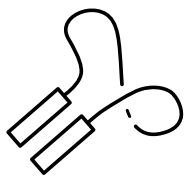Soo dhawaada

Welcome

# RespAct

## Active children, strong democracy!



RespAct Methods

## Welcome Culture

**RespAct methods for working with
newly arrived migrants**

Karibuni

خوش آمدید

# RespAct

**RespAct is a methodology developed
by CamP Group gGmbH.**

We have been developing concepts and tools to support organizations and communities in different regions of the world overcome systemic barriers and achieve greater participation for disadvantaged groups since 2012. Our goal is to contribute to sustainable social change through projects and knowledge-transfer in the fields of education, sports and capacity building.

**www.respact.org**

# Contents

# About this Handbook

RespAct is a methodology, used in sports and democracy projects, that enables children and young people to examine their living environment, examine political and social problems in their local area closely, and find solutions to them together. Through sports and confidence-building exercises participants gain self-confidence and work more constructively as a group.

## Good reasons for RespAct:

Significantly improves the self-sufficiency of the participants.

Includes sport, video and contemplation modules to cater to different learning and motivation needs.

**Efficacy!**

**Versatile!**

**RespAct**

**Active!**

**Constructive!**

Drives changes in the local area.

Improves group dynamics and builds trust.

**Bridge-building!**

Allows for a dialogue between children, teachers and local authorities.
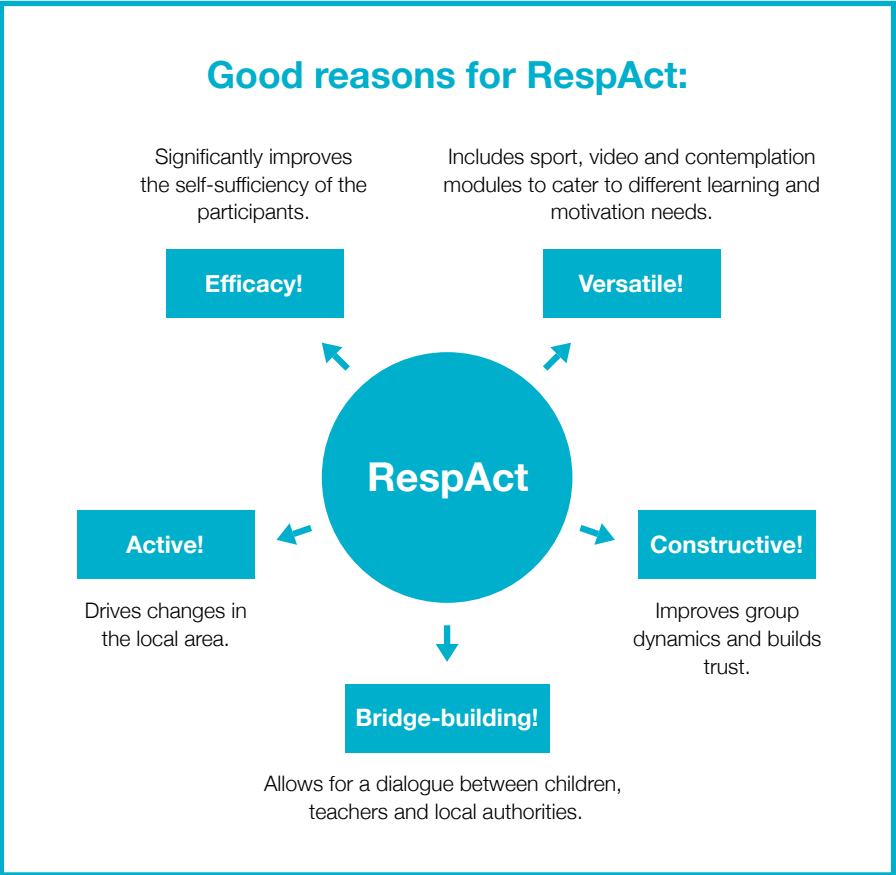
This handbook includes three variants of the RespAct project week, each of which has its own specific focus for learning environments with children and young people affected by forced and voluntary migration. These variants are Diversity and Identity, New Literacy and Vocabulary and Environment.

This book is designed so that educators can take the right amount of content and apply it to their learning situation; the entire handbook can be implemented as a curriculum for a project week, or individual elements or units of the handbook can be applied for specific classroom goals.

RespAct is a prize-winning approach developed in challenging, inner-city areas in Berlin, Hamburg and Munich, and has a major positive impact for young people living in neighbourhoods suffering from economic under-development, affected by migration and/or ethnic segregation as well as for young people suffering from multiple discriminations.

Whilst the project is well suited to deal with the structural and social issues outlined above, there are a broad range of other challenges facing educators and learners within the context of forced migration. For example:

• Diversity in age, education and origin,
• Different languages and literacy levels,
• Physical and symbolic isolation from everyday life; for example, being placed separately in specially designed classes
• High group turnover owing to unclear residency statuses among group members.

In order to overcome these challenges successfully, we have developed three variants of the RespAct format specifically to support educators working with newly arrived migrant children and adolescents.

The Diversity and Identity variant (p. 18) helps to build a more trusting group atmosphere, as well as to illustrate individual differences and explore the positive characteristics of difference and diversity.

The New Literacy video variant (p. 26) is particularly suitable for older participants who want to understand their neighbourhood better and at the same time want to learn new ways to express their own perspective.

We have designed the Vocabulary and Environment concentration for children and young people who are still learning the language of the classroom and are exploring their new life and school environment for the first time (p. 34).

All variants are also suitable as introductory and exchange projects with local children and young people.

# Methodological approach

The RespAct approach is a mix of movement and games combined with reflection and discussion tasks that lead to a tangible school or neighbourhood intervention, initiated by the project participants themselves. We have remained faithful to this approach in the variations outlined in this handbook.

In order to reduce language barriers and contact anxiety, you will find a lot of speech animation tools as well as games that do not need any language throughout the modules.

Depending on your previous knowledge and group requirements, you can choose a suitable sport from the module collection to implement with your group - skipping or cooperation games, or, for experienced trainers and instructors, boxing.

In the following chapters, you will find all the information, checklists, and links required to plan a RespAct project for your group. We wish you a smooth and successful project.

More information about RespAct can be found in the FAQ of the handbook (p.113) or online at www.respact.org.

# Why include sport in RespAct?

Sport is an integral part of the RespAct programme, and we would not recommend any educator to leave it out. Combining sport, discussion and social action is the magic formula for RespAct, and leads to increased self-confidence, better group cohesion and a lot of fun for all involved. Here are a couple more reasons why you should make sure the sport elements of the program are given appropriate amounts of time and attention:

- Sport, movement and exercise teaches a broad spectrum of physical, mental and social skills which support the skills learned in other modules, including coordination, self-efficacy, trust, group efficacy, concentration, limit-setting, communication, negotiation, rule-setting, self-control, empathy and respect.
- Through games and exercise young people get to know each other, their and their friend's boundaries and their strengths and weaknesses in ways that are not possible in other forms of learning environment. A healthy emphasis on sports allows young people to demonstrate a broad range of skills and abilities.
- Movement and exercise are integral for health and well-being, for both boys and girls with every kind of background. Young people that do not learn to move and enjoy exercise are likely to suffer from poorer health outcomes later in life.

# Preparation

Working with newly arrived migrant children and young people requires careful preparation. In this chapter, you will find notes on all the important steps, resources and approaches for dealing with the different topics pertinent to the RespAct project. In order to successfully implement a RespAct project, it is important to bring all involved actors, such as school leaders and participating teachers and/or group leaders together and to obtain all the necessary permissions at an early stage. The schedule of your institution or organization must be taken into account; a buffer for preparation and implementation should also be planned in case of timing issues.

# 6 steps to use RespAct

**1**  **Print out the three-day overview.**

Find the 3-day plan on page 34. This serves as a tool for planning the next step. The overview of different formats is available here www.respact.org .

**2**  **Decide on the thematic focus.**

Decide on which thematic area the project will focus on: **I** Identity and Diversity, **II** New Literacy, **III** Vocabulary and Living Environment.

**3**  **Choose your modules.**

A comprehensive overview of the RespAct modules are included in this handbook and includes activities for getting to know each other, building trust, improving concentration as well as sports modules.

