bag is spread out on one side, rolling them up and joining them at the ends. Tie two tennis-size balls with a plastic bag at the two ends of these ropes.

Let's Read The Newspaper

Challenge description: The participants form groups of between six and eight people. We need sheets of newspaper. The aim is to hold the maximum number of sheets among everyone in the group. The sheets cannot touch each other!

Rules:

1. The participants can touch the newspaper with all parts of their body.

2. The sheets of newspaper cannot be folded.

3. Sheets that fall to the ground cannot be used again.

4. If two sheets touch each other at any time, they must all be put down and everyone starts over.

Material: Different newspapers for each group.

Variations: When the maximum number of sheets is being held, move from point A to point B without letting any fall to the ground.

Bring The Hoop Up and Down!

Challenge description: The participants form groups of between six and

eight people. Put a hoop on the ground. The hoop must be raised to head height and placed back on the ground in a controlled manner.

Rules:

1. The participants can only touch the hoop with the end of their index finger.

2. Only the outside of the hoop can be touched. They cannot touch the top or bottom sides.

Material: One hoop for each group.

Variations:

- Raise the hoop to head height, moving from point A to point B and lower the hoop to the floor in a controlled manner.

- Join two groups to carry out the challenge together.

The Plastic Island

Challenge description: The participants form groups of between six and eight people. In front of each group there is a plastic island (a square area with 10 steps per side). On this island there are various plastic objects contaminating the area. We must manage to remove all the plastic from the island without entering it. Your group is taking care of the planet!

Rules:

1. The participants cannot enter the plastic island (the marked square area).

2. The goal is to remove all the plastic from the island. No material should be left inside the square.

3. The group must look around. Maybe they will find an item that can help them to remove the objects!

4. Everyone must remove at least one object.

Material:

- Material within the square: plastic bottles and bags, small cones.

- Material outside the square: four balls.

5. Cool-down games

Photograph

Type: Cool-down game

Material: None

Game description: Two people are the photographers and the rest of the group poses motionless to be photographed. The photographers have one minute to observe and try to remember the positions of all the people in the group.

After the minute of observation, the photographers turn their backs to the group and stop observing. Then the group can make five changes: positions between people, postures, adding or removing objects from the photo, facial expressions, etc.

Finally, the photographers observe the group again and must discover and correct the changes that have been made in relation to the initial photograph.

Observations: You can vary the people playing the role of photographers (no matter how many there may be). You can also decrease or increase the observation time for the initial photograph.

Samurai

Type: Cool-down game

Material: None

Game description: The participants stand in a circle. The game consists of passing energy to each other. Energy can only be passed from one person to another. A person begins the game by passing the energy in the following ways:

- By passing the energy to the right. They must move their right arm in the direction of the person on the right and exclaim: "Ha!"

- By passing the energy to the left. They must move their left arm in the direction of the person on the left and exclaim: "Ha!"

The energy always goes in the same direction unless it is changed.

- To change direction, a participant raises and lowers both arms at the same time, exclaiming: "Hakum!" The energy immediately returns to the previous person.

- To pass the energy to a person who is not next to them, a participant stretches both arms and kick forward in the air while exclaiming: "Waka!" and saying the name of the person to whom the energy is passed.

If one person in the group gets confused and makes a mistake, the entire group shouts: "Samurai!" and raises their arms. Next, the person who made the mistake starts a new game.

Variation: You can add as many rules as you want. The goal of adding new variations is to make the game more complicated.

Observations: We recommend adding the movements to pass the energy one by one. First of all, introduce "Ha!" When the participants understand the concept, introduce "Hakum!" To finish, add "Waka!" When everyone in the group has understood the dynamics of the game, you can gradually add all the new rules you want.

Conducting An Orchestra

Type: Cool-down game

Material: None

Game description: All the participants sit in a circle, with one standing outside it. One of the people in the circle is secretly chosen to play the role of the orchestra conductor. The chosen person makes movements as if they were pretending to play an instrument and the rest of the group must imitate them. The conductor can change the instrument they play, trying not to be discovered.

The person who has been outside the circle since the beginning of the game and does not know who plays the role of conductor approaches the group and has five chances to reveal their identity.

Variation: You can propose to the group that the conductor simulate other situations, like an aerobic workout session, a dance class or firefighters putting out a fire.

A Visit To The Museum

Type: Cool-down game

Material: None

Game description: The participants are divided into two groups.

The people in a group pretend to be statues in a museum and must remain motionless throughout the playing area. The people in the other group are the museum visitors and must try to make the statues laugh without touching them.