**4**  **Hold a preliminary discussion with all stakeholders.**

Speak with the parents and the school leadership and invite them to the closing presentation. Plan how to get into contact with the local authorities in good time. An overview of arguments for RespAct can be found on the next pages .

**5**  **Locate all the necessary resources.**

A checklist for resources is on page 7.

**6**  **Inform yourself about the rules and regulations.**

In order to ensure that the participants make the most of the Project Week, you will find an outline of the rules, regulations and relevant notes on page 8.

# Preparation checklist

**(for involved adults, school management, teachers, group leaders and co-trainers)**

- ✔ Create plan for project using the 3-day overview
- ✔ Agree with other important stakeholders the timings and rooms for the project
- ✔ Share out tasks to all project team-members- decide on sporting activities and share responsibilities
- ✔ Potentially- pre-assign teams for group work
- ✔ Acquire and test all necessary equipment, specifically cameras

# Resources checklist

- ✔ Smartboard or projector with computer
- ✔ 4 cameras (with blank SD cards)
- ✔ Letter to parents to collect their consent to images and audio recording throughout the project
- ✔ A4 sheets or note paper
- ✔ Flipchart sheets
- ✔ USB stick to transfer the videos to the school's smartboard
- ✔ Printed feedback sheets for children and adults
- ✔ Printed worksheets for the class

# Further potential requirements

**(depending on the units carried out)**

- ✔ Cut out petal-shaped coloured paper
- ✔ Note with translations and/or pictures explaining words in language spoken by participants
- ✔ Boxing gloves and pads, skipping ropes
- ✔ Crepe tape for name tags

# Group Rule-Setting

At the beginning of the first project day, the rules for the week are set. Proposals should come from the children themselves, within a common framework, usually an existing set of school rules. Rules should be written down, displayed prominently and referred back to in case of an infraction.

There are orientation resources for this purpose in the module outline chapters.

# RespAct Principles

In order to make the project a positive experience for all participants, there are certain RespAct principles we recommend using when dealing with the participants, parents and co-trainers:

- Everyone takes part in all parts of the project
- Groups are, as much as possible, mixed, gender, age, ability etc.
- All participants should be encouraged to engage in the activities to the best of their ability
- Sporting activities are planned according to any pre-existing illnesses or injuries amongst participants
- Tasks are adapted to include all participants regardless of physical or mental limitations

# Being Conscious of the Children's Backgrounds

Participants may react emotionally to topics discussed in the project (for example, in the case of the loss of close relatives, family addiction, experience of violence). Within the framework of the project format, please take an active role in discussions and activities, particularly if participants could feel trapped or if they react in unexpectedly emotional ways to tasks.

- It is very important to reinforce the rules: "no laughing at one another" and "no one is forced to share anything they don't want to".
- Children and young people from families with histories of domestic violence often react very sensitively to being touched. Since body contact can hardly be avoided in many of the sports and exercises here, you should pay particular attention to asking permission before touching.
- In instances where there is a reasonable suspicion that a child's immediate welfare is at risk, it is imperative that local national guidelines are followed, and the appropriate authorities are informed.

# Dealing with trauma

People who have experienced situations of extreme stress, for example forced migration, may be suffering from trauma. Even though it seems that a child should recognize that they are safe in a classroom, new school, new town or country, the child's body and parts of the brain are still in fight, flight, or freeze mode.

# Signs of Trauma

When you spot these symptoms or signs, you should immediately inform the school counsellor, other mental health professionals or school leadership team of your observations. Otherwise, the role of the project leader should be to support young people suffering from trauma, for example by being a listening ear if requested.

## Signs of Trauma

### Physical

- complaining of pain (i.e.headache or stomache pains)
- highly alert
- weight gain or loss
- sleeplessness

### Behavioral

- regression
- changes in play, social isolation
- risk taking
- impulsive

### Emotional

- difficulty regulating emotions
- fear
- stress
- distrust
- lack of confidence

### Cognitive

- hard time focusing
- poor skill development
- involuntary trauma flashbacks
- dissociation
- lack of planning for future (unable to)

# Sports and Trauma

Sports and physical activity are important to help a child heal from their traumatic experiences. As a coach or a trainer, it is important to take trauma-informed approaches while working with these children, i.e.

- Create an emotionally and physically safe space
- Supportive Structure
  - » Structure can be seen through program rules, a predictable schedule of activities, and a reasonable coach to participant ratio, and maintaining a secure and safe environment.
  - » This can help the youth to feel safe, secure, and gives them a sense of control.
- Cultural Background
  - » It is important for the coaches or trainers to understand where the children have come from and what they go home to.
  - » It will support integration if teachers and trainers have similar linguistic or cultural backgrounds as participants
  - » By understanding the child's cultural background and adding cultural practices to the sport, it helps create familiarity and helps the coach to understand how the child is handling their grief/trauma.

- Building Relationships and Trust
  - » Coaches or trainers need to create supportive relationships with the children.
  - » Building trust with the children gives them a safe environment to be themselves.
  - » In order to accommodate for the broad spectrum of language abilities in the group of newly-arrived migrant children and youth, we have developed various differentiation options into the module descriptions. As a result, you can tailor your RespAct project individually to your target group. In each of the three Project Weeks, there is an orientation guide to explain which modules work for different groups.
  - » The various modules can be combined, shortened or omitted, as long as it is appropriate for your target group and fits into your schedule. Ideally, classes of non-refugee participants are integrated as much as possible in the project week. As a minimum, they should be engaged and involved in units that focus on the school community and improving the school for everyone.

# Implementation

In order to accommodate for the broad spectrum of language abilities in the group of newly-arrived migrant children and youth, we have developed various differentiation options into the module descriptions. As a result, you can tailor your RespAct project individually to your target group. In each of the three Project Weeks, there is an orientation guide to explain which modules work for different groups.

The various modules can be combined, shortened or omitted, as long as it is appropriate for your target group and fits into your schedule. Ideally, classes of non-refugee participants are integrated as much as possible in the project week. As a minimum, they shoud be engaged and involved in units that focus on the school community and improving the school for everyone.

## Start of the Project Week

The RespAct Project begins with a welcome session and an introduction to the topics. If you are inviting additional people from outside the learning environment to your project, you can take this session as an opportunity to introduce them to your group.

- Depending on your group, now is a good opportunity to play a warm up game or an ice breaker.
- Introduction to RespAct: show the RespAct film and discuss it with the participants; What is RespAct? What is a neighbourhood? Are there any difficult words?
- Briefly outline the plan for the week's activities.
- Remind participants about the presentation at the end of the project and that they need to bring their letters of consent.
- Collect any signed consent forms at this time.
- At the close of the session, the group rules should be established or repeated.

# During the RespAct Project Week

## Warm up games

For this, choose from a range of game proposals from the modules outlined in this handbook.

## Movement modules

Sport and exercise are an integral part of the program every day and account for about a third of time you will spend on the RespAct Project. You can choose from different movement modules such as boxing, skipping and competition games.

## Closing Session and Feedback Round

At the end of each project day, a summary is prepared to give an overview of the results of the day and to clarify what the next steps will be. This can also be connected to a game.

## Last Day of the Project

On the last day of the project, the participants will make their contributions to the final presentation. In doing so they strengthen their skills in presentation situations. Something that guests typically find particularly impressive is a short presentation of their movement or sport. A RespAct final photo is taken.

## Closing Presentation

The participants present their results on the last day of the project in front of teachers, parents or a parallel class. The final presentation is intended to stimulate a lively discussion on current topics in the personal environment of children and adolescents.

## Procedure for the Closing Presentation

- Short welcome and introduction by the project leader (Key questions: What is RespAct? What has happened during the Project Week? How did participants react to the project? What are the next steps?)
- Small groups present the results, with flipcharts, videos, drawings and movement or sports demonstrations as appropriate.
- Include the guests in the presentation. How did they find the presented ideas? What, if anything, was surprising to them? Do they have any other ideas or questions?
- After the presentation, the guests are invited to take a 'Gallery Walk' where they can view all the posters up close. Selected children and young people should be made available for individual questions.

# Next Steps

You will have taken all the preparatory steps to implement your school or district activity so that you can implement it without problems during the project week. Please think about how to document the event through photos, contributions in the class or school news-paper, in line with the motto "Do good and talk about it". Other points that you should think about are:

- Archiving the results and consent forms, for example for participating partners and the RespAct team.
- Evaluation of the project with the school management and, if necessary, external trainers (project success, satisfaction, cooperation, next steps).
- Possibly planning further excursions or teaching units on the topics that arise during the course of the project.

# RespAct Variants

# Variant 1 –
# Identity and Diversity

The diversity and identity variant of the RespAct Project helps to build a more trusting group atmosphere amongst your learners, as well as to discuss and encourage them to appreciate individual differences.

In varied modules, the focus moves from the individual person as a member of the class community to a group of individuals towards school as a space in which many needs, interests and rules meet. Together, the participants elaborate ideas on how the space 'school' can be improved and implement their ideas in a concrete way. At the same time, potential communication difficulties are countered by a sporting awareness-raising and self-confidence programme, as well as the development of specific vocabulary. In this way personal self-confidence and team spirit can be strengthened in class.

## Goal of the Project Week

The participants present individual similarities and differences and learn how to deal constructively with them in the school day. Participants are encouraged to consider their new environment and how they feel about it. The class community is strengthened. Vocabulary from school and the school environment is introduced or repeated.

## Target Group

- Students with a heterogeneous language level and/or average classroom language skills (up to B1)
- Students from regular classes can be involved in all modules of the project week or participate in the common school activity.

## 3-day Overview: Identity and Diversity



### Day 1

**Introduction to classroom and circle of chairs**
- Presentation and development of group rules
- First ice-break:
- Warm-up game

**Sports Module**
- Warm-up
- Boxing/competition/skipping exercises
- Trust game

**Field of Flowers 1**
Participants create paper flowers that represent aspects of their personality and discuss their similarities and differences in smaller groups

**Field of Flowers 2 & 3**
- Groups present their similarities and differences
- Introduction to camera work
- Mini language course
- Session close and feedback round

| Day 2 | Day 3 |
|---|---|
| **The history of my name**<br>• Presentation of the day's activities<br>• Warm up or team exercise<br>• The history of my name 1+2: each participant explains something about their name and its origins and meaning. | **Planning School Activity**<br>• Participants plan concrete implementation steps for the chosen activity<br>• The results are recorded on the flipchart. |
| **Sports Module**<br>• Warm up<br>• Boxing/competition/skipping exercises<br>• Trust game | **Sports Module**<br>• Warm-up<br>• Boxing/competition/skipping exercises<br>• Trust game |
| **The ideal school from A-Z**<br>In small groups, participants discuss what would make an ideal school | **Presentation rehearsal**<br>• Participants practice the presentation of ideas and posters, which have been developed in the last few days<br>• Parts of the sports module are also presented |
| **School Tour & Our School**<br>• The participants explore their school. Interviews can also be conducted.<br>• Afterwards, the group discusses changes they would make to the school environment.<br>• Session close and feedback round | **Final presentation**<br>• First, the videos of the previous days are shown<br>• Afterwards, the children present their school activities and discuss further ideas with the guests |

**19**

# Day 1 -
## Identity and Diversity

### By the end of the day participants will have:

- Been made aware of different aspects of their own personality and found similarities with other participants.
- Had a detailed presentation about how the equipment (cameras) works.
- Understood the importance of fair play and cooperation in sports.

## Running order for the day

- Welcome and introduction to the day's themes
- Establishment or repetition of the group's rules
- Warm up game
- Sports module

### Field of Flowers 1

The participants think about the different aspects of their personalities and the different roles they have. Each petal represents an important property of their personality or a role they play. By sticking the petals together, the participants each produce a colorful flower.

### Field of Flowers 2 and 3

The children work in small groups and tell each other about the qualities that they find very important in themselves. What similarities are there? Which differences? The children will then present their results in the plenary session. All flowers are then hung together as a meadow in the classroom.

### Introduction to Camera Work

Participants learn about how to handle video cameras. The aims of the module are: to give the children the opportunity to formulate their thoughts and ideas, to learn through participation in group work as well as on their own and to build self-confidence in presentation situations.

### Mini Language Class

After the introduction to the camera work, the children will create a small "language course" with sentences like "I am called..." and other simple sentences in their first language. Another example would be counting from one to ten. If the class is very fast, the participants can also learn new vocabulary among themselves.

### Closing and Feedback Round

You will find detailed overviews for each module in the module collection.

# Day 2 -
## Identity and Diversity

### At the end of the day participants will have:

- Further discussed their individual similarities and differences.
- Studied their own school for nice and not so nice places.
- Unified their first ideas for improvements to the school.
- Deepened their understanding of the importance of fair play in sport and cooperation.

# Running order for the day

### Welcome and Warm-up Game

A warm up game is played with participants. The running order of the day is then explained with the aid of a poster or visual aid and the contents of the previous day's discussions are summarised.

### The History of My Name 1

All participants receive a worksheet, on which various questions about their name are asked. This exercise is about the origin and meaning of their names.

### The History of My Name 2

The participants present their completed worksheets. Everyone presents in their name and its origin in the plenary session.

### The Ideal School from A-Z

The children are asked to discuss in small groups what an ideal school needs. The groups present this in the plenary session, while the project leaders keep track of their ideas on a flipchart.

### School Tour

This session is about carefully discovering the school environment. Participants tour the school in small groups and gather ideas about how it can be improved.

### Our School

All the ideas from the school tour are presented. The flipcharts with the ideas can also be shown during the presentation on the last day. At the end of the day, all participants vote for an action they would like to carry out.

### Closing and Feedback Round

You will find detailed overviews for each module in the module collection.

**21**

# Day 3 –
## Identity and Diversity

### At the end of the day, participants will have:

- Developed a concrete plan for their school action project.
- Delivered their closing presentation.
- Deepened their understanding of the importance of fair play in sport and cooperation in sports.

# Running order of the day

### Welcome und Warm-up Game
A warm up game from the first or second day of the project can be repeated to see if the group has made any improvements.

### Planning the School Action
The school action project would have been decided on the day before and should be planned in this session. The group considers the specific steps that they need to take to prepare for the project and what needs to be done to see the project through. Important ideas are realisable ones, which can be discussed at the closing presentation and, crucially, implemented at the end of the Project Week.

### Presentation Rehearsal
The group plans and rehearses the closing presentation.

### Closing Presentation
You will find detailed overviews for each module in the module collection.

### Tips for Successful Implementation

- In the sporting and exercise modules the focus should be more on developing cooperation and less on competition.
- Pick up the lessons learned and look at them again with the class after a while to check the group's progress.
- In order to clarify the equivalence of languages, the participants can also pick up phrases from their own language and teach their fellow pupils.
- If you have very different language levels in the group, distribute different roles and give each child the opportunity to achieve self-efficacy. All children should be active.

# Variant 2 –
# New Literacy

The variant 'New Literacy' is particularly suitable for older participants who want to understand their neighborhood better, while at the same time need support in expressing things from their own perspective.

Newly arrived migrant children and young people are limited in their expressive ability due to their limited knowledge of the language(s) of their new country. The New Literacy concept empowers them to renegotiate and conquer public space primarily through digital approaches. In doing so, the technique opens up the possibility of creating stories about one's own identity and origin, thus enriching public discourse and preventing stereotypes and prejudices.

## Goal of the Project Week

Participants reflect their perception of their (new) environment and develop ideas for shaping and improving it.

## Target Group

- Newly arrived migrant pupils from with good knowledge of the classroom language (B1 and upwards)
- Older pupils
- Students from the regular classes can be involved in all modules of the project week or participate in the joint school action project

# **3-day Overview** - New Literacy



## **Day 1**

**Introduction to classroom and circle of chairs**
- Presentation and development of group rules
- First ice-break:
- Warm-up game

**Digital Storytelling 1**
- The children think about how they relate to each other in their host society
- They think about what stories are transmitted about them in the media
- Collect first ideas about how there are different versions of this story

**Planning a School Activity**
- Participants plan concrete implementation steps for a chosen activity
- The results are recorded on the flipchart.