The game ends when the group of visitors manages to make all the statues laugh.

Variation: When a statue laughs, it changes role and becomes a museum visitor.

6. Closing rituals

Group Shout

Type: Closing ritual

Material: None

Game description: This is a dynamic that does not take much time aimed at jointly sending a final message. Everyone who has participated in the Socio-Sports Meeting decide on a motto that they will shout in unison to end it. To do this, they stand in a circle and hold hands or place their hands on each other's shoulders, creating a large united group. The countdown begins and at the end everyone shouts the chosen motto together.

If there are many participants, you can make an outside circle and smaller ones within it to avoid a large circle with people very far apart from each other.

Tunnel

Type: Closing ritual

Material: None

Game description: The entire group forms a corridor or tunnel, making two parallel rows facing each other. One person stands at one end and walks inside, greeting and high-fiving the people in both rows. Those in both rows cheer the person on and high-five them. When the first person has greeted everyone in the group, they join one of the rows and it is the next person's turn.

Photograph

Type: Closing ritual

Material: Camera or mobile phone

Game description: The entire group prepares to take a photograph. Three photographs are taken. In the first, everyone poses naturally to their liking. The second photograph is taken while the participants give a good shout. In the third photograph, the members of the group join in a big hug, making sure that no one is left out of the group hug.

7. Evaluation and end

Below are different activities that can be used to end the Meeting and shape the moment of reflection and closure.

A Word

In a circle, each participating person thinks of a word to define the Meeting and shares it with the others, one by one.

Variation: Prominent situation. Each participant reflects on a situation that has been important for them. People who want to share it with the group will do so.

Acknowledgement of Feelings

Each participant reflects on how they felt when the Meeting began

compared to how they feel at the end of it. People who want to share it with the group will do so.

Pictionary

Each participant makes a schematic drawing that represents the most significant moment of the Meeting for them.

Circulating Sheet

Small groups are formed. Each group has a sheet of paper and a pencil. An order is established in which the first participant must write down their reflections about the Meeting. When the facilitator deems it appropriate (less than a minute), he or she announces a change of writer and the next person must continue writing until further notice. This dynamic can be repeated several times, depending on the amount of text you want to produce. It can also be done with drawings.

Word Cloud

Each participant has a piece of paper or post-it note and must write a word on it that expresses how they felt during the Meeting. In the end, all the papers or notes are placed on the ground, one next to the other, forming a cloud. A final reflection is made with a compendium of the words of all the participants.

Artistic Mural

With music in the background, each person expresses some feeling or thought they have after the Meeting with paint on a mural. A final reflection is made showing the paintings made.

REFERENCES

1. UNHCR. Tendencias globales de desplazamiento forzado en 2022. https://www.acnur.org tendencias-globales-de-desplazamiento-forzado-en-2022

2. UNHCR. Mid-Year Trends 2021. https://www.unhcr.org/ statistics/unhcrstats/618ae4694/mid-year-trends-2021.html

3. UNHCR. Tendencias globales de desplazamiento forzado en 2020. https://www.acnur.org/es-es/stats/ globaltrends/60cbddfd4/tendencias-globales-de-desplazamiento-forzado-en-2020.html

4. BOE-A-2009-17242 Ley 12/2009, de 30 de octubre, reguladora del derecho de asilo y de la protección subsidiaria. https://www.boe.es/buscar/act.php?id=BOE-A-2009-17242

5. Spanish Constitution. https://www.senado.es/web/ conocersenado/normas/constitucion/index.html

6. Convention Relating to the Status of Refugees. Source: UN (s. f.). https://eacnur.org/es/ convencion-de-ginebra-de-1951-el-estatuto-de-los-refugiados

7. CEAR (2020). Informe Anual CEAR INFORME 2021: Las personas refugiadas en España y Europa. https://www.cear.es/ wp-content/uploads/2021/06/Informe-Anual-CEAR-2021.pdf

8. Furco, A. and Billig, S. H. (eds.) (2002). Service-Learning: The essence of pedagogy. Greenwich, CT: Information Age.

9. Gómez-Granell, C; García-Milà, C.; Ripol-Millet, A.; Panchón, C. (coord.). (2015). Infància, famílies i canvi social a Catalunya. Informe 2004. Barcelona: CIIMU.

10. Lleixà, T. and Ríos, M. (2015). "Service-Learning in Physical Education Teacher Training. Physical Education in the Modelo Prison, Barcelona" in Qualitative Research in Education, Vol. 4. No.2 pp. 106-133.