**Sports Module**
- Warm up
- Boxing/competition/skipping exercises
- Trust game

| Day 2 | Day 3 |
|---|---|
| **Digital Storytelling 2**<br>• The students collect ideas on how they want to present themselves through stories at the school<br>• The students develop these initial ideas further | **Presentation Rehearsal**<br>• The children practice the presentation of ideas and posters developed in the last few days<br>• Parts of the sports module are also presented |
| **Sports Module**<br>• Warm-up<br>• Boxing/competition/skipping exercises<br>• Trust game | **School Leadership – Interview**<br>• Introduction to camera work<br>• Preparation of an interview. Subject: „What would you change if you were headteacher of ...?"<br>• Children take turns |
| **School Leadership Game**<br>• Each participant receives a sheet and writes or paints what they would change if they were the headteacher<br>• The ideas are presented to the group | **Digital Storytelling 3**<br>• The children develop their video ideas further<br>• The videos are recorded<br>• These videos can be used for later presentation<br>• Presentation of your personality at school, ideas for the school activity |
| **Sports Module**<br>• Warm-up<br>• Boxing/competition/skipping exercises<br>• Trust game | **Final presentation**<br>• Videos of the previous days are shown<br>• Afterwards, the children present their school activities and discuss further ideas with the guests |

# Day 1 -
## New Literacy

### At the end of the day, participants will have:

- Developed the rules of how the group will work and cooperate together.
- Have been made aware of different aspects of their own personality and discovered similarities with other participants.
- Received a detailed presentation of how the cameras work.
- Understood the importance of fair play in sports and cooperation.

# Running order of the day

- Welcome, presentation of the concept by the project leader
- Discussion of the group rules
- Warm-up game
- Sports module

### School Leader Game Module

The participants think about possibilities for change at their school. They work out what tasks and responsibilities the leaders of the school have. Then the participants think about what the children would change if they were the headteacher. Subsequently, the results are presented in the group or in small groups.

### Headteacher Interview Module

The aim of the module is to give the children the opportunity to formulate their thoughts and ideas, and to learn about participation, self-initiative and self-confidence in presentation situations. After the introduction to the camera work, the children answer questions previously agreed upon in a simulated interview.

### Closing and Feedback Round

You will find detailed overviews for each module in the module collection.

# Day 2 -
## New Literacy

### At the end of the day, participants will have:

- Developed further their understanding of their environment and how they are perceived by others.
- Developed their own ideas for improving their environment.
- Understood the importance of fair play in sports and cooperation.

# Running order of the day

### Welcome and warm up game

### Digital Storytelling 1

This module is about the students developing their first ideas about how they are perceived in their environment. They consider what stories are taught about them at school, in the media, or in everyday life, and which they regard as positive and which they regard as negative

### Digital Storytelling 2

In the second module, the students consider aspects of their personality that are relevant and valuable to them and think about how they would like to present themselves in their surroundings and to the public. First ideas for videos are developed here.

### Sports module

### Digital Storytelling 3

The ideas for the personal video take shape and are put into action. The videos are shot with the support of the project and can be shown at the final presentation

### Closing and Feedback Round

**29**

# Day 3 –
New Literacy

## At the end of the day, participants will have

- Developed a concrete plan for the School Action Project
- Rehearsed the closing presentation
- Understood the importance of fair play in sports and cooperation.

# Running order of the day

## Welcome and Warm-up Game

A warm up game from the first or second day of the project can be repeated to see if the group has made any improvements.

## Planning the School Action Project

The action project, which was voted on the previous day, is planned. Participants first consider the exact steps that should be prepared for the action project. The project can be discussed and potentially implemented during the final presentation.

## Presentation Rehearsal

The group plans and rehearses the closing presentation.

## Closing Presentation

You will find detailed overviews for each module in the module collection.

## Tips for Successful Implementation

- The examination of prejudices and stereotypes in society can trigger anxiety and uncertainty among the participants. Think about how to handle this and plan to spend time with a discussion.
- Rehearse the clips that the adolescents are recording without a camera. This reduces the working time when filming the video clips.
- Increase the impact of the New Literacy approach by inviting journalists. In doing so, the stories of the participants are encouraged to take on a broader range.

# Variant 3 –
# Vocabulary and Environment

Communication skills and a common vocabulary are fundamental prerequisites for integration and becoming comfortable in a new environment. This RespAct variant aims to strengthen newly arrived young migrants through sports exercises, a joint intervention in the school or neighbourhood and playful vocabulary games, building up their self-confidence. In this way, the most vulnerable within the class and school community are strengthened and new perspectives are created for understanding one's own environment.

We have designed the vocabulary and environment variant for children and young people who have little knowledge of the language of the classroom and are exploring their new life and school environment for the first time.

## Goal of the Project Week

Participants gain self-confidence through developing their vocabulary in the classroom language further and experiencing their immediate environment (school, neighbourhood) positively.

## Target Group

- Newly arrived migrant school attendees with low classroom language competency.
- Students from the standard classes can be involved in all modules of the project week or participate in the joint school action project.

# 3-day Overview: Vocabulary and Environment

## Day 1

**Introduction to Classroom and Circle of Chairs**
- Presentation and development of group rules
- First ice-break:
- Warm-up game

**Sports Module**
- Warm-up
- Boxing/competition/skipping exercises
- Trust game

**My Neighbourhood 1**
- What does my neighbourhood look like? What is nice/what is unpleasant? What kind of leisure facilities are available? What do I wish for?
- Make a map and draw the appropriate locations

**My Neighbourhood 2**
- Introduction to camera work
- Preparation of a small language course on video: presentation of participants: name, place of residence, what things do they dislike? What do they like in their neighbourhood/what not? What do you wish for?
- Discover the sports facilities in the district/visit the clubs and contacts. Possibly turn this into a short video.

| Day 2 | Day 3 |
|---|---|
| **Vocabulary Building**<br>• Repeat from day one, for example sports-related words or suitcase packing.<br>• Classroom dictionary<br>• Word scanner | **Planning a School Activity**<br>• Participants plan concrete implementation steps of the chosen activity<br>• The results are recorded on the flipchart. |
| **The ideal school from A-Z**<br>In small groups, participants discuss what would make an ideal school | **Sports Module**<br>• Warm-up<br>• Boxing/competition/skipping exercises<br>• Trust game |
| **Sports Module**<br>• Warm-up<br>• Boxing/competition/skipping exercises<br>• Trust game | **Presentation rehearsal**<br>• The children practice the presentation of ideas and posters, which have been developed in the last few days<br>• Parts of the sports module are also presented |
| **School tour & our school**<br>• The participants explore their school. Interviews can also be conducted.<br>• Afterwards, the group discuss changes they would make to the school environment and what action they would want to take. | **Final presentation**<br>• First, the videos of the previous days are shown<br>• Afterwards, the children present their school activities and discuss further ideas with the guests |

# Day 1 -
## Vocabulary and Environment

### At the end of the day, participants will have:
- Better understood their immediate environment
- Learned and applied new words
- Learned how to use video cameras to shoot short films

## Running order of the day
- Welcome, presentation of the concept by the project leader
- Establishment of the group rules
- Warm Up game, e.g. Person bingo

### Sports module

### My Neighbourhood 1
When the neighbourhood is drawn, the participants discuss where they feel comfortable and where they do not feel comfortable. With drawings, participants can indicate where they would like to see changes.

### My Neighbourhood 2
After a brief introduction to working with the cameras, participants prepare a mini-interview for the representatives of a sports club, which are then visited on their premises. In this way, the most intimidating aspects of the module are rehearsed, and paths in the neighbourhood are tracked.

At the end of the day, the sports club is added to the district map and the new vocabulary is repeated.

### Closing and Feedback Round

You will find detailed overviews for each module in the module collection.

# Day 2 -
## Vocabulary and Environment

### At the end of the day, participants will have:

• Learned and applied new words
• Understood the importance of fair play in sports and cooperation.
• Better understood their school
• Begun to formulate concrete actions to make changes to their school.

# Running order of the day

### Welcome and warm-up game

### The Ideal School from A-Z

The children think together in small groups what an ideal school would need. Words are matched to each letter of the alphabet.

### Sports module

### School Tour

This module is about getting to know the school more closely. Participants go through the school premises in small groups and find places they like and places they are reluctant to spend time. They may discover new places or meet people they would like to interview.

### Our School

All ideas which were developed during the school tour are presented. For this, the small groups paint posters about their school with their discoveries and ideas. The flipcharts can also be shown during the presentation on the last day.

### Closing and Feedback Round

You will find detailed overviews for each module in the module collection.

# Day 3 –
## Vocabulary and Environment

### At the end of the day, participants will have:
- Developed a concrete plan for their School Action Project
- Rehearsed their closing presentation
- Understood the importance of fair play and cooperation in sports.

## Running order of the day

### Welcome and warm up game
A warm up game from the first or second day of the project can be repeated to see if the group has made any improvements.

### Planning the School Action Project
The action project, voted on the previous day, is planned today. Participants consider first the exact steps that should be undertaken for the project. Important is that it is possible to implement ideas, and that they can be discussed during the final presentation.

### Presentation Rehearsal
The group rehearses the closing presentation.

### Closing Presentation

You will find detailed overviews for each module in the module collection.

### Tips for successful implementation
- For the project week, introduce the most important words relating to school, the neighbourhood and sports and movement.
- Promote targeted language production and do not focus on minor mistakes in grammar and pronunciation in the project. Thus, vulnerable children can also experience success in speaking and presenting their ideas.
- Organize the sports association's visit in advance - many sports clubs are open to new members and are happy to organise a free programme. If there are very different interests in the class, split the group or visit several sites.
- Children and young people are usually particularly pleased to interview the school management. However, the opportunity to interview you would certainly be exciting for the group too!

# Modules

# RespAct-
# Framing Elements

# Welcome

**Duration**
15 min

**Group size**
Whole group

**Location**
Classroom

**Resources**
Flipchart with the day's schedule, Films:
https://www.youtube.com/watch?v=vK41upGBi90
or https://www.youtube.com/watch?v=o9P-ZBWdTYg

**Goals**
The participants get to know what is going on during the project day. They get to know the project and the trainers, and understand diversity and the meaning of community work.

**Connections**
To get to know all the modules and goals for the coming days.

## Implementation
- The project days begin with a welcome from the trainers, during which the age of the participants in the project must always be considered.
- The trainers briefly introduce themselves and their backgrounds.
- One of the trainers introduces RespAct: What is RespAct? What is a living environment or a district?
- One of the trainers briefly presents the schedule for the project days.
- One of the trainers reminds the students of their consent forms and the invitation for the parents to the presentation on the last day of the project.

## Potential Module Adjustments
The day's schedule is displayed with pictures rather than words if that works better for the group.

## Notes
- For the introduction, participants watch a film, which will explain what they will do over the next few days.
- Questions to ask after the film: Is it easy to understand what is being done during the project days? What did you think? Why should we work together? What has that got to do with you as a group?
- Together, we will spend the next days trying to learn something about ourselves. We will start some of the things you would like to change at your school together, as a result starting a great joint action. For this we must all work together. Anyone can help contribute their experiences and ideas.
- The exact schedule for the next days is explained clearly.
- Questions: Is the goal of the project day clear? Do you all understand what it is

# Recommended Rules

**Duration**
20 min

**Resources**
Pen, flipchart

**Group size**
Whole group

**Goals**
Agree on the rules for the coming days and ensure that they are understood by all

**Location**
Classroom

**Connections**
The rules apply to all the modules and activities

## Behaviour and Rules During Project Days

After the project presentation, group rules for behaviour during the week are drawn up. Proposals should come from the children themselves. Usually there are already school or class rules to which references can be made.

## Notes
- Which group rules do you already have in your class?
- Why do you have them, what do they mean?
- How do you want to deal with each other and why?
- Have we have considered the following? (show pictures with possible rules)
- What happens if rules are not followed?

All participants should agree on a respectful, non-discriminatory relationship and understand why this kind of behaviour is important

- ✔ I raise my hand before I speak
- ✔ No one is forced to take part or reveal anything about themselves that they don't want to
- ✔ Listen carefully when the tasks are explained
- ✔ Cameras and sport equipment are handled with care
- ✔ Everyone listens to each other
- ✔ No one hits or punches another person
- ✔ Personal issues should not be discussed outside of the classroom
- ✔ No one insults another person
- ✔ No one laughs at another person
- ✔ Problems have to be resolved first. If there is a conflict in the group, this is resolved before the work on the project continues.

# Introduction to Camera Work

**Duration**
50 min

**Group size**
Whole group

**Location**
In the classroom and
other rooms

**Resources**
Cameras with SD cards and batteries

**Goals**
The participants learn how to handle the cameras and are
prepared for the interview work. They get to know short sentences
in the native languages of their classmates.

**Connections**
Camera work can be used in other modules (for example on the
school tour)

## Implementation

In a chair circle, a trainer explains the functions
of the camera as well as the most important
rules of the camera:

- Handle with care
- Pay attention to the people in front of the
  camera
- Keep the camera at eye level
- Select a "quiet" and appealing
  background
- Press the recording button, then call
  "Action" to start recording
- Do not zoom (blurry)
- Keep the camera steady (blurry)
- Be quiet in the background (weak
  microphones)

- Do not allow anyone to walk
  (unintentionally) through the image
- First call "Cut!", Then press the record
  button to stop recording
- Do not film against the light or window

# Summary of What Was Learned

**Duration**
10 min

**Resources**
None required

**Group size**
Whole group

**Goals**
Participants reflect on days 1 and 2 and can give constructive feedback on key points

**Location**
Chair circle in
the classroom

**Connections**
Participants reflect on the modules carried out during the first day

## Implementation

A summary of what has been learned will be given at the end of the project day. The participants will explain what they have learned, in detail, or what they have enjoyed or disliked. The overall mood of the class is recorded by thumb vote (thumbs up, sideways, downwards). The trainer reminds participants again of the presentation on the last day and that all children can invite their parents, siblings etc.

## Plenary Session/Key Questions

- Our first day is coming to an end. We would like to know how you experienced it
- For this, you can show us your thumbs, depending on what is good or medium or not so good for you
- I start with…
- What did you like? What was too short? What do you want the to do diffently next time?

# Planning the School Action Project

**Duration**
60 min or longer

**Group size**
Whole group

**Location**
Classroom

**Resources**
Paper, pens, prepared tables

**Goals**
Progress in the School Action Project
The group considers what can be done to make everyone feel comfortable at school. For example, improve the look of the canteen, school festivals, to find sponsors for events, etc. Concrete actions are planned in small groups. The participants learn about group work and democratic decision making

**Connections**
The actions that were planned and prepared with all the modules on the previous day are now planned as concretely as possible

## Next Steps
- In the plenary, the ideas for an ideal school are collected
- The task is explained: In small groups, concrete actions for the improvement of the school are developed. It's important that the actions are realistic and the people needed to make them happen can be contacted (educators, caretakers, etc.)
- Then split into small groups at different tables
- The small groups think about what they want to change and who they would need to work with
- Specific proposals should be made, possibly with a timetable
- This is drawn on a poster and written down
- Possibly implemented as a World Cafe

## Notes
- Can you remember what things we collected yesterday that we would need for an ideal school?
- You can now plan actions to improve your school according to your wishes.
- In groups of 4 you can prepare a poster, which we will present together in the big group.

**47**

# Closing Presentation

**Duration**
45 min

**Group size**
Whole group

**Location**
Presentation room

**Resources**
Materials for the presentation, photo apparatus for documenting the event, presentation room

**Goals**
Changes in the school. The children learn that their ideas are heard and implemented. Presenting is practiced, and the children learn to formulate their ideas independently in front of others. Self-awareness is strengthened. The participants should formulate the changes that they want to achieve in the coming weeks.

**Connections**
Participants present what has been discussed and planned in the previous days

## Next Steps
- Participants present their results before the headteacher, other class members and teachers, educators, caretakers, ect.
- There is a nominated adult (teacher, tutor), who is responsible for the imple-mentation of the ideas
- About seven groups present their ideas

## Notes
- Discuss who is presenting what
- Prepare ideas together with participants, appoint responsible persons who are responsible for the implementation of the project
- Clarify presentation rules beforehand: Take hands out of trouser pockets, look ahead, do not laugh! Speak loudly and clearly in whole sentences. If possible speak freely - do not simply read from the poster. When the poster is held: concen-trate, do not wiggle!