11. Martín, X. and Puig, J. M. (2017). "Aprendizaje servicio: conceptualización y elementos básicos". En: Rubio, L. y Escofet, A. (coords.). Aprendizaje-servicio (ApS): claves para su desarrollo en la universidad. Barcelona: Octaedro, ICE-UB.

12. Martínez, J. I., and Villaseñor, G. C. E. (2018). "¿Birds of passage? La integración social de la población refugiada en España" in Revista Iberoamericana de Estudios de Desarrollo - Iberoamerican Journal of Development Studies, 7(1), pp. 144-167.

13. Martínez, M. (2008). Aprendizaje servicio y responsabilidad social de las universidades. Barcelona: Octaedro/ICE.

14. Ministerio de Asuntos Exteriores, Unión Europea y Cooperación. Gobierno de España. España y el pacto global sobre los refugiados. Una aportación al I Foro global (Ginebra 17 y 18 de diciembre de 2019). https://reliefweb.int/sites/reliefweb.int/files/resources/APORTACIO%CC%81N%20 ESPAN%CC%83OLA%20AL%20I%20FORO%20GLOBAL%20 REFUGIADOS.%20ESPAN%CC%83OL.pdf

15. Spanish Ministry of the Interior. Asilo en cifras 2020 (2020) http://www.interior.gob.es/web/archivos-y-documentacion/documentacion-y-publicaciones/publicaciones-descargables/extranjeria-y-asilo/asilo-en-cifras

16. Spanish Ministry of the Interior. Protección internacional. http://www.interior.gob.es/web/servicios-al-ciudadano/oficina-de-asilo-y-refugio/proteccion-internacional

17. Navarro Gandullo, L.; Alconada de los Santos, M.; Rubio Razo, M. Asilo y Protección Internacional. La situación de las personas refugiadas. Junta de Andalucía. https://www.juntadeandalucia.es/export/drupaljda/asilo_proteccion_internacional.pdf

18. Panchón, C. and Ríos, M. (2003-2013). Reports from the programme Educar y socializar a colectivos en riesgo de exclusión social en Nicaragua: centros penitenciarios, centros de salud mental y personas con discapacidad. Universidad de Barcelona, Barcelona (unpublished documents).

19. Pasetti, Francesco (Coord.). Sobre los solicitantes y beneficiarios de protección internacional. Informe Nacional para España, NIEM 2020. CIDOB. http://www.cidob.org/es/publicaciones/serie_de_publicacion/project_papers/niem/sobre_los_solicitantes_y_beneficiarios_de_proteccion_

internacional_informe_nacional_para_espana_niem_2020

20. Spanish National Police. Asilo y refugio. https://www.policia.es/_es/extranjeria_asilo_y_refugio.php

21. Puig, J.M. (2010). Aprenentatge Servei i ciutadania en el marc dels plans educatius d'entorn. Generalitat de Catalunya. http://xtec.gencat.cat/web/.content/alfresco/d/d/workspace/SpacesStore/0044/44222967-dc67-4d73-a843-07cde3cafc7a/Aprenentatge-Servei-i-PEE.pdf

22. Real Decreto 203/1995, de 10 de febrero, por el que se aprueba el Reglamento de aplicación de la Ley 5/1984, de 26 de marzo, reguladora del derecho de asilo y de la condición de refugiado, modificada por la Ley 9/1994, de 19 de mayo, Pub. L. No. Real Decreto 203/1995, BOE-A-1995-5542 7237 (1995). https://www.boe.es/eli/es/rd/1995/02/10/203

23. Real Decreto 865/2001, de 20 de julio, por el que se aprueba el Reglamento de reconocimiento del estatuto de apátrida, Pub. L. No. Real Decreto 865/2001, BOE-A-2001-14166 26603 (2001). https://www.boe.es/eli/es/rd/2001/07/20/865

24. Real Decreto 1325/2003, de 24 de octubre, por el que se aprueba el Reglamento sobre régimen de protección temporal en caso de afluencia masiva de personas desplazadas, Pub. L. No. Real Decreto 1325/2003, BOE-A-2003-19714 38160 (2003). https://www.boe.es/eli/es/rd/2003/10/24/1325

25. Ríos, M. (2014). "La intervención socioeducativa mediante la Educación Física: centros penitenciarios y de salud mental" in Rubio, L.; Campo, L.; Sebastiani, E.M. (coords.). Aprendizaje Servicio en Educación Física (pp. 71-80). Barcelona: INDE.