# Sports Rules

**Duration**
15 min

**Size of group**
Whole group

**Location**
Classroom/
sports hall/
school playground

**Resources**
If needed, pictures representing specific rules and rule-infractions

**Goals**
All must agree on the rules for the coming days. It is very important to ensure that all participants understand the rules.

## Implementation
- Group rules are defined without using many words
- The children are asked for the rules they already abide by
- Then pictures are displayed. The pictures show possible rules that are discussed as a group.
- The pictures show problematic situations and show the children what they can do to avoid them.

## Notes
- What kind of sporting rules do you already know?
- Why do you have them, what do they mean?
- How do you want to deal with each other and why?
- We have considered the following (show pictures with possible rules)
- What happens if rules are not followed?

All participants should agree on respectful, non-discriminatory behaviours and understand why it is important to keep to these rules.
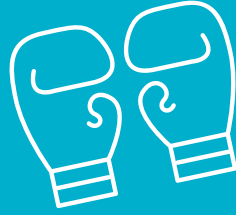
# Sports rules

✓ We do not hit/push or hurt each other, even for fun

✓ The boxing techniques are not used outside the gym

✓ No one is forced to take part

✓ If you do not comply with these rules, you are not allowed to participate in the sport on this day so that the other children and young people can benefit from the project days without interruption. This trust can be earned back by appropriate behaviour towards classmates, good cooperation, etc.
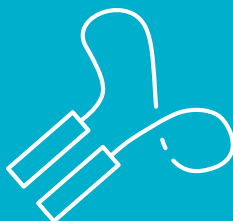
# Warm Up and Ice Breaker Games

# Atom Game

## Practice

- All participants walk through the room, but they are not allowed to touch each other.
- There are 5 levels of speed from 1 (slow) to 5 (fast). The participants themselves determine how slow or fast each stage is.
- One of the trainers calls the number of the stage. Participants must increase/ decrease speed accordingly.
- If two participants touch each other, they are eliminated and sit on the floor.

## Evaluation

At the beginning, the trainer asks: "What is an atom?"

In the end, the trainer asks if the children understand the relation this game has to boxing.

# Question Dice

## Target group

Young people with an intermediate level of the classroom language

## Material

Dice

## Implementation

The participants form a chair circle. A large dice (with pockets for paper) is thrown by the participants. The question which is shown on top must be answered (ensure that the questions and answers are relevant to everyday life).

## Notes

For example, what did you do last weekend? Tell us something about your family.

**53**

# Telling Stories

## Target group
From 10 years old, with good classroom language knowledge

## Goals
Language and speaking, communication, concentration, develop positive group dynamics.

## Implementation
A participant begins to tell a story within 30 seconds. The story should be made up. Once the 30 seconds is up, the next person begins with „Yes and ..." and then has 30 seconds to further tell the story started by the first person. In the original version it is only about continuing things that the first participant has established, and introducing the subsequent part. Stories can, however, also be developed according to specifications (place, person, property etc.). The exercise can be played in pairs or in a group.

## Potential Module Adjustments
The game can also be played in such a way that a participant says only one word and the story begins. In the beginning an object can be used to kick start the story.

# Come In!

## Duration
10 min

## Size of group
Whole group

## Location
Classroom

## Goals
Welcome the participants, make similarities and differences amongst the participants visible

## Connection
Energiser game.

## Implementation
- All participants sit in a chair circle except for one, who stands in the middle and calls specific qualities like "All children who wear something yellow, stand up!"
- The children to whom this feature applies stand up and run to find a new chair, the caller tries to find a chair
- The one who does not find a chair must stand in the middle and call a new quality, trying to take a chair from one of the participants to whom their quality applies.

# Witches and wizards

## Duration
20 min

## Size of group
up to 40

## Location
sports hall, outdoors

## Resources
Skipping ropes

## Theory
Children learn to support one another and cooperate. They get to know each other and learn rope skipping through fun exercises.

## Activity description
• Find a playground.
• Choose five witches and five kings and/or queens (in a group of 40, the number of the witches and kings and queens should vary depending on the group size)
• The witches tag other children and the kings and queens release them.
• Each king and queen gets one skipping rope.
• Other participants spread across the room.
• The witches catch other players. Everyone who gets tagged has to hop in place. The kings and queens can release tagged players by jumping together with them in one rope.
• The kings and queens cannot get tagged.
• Make sure that all players who got tagged get released and nobody feels excluded in this game.

# Ice Breaker Ball

**Duration**
10 min

**Size of group**
Whole group

**Location**
Classroom

**Resources**
Small ball

**Goals**
Getting to know one another better.
All the participants learn each other's names and their hobbies or what they like to do, and can communicate non-verbally (for example by winking).

**Connection**
All participants play the first energiser game together.

**Implementation**
- The game is played without many words.
- Without speaking, a ball is thrown to a child - the person who throws should first makes eye contact with the child they will throw the ball to
- The catcher catches the ball, says their name and acts out their favourite hobby in mime
- All others children should guess what they are acting out

**Notes**
- This is about getting to know each other a bit better.
- This ball is to be thrown to a child, but without saying anything. You must first contact the child without speaking, e.g. by winking or by making eye contact
- The catcher can say "I am (name)" and shows us - without talking - what hobby they enjoy
- You can guess which hobby the child shows you

# Chain Catch

**Implementation**
- Three children are chosen to be 'catchers'.
- All participants walk through the room. The catchers must hold hands and try to catch the other participants.

- As children are caught, they join the group holding hands and must try and catch other children.
- The winner is the last child to be caught.

# Human Stopwatch

## Goal
Collect as many balls or ropes as possible.

## Resources
One skipping rope to skip with, about 20 skipping ropes or balls to collect.

## Implementation
The group is divided into two equally sized teams (about 15 children in each team). Each team has a different task that takes place at the same time. At the end of the round, the teams swap and take on the other task.

### Group 1 = Visitor
All the participants in this team stand in a row, shoulder to shoulder. One child is nominated as the "visitor" who will go along the row of participants and skip twice with each of them. Once the "visitor" has skipped with all the children in their team, the round stops.

### Group 2 = Collector
Meanwhile, the other group stands in a line about 10-20m away from a pile of ropes or balls. While the first group is completing the skipping, this group take turns to run and collect either the rope or the balls from the pile. The aim is to collect as many ropes or balls as possible before the first team finishes the round and the teams swap.

Which group collected more balls/ropes?

# Everyone Talks

## Target Group
all language level competencies

## Goals
All participants should talk to one another

## Implementation
The participants walk freely around the room to music. When the music stops, the participants stand in place and engage in every day conversations, perhaps repeating parts of dialogue from the project day with the children nearest to them. After a short time, the music resumes and the children begin to move around the room again.

## Notes
Participants should move around the room individually and not in pairs or in groups. The aim is for all the participants to talk to one another.

# Palm Tree, Monkey, Elephant

## Target Group
Those with a limited vocabulary in the language of the classroom.

## Resources
Pictures with the new words.

## Implementation
The game leader stands in the middle of the circle, points to a player and says one of the following words or phrases: palm tree, monkey, elephant. The nominated participant and their two neighbours represent this figure as follows:
**Palm tree:** The middle person lifts his arms and waves his hands, the person to the right lifts his left leg to the palm, the person to the left lifts the right leg to the palm.

**Monkey:** The participant in the middle does not hear anything (hands on the ears), the right participant sees nothing (hands on the eyes) and the third person says nothing (hands on the mouth).

**Elephant:** The person in the middle represents the trunk and the two outer players the flapping ears of the elephant.

**Duck:** The person in the middle makes a duckbill and their neighbours wiggle their bottoms.

**Fish:** The middle participant opens and closes their mouth alternately. The other two form the fins with their hands.

## Target Group
The vocabulary as well as the mime must definitely be explained at the beginning of the game.

You can still expand the vocabulary list according to your imagination. (kangaroo, blender, toaster, cow, washing machine...)

New words should be written down and repeated.

# People Bingo

## Duration
30 min

## Size of group
Whole group

## Location
Classroom

## Resources
Bingo sheet with questions (see attachments)

## Goals
Getting to know one another better. Deepen the participant's understanding of one another. Improve the participant's ability to describe themselves.

## Connection
The participants get to know their classmates

## Implementation
- Each child has a sheet with 12 questions on it.
- The questions are first discussed as a group.
- Next, the game is explained. Each child should go around the room and find other children that match the questions on the sheet.
- When a relevant participant is found, the child should write the name of the other child in the corresponding box.
- When the whole sheet is complete, the participant should shout "Bingo!"
- As a group, discuss which children corresponded with which sentences.

## Potential Module Adjustments
The questions can be shortened to single words or written in other languages if that is helpful, for example, "eye colour: blue".

# Speedy Reporter

## Target Group
from 8 years old

## Resources
Survey with questions (see attachments)

## Goals
Movement around the classroom, teaching, writing and speaking, promoting communication

## Implementation
- The whole group stands up. The 'reporter', a child nominated at the outset, starts by making a statement like 'the person I'm interviewing likes pizza'. All children who do not like pizza will then sit down. This continues with statements from the reporter until there is only one child left standing.
- Each participant has a sheet with questions on it.

Each participant goes through the room with the questionnaire and interviews the children they meet. The children record the answers on their piece of paper. Once participants have collected answers from 3 or 4 children, they can sit down again. The children then introduce the children they have interviewed to the whole group.

## Notes
The introductory part of the activity can be adapted in a couple of ways:
- The participants introduce their interviewee by name
- The participants introduce their interviewee's attributes but not their names. The rest of the group are then invited to guess the name of the interviewee.

| | Name | What is your favourite food? | What is your favourite colour? | What did you do in the summer holidays? | What is your grandmother's name? |
|------|------|------|------|------|------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

# Catching Butterflies

### Implementation
- Two catchers are selected.
- All participants walk through the room. The catchers hold each other's hands and try to catch the other participants.

- Whoever has been caught must be included in the chain and is now also a catcher. Whenever four catchers are in the chain, the chain splits into two sets of two, which in turn trap the remaining participants.
- The last two free participants left have won.

# Rope Thief

## Theory

Through this fun game children get to know rope skipping. Children learn how they can use ropes for different games. The game improves agility and reaction.

## Activity description

All players put a skipping rope behind the waistband of their shorts. Players try to steal as many ropes as possible from other players and put them in behind the waistband as well. Children need to steal others' ropes and watch their own at the same time.

## Evaluation

What was challenging about this game?
How many ropes did you manage to steal?

# Strawman Catch

## Practice

- Three catchers are selected.
- All participants walk through the room. The catchers try to catch the other participants.
- Whoever has been caught has to stand with their legs as wide open as possible (like a strawman).
- Strawmen can be freed by other participants crawling in between their legs.

# How's it going?

## Target Group

All language level groups/this game makes use of different languages

## Implementation

The sentence "How are you?" and the corresponding answers „good/so-so/not good" are translated into three different languages and written to the board.

All the children sit or stand in a circle with one child in the middle. The child in the middle asks a child in a circle in one of the three languages how they are. The child must now choose one of the three answers to the question in the right language. If the child answers "so so" the two children next to them have to change the places. When the answer is "bad", all children have to change places.

# Word Ball

**Target Group**
All language level groups

**Implementation**
The group gathers in a circle with their chairs. The group throws the ball to each other and the receiver says a word that they know in the language of the classroom.

# Zip Zap

**Target Group**
All language level groups

**Goal**
Getting to know one another better, ice breaker exercise.

**Implementation**
The group stands in a circle. One child is the game leader and stands in the middle. When the game leader points to a child he says either 'zip' or 'zap'. When the leader says 'zip', the child the leader points to must say the name of the person to their right. If the game leader says 'zap', the child must name the person to their left. If the game leader says ,zip-zap', the group must all get up and quickly change places and a new game leader is chosen. If a child gets the name of the person wrong, they become the group leader.

It is possible to change 'zip' and 'zap' to 'left' and 'right' in different languages, particularly if you require more of a focus on language-learning.

# Democracy-Educational Games

# Field of Flowers 1

| | |
|---|---|
| **Duration** | **Resources** |
| 30 min | Pre-cut coloured paper in the shape of petals, glue, scissors |
| | |
| **Group size** | **Goals** |
| Whole group | Participants build an awareness of one's own identity; |
| | Participants think about what parts of their personality they consider |
| **Location** | most important to themselves; Participants learn that different persona- |
| Classroom | lities are united within their school. |

**Connection**
The flowers are prepared for use in Field of Flowers 2 & 3

## Implementation
- Each child receives several "petals"
- Group leaders, using a personal example, explain the task: everyone should write or paint onto the petals different aspects of their personality. For example, dancer, Muslim, big sister, footballer, reader, boy, class spokesperson, computer game fan, etc.
- Participants write their name or attach a small picture of themselves in the centre of the flower

## Notes
- Each person has different things that make them themselves. We are not just students or not just children
- We want to find out which things are most important to your personality
- Everyone can then present themselves in a flower.
- Here the example of my flower explains ...
- Steps: Write your own name in the middle. Then consider: Who am I, what makes me, me? paint/write the most important things in the petals.
- Who are you? What do you like to do? What would you write? What are the characteristics of a person?

# Field of Flowers 2

**Duration**
10 min

**Resources**
The flowers from the Field of Flowers 1 activity

**Group size**
In small
groups

**Goals**
Teambuilding steps: The participants learn about diversity and try and find common ground with their classmates.

**Location**
Classroom

**Connection**
The individuals (represented by the flowers from Field of Flowers 1) are now grouped together.

## Implementation
- Participants work together in small groups
- They talk about their flowers and find common ground.

## Notes
- Exchange flowers with one another in your groups
- Try and find similar petals

## Questions
Who is in my group?
Which flowers did others make?
What common ground is there?

# Field of Flowers 3

**Duration**
20 min

**Group size**
Whole group

**Location**
Room with the
"meadow" from the
Field of Flowers activity.

**Resources**
"Meadow", crepe tape to hang things

**Goals**
Getting to know one another and team building. Learning about the diversity of personalities within the school and developing an understanding of the group as a team (meadow).

**Connection**
The flowers from the last two modules are hung as a meadow.

## Implementation

- The children hang the flowers one after the other in the meadow
- They present their flowers and each participant looks at the other flowers
- In doing so, they talk about what similarities have been found in the group

## Notes

- The participants should talk about how they designed their flowers. Individual flowers are examined and participants are invited to explain the thinking behind the flower's design.
- Participants are invited to hang their flowers together and discuss them briefly.
- The group should listen attentively.
- The flowers are then brought together in a "meadow".

# Mini Language Course

**Goal**
Understanding of the different language competencies in the group. Make a short film.

**Resources**
Pens, paper, cameras

## Implementation

- After the introduction to the camera work module, participants are asked to teach the group the most important words or sentences of their own language and to translate them into German so that the other children in the group can understand and learn.
- In preparation for presenting in front of the camera, they write the sentences they want to present. For example, "Good morning, my name is ...", "I come from ...", "my favourite food is ...", "the numbers from 1-10 are…", etc.

- Afterwards, working in small groups, the children present their 'language courses' to the team: camera person, director, sound engineer, teacher, and possibly pupil.
- After presenting, the groups should discuss: which languages sound similar, what was difficult, what was easy etc.?

## Variation

- When the group is very large, it is possible to double up in front of the camera – one as the 'teacher' and one as the 'pupil'.
- For older pupils, consider including tongue twisters from different languages and get the group to repeat them.

# The History of My Name 1

**Duration**
10 min

**Resources**
Worksheets for all participants (see attachments)

**Group size**
Whole group

**Goals**
Awareness of one's own identity.
Participants develop an understanding of their own name as part of their own identity and understand a little more about its origin.
Participants get to know more about the diversity among their classmates.
Participants get to know the names of their classmates and the proper pronunciation of their names (very important for those with names with origins in other languages).