26. Ríos, M. (2001). "La aproximación a la realidad en el currículum universitario: encuentros socio-deportivos con internos de centros penitenciarios y con pacientes con trastorno mental severo" in Actas del XIX Congreso Nacional de Educación Física. Facultades de Educación y Escuelas de Magisterio (pp. 483-492). Universidad de Murcia, Murcia.

27. Ríos, M. (2005). "Educación física adaptada a pacientes con trastorno mental severo: un programa de formación, acción,
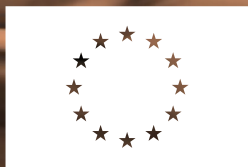
investigación y de cooperación en Nicaragua" in Actas del I Congreso internacional y XXIII nacional de Educación Física: en respuesta a la demanda social de la actividad física. Universidad de Jaén e Instituto Andaluz del Deporte. Jaén, Editorial Gymnos (edición en CD).

28. Ríos, M. (2007-2017). Memorias del programa Intervenció socioeducativa mitjançant l'Educació Física en el Módul Psiquiátric del Centre Penitenciari d'Homes de Barcelona (La Modelo). Universidad de Barcelona, Barcelona (unpublished documents).

29. Ríos, M. (2007). "La educación física adaptada a pacientes con trastorno mental severo: un programa de Aprendizaje Servicio" in Informaciones psiquiátricas, no. 187, pp. 69-80.

30. Ríos, M. (2008). "L'educació física en l'educació social: una experiència d'Aprenentatge Servei" in Martínez, M. (ed). Aprenentatge Servei i responsabilitat social de les Universitats, (pp. 113-128). Barcelona: Octaedro.

31. Ríos, M. (2009). "La Educación Física Adaptada a pacientes con trastorno mental severo: una experiencia de Aprendizaje Servicio" in Tándem, no. 29 · pp. 79 -90.

32. Ríos, M. (2012). "Educación Física e intervención socioeducativa" in Aula de Educación Educativa, pp. 33-42.

33. Ríos, M. (2015). "La educación física como recurso de Intervención socioeducativa. Los créditos de APS en centros penitenciarios y de salud mental" in IPSE, Vol. 8, pp. 35-42.

34. Ríos, M. (2017). "El deporte como recurso de intervención social" in Revista d'intervenció Socioeducativa, 65, pp. 44-56.

35. Ríos. M. (2012). "Educació física i intervenció socioeducativa" in Puig. J. M. (coord.). Compromís cívic i aprenentatge a la Universidad. Experiències i institucionalitació de l'aprenentatge servei, (pp. 33-42). Barcelona: Graó.

36. Ríos, M.; Lleixà, T.; Panchón, C.; and Buscà, F. (coords.) (2021). Guía de los encuentros socio-deportivos entre estudiantes universitarios y personas privadas de libertad. Institut de Desenvolupament Professional, IDP-ICE. Universitat

de Barcelona. http://hdl.handle.net/2445/180159

37. Santos, M. A. and Lorenzo, M. (2010). "La dimensión cívica y desarrollo formativo de los estudiantes universitarios en el contexto español" in Revista Electrónica de Investigación Educativa. (Online). Recuperado el 25-11-2014 en: http://redie. uabc.mx/NumEsp2/contenido-rego.html

38. Sistema de acogida de protección internacional (SAPI), Manual de Gestión 2020. https://extranjeros.inclusion. gob.es/ficheros/subvenciones/area_integracion/ proteccion_internacional/proteccion_internacional_2020/ Manual_de_Gestion_version_4.1.pdf

39. Vallaeys, F. (2014). "La responsabilidad social universitaria: un nuevo modelo universitario contra la mercantilización" in Revista Iberoamericana de Educación Superior (RIES), 5(12), 105-117.

40. Vallaeys, F.; de la Cruz, C.; Sasia, P. (2009). Responsabilidad social universitaria. Manual de primeros pasos. México DF: McGraw-Hill.

41. Vasilescu, R.; Barna, C.; Epure, M.; Baicu, A. (2010). "Developing university social responsibility. A model for the challenges of the new civil society" in Procedia, Social & Behaviour Sciences, 2, 4177-4182.

42. Xarxa d'Aprenentatge Servei de les Universitats Catalanes (2019). Guía 0. Fer Aprendizaje Servicio a la Universidad. Barcelona. Xarxa d'Aprenentatge Servei de les Universitats Catalanes. Recovered from: http://www.acup.cat/sites/default/ files/2019-05/GUÍA%200_Fer%20aprenentatge%20servei%20 a%20la%20Universidad_DEF.pdf

Projecte Community
UNIVERSITAT DE BARCELONA