**Location**
Classroom

**Connection**
The second part of the module should follow either immediately or on the following day.

## Implementation
- The group collects together which languages are spoken in the class
- Reference is made to the different names of the children
- A trainer explains the history of their name and its meaning for their identity
- Worksheets are distributed, filled with the support of the trainers or overnight with the aid of family/internet

## Notes
- As a class you are a group of many different children
- One goal of our project is that you get to know each other better and learn new things about your classmates

- What languages do you all speak?
- An important part of who you are is your name, because it is an important part of how you connect to others
- We would like to know more about your names. For this, take the sheet and fill it out with parents/grandparents/carers/ and we will talk tomorrow about it.
- Do you know the answers to these questions? This means ... My parents gave me the name because ...
- We will explain to you an example of how we picture this session tomorrow.

# The History of my Name 2

**Duration**
20 min

**Resources**
Completed worksheets

**Group size**
Whole group

**Goals**
Getting to know one another: The participants understand the diversity of the pupils and they get to know the names and origin of the others' names and histories.

**Location**
Chair circle in the classroom

**Connection**
Second Part of "The History of my Name" module

## Implementation
- Each child presents the meaning of their name with the aid of their completed questionnaire.

## Notes
- Who has filled the sheet about the meaning of their name out at home?
- Who would like to introduce their findings?
- What did I find out about my name?

# The Ideal School from A-Z

**Duration**
30 min

**Resources**
Sheets with letters, flipchart to collect the letters together

**Group size**
Whole group

**Goals**
Steps towards planning the School Action Project

**Location**
Classroom

**Connection**
The participants first encounter with their school in the project, in preparation for the next module.

## Implementation
- In the small groups, participants consider what an ideal school would require so that everyone can feel comfortable and participate in school life
- This is done by collecting ideas together on pieces of paper with all the letters of the alphabet
- Each group should consider a few of the lettered requirements of an ideal school, for example G like "garden"
- This is then presented in the plenary session and written by the trainer on the flipchart

## Notes
- One piece of common ground is shared by all: this is everyone's school
- Think about what a perfect school requires in your opinion. Consider this as a group
- Perhaps you have a requirement for each letter - you can then write it on the note, e.g. G like "garden"
- In the end, collect the ideas and write them down

What is the ideal school for you?
What does it take for everyone to learn and live together?
What can you agree on as a group?

# School Tour

**Duration**
30 min

**Resources**
Paper, pens, worksheets with the key questions.

**Group size**
Small groups

**Goals**
Develop ideas for the School Action Project
The participants learn more about the school and develop a better understanding of the school's problems. Participants can start to develop alternatives and solutions to the problems they identify.

**Location**
School

**Connection**
The participants develop ideas that will be developed further in the next module.

## Implementation
- The participants tour the school in small groups and consider which parts of the school they like and which parts they don't like. They are encouraged to think about possible changes that could be made.
- The participants see if anything from the Ideal School A-Z currently exists or could be developed at the school.
- For this exercise, use the attached worksheet
- If there are interesting people, they can be interviewed using the cameras the participants were familiarised with the day before.
- Each participant is assigned a role beforehand: screenwriter, presenter, film maker, etc.

## Notes
- Make the task clear: Look at your school!
- Find places where you want to change something and write down where where they are on your tour
- Think about what you want to change - the secretary of the group should take notes
- You go to your school in small groups and visit places you see often, where you might want to change something
- We have the following roles: Protocol Manager, Card Drawer, Presenter, ...

Where are you going to go?
How often are you in the areas that you visit normally, and what do you do there?
What do you like or not like about these places?
What would you change?

# Our School

| | |
|---|---|
| **Duration** | **Resources** |
| 45 min | Flipcharts, pens |
| | |
| **Group size** | **Goals** |
| Whole group | Develop ideas for the School Action Project. |
| | Get to know the different perspectives on the school's problems (for |
| **Location** | example, what is missing in the school?) |
| Classroom | Develop common ideas for improving the school. |
| | |
| | **Connection** |
| | The ideas from the school tour are made concrete and put |
| | onto paper. |

## Implementation

- The small groups paint a poster of their school with all the places they have explored during their tour together
- They consider why they feel comfortable or uncomfortable there and mark the areas they like with smileys
- They also paint their ideas for improving the school - what new things could be developed for the school?
- The poster is then presented in the plenary session

## Notes

- In the next task, you will draw a large picture of your school and paint all the places you discovered during your tour.
- You can mark them with laughing or crying smileys to show you feel comfortable or uncomfortable. Pay attention to why that is.
- It is important that you include the opinion of all group members
- Also paint your ideas for the school that could be implemented, and imagine what else could be put into place
- Here is an example from me ...

What are you missing in your school? Why do you like it in some places, or not? Can any child feel good at school? Are there children who are disadvantaged?

# School Leader Game

**Duration**
20 min

**Group size**
Whole group

**Location**
In the classroom

**Resources**
pens and paper

**Goals**
• Understand democratic structures
• Understand what school leadership does
• Develop own ideas about how to improve things

**Connection**
Preparation for the School Action Project which follows in the next modules

## Implementation
• The project leaders explain what a head teacher does and how democracy functions.
• Work assignment: Everyone thinks for themselves what they would do as a school principal
• Each child writes three ideas that would be implemented if they were the principal.

## Notes
• All have considered what they like and don't like at school.
• Now participants should imagine that they are the head teacher.
• What tasks do they have? How are they elected?
• Ask participants to write down three ideas which they would change as head teacher of your school...
• Then participants should discuss with each other and find out what ideas the others have developed.

# School Leadership Interview

**Duration**
60 min

**Group size**
Small groups

**Location**
Different rooms

**Resources**
Cameras with SD cards and batteries

**Goals**
Introduction to working with cameras, working with media, practice working with important people and presenting.

**Connection**
The ideas from the School Leader Game are presented here as the interviews are rehearsed and the potential of project ideas are developed.

## Implementation
- The project leader explains the idea behind the interviews
- The project leader explains how an interview works
- In each film team, there are 4 roles:
  - » Camera person (using the camera);
  - » Reporter (asks the questions);
  - » Interviewee (answers the questions);
  - » Director (ensures that the room is quiet, says 'action!' and 'cut!')
- The roles should be established in discussion as a group.
- In the film teams, each participant takes each task once.
- Participants get to know the filming equipment.
- The participants come together in small groups to conduct the interviews.

## Notes
Now you should interview future school leaders, i.e. your classmates, in front of the camera and find out what their ideas are for the school

- How does an interview take place?
- Which roles are required for filming?
- What questions could you ask the Head Teacher?

Participants go straight into your small groups and conduct the interviews.

Think about how the interview should be designed (sitting at the table, what is in the background, etc.).

The "headteacher" should have a speech prepared before.

# Digital Storytelling 1

**Resources**
Paper and pens

**Goals**
Progress towards understanding one's own identity.
Recognize the common narratives that dominate one's identity in different discourses.
Consider a counter-narrative, to tell one's own story.

**Connection**
Participants think about which aspects of their identity, personality and history are important to them. They also consider how they are in conflict with narratives that they hear about themselves.

## Implementation

- In the small groups, consider what the rest of the school community thinks of the 'Class for newly arrived migrant children', and how to deal with the regular class-mates. An adult accompanies each small group for these discussions.
- Participants discuss what they hear in the media and in the neighbourhood and what images they see presented.
- Each group should then consider how this is problematic and to what extent this is positive and desirable.

## Notes

- Participants that are not comfortable with this activity should not be forced to parti-cipate and an alternative activity should be found for them.
- Individual stories should be treated with respect.

# Digital Storytelling 2

**Resources**
Paper and pens

**Goals**
Progress towards understanding one's own identity.
Recognize the common narratives that dominate one's identity in different discourses. Consider a counter-narrative, to tell one's own story.

**Connection**
In a further step, the participants think about which aspects of their identity, personality and history are important to them. They also consider how they are in conflict with narratives that they hear about themselves.

## Implementation
- The participants consider how they want to see themselves presented and which version of their history they want to explore.
- Next, each student develops a short narrative about himself and gives an insight into his own past, present and future.
- This version is now refined with the help of an adult.
- Participants think about how the video they are going to present about themselves might look.

## Notes
- Participants who are not comfortable with this activity should not be forced to participate and an alternative activity should be found for them.
- Individual stories should be treated with respect.
- There should be as much freedom as possible to develop the videos in a way that the participants deem fitting, including backdrop, music and design.

# Digital Storytelling 3

**Resources**
Paper and pens, cameras

**Goals**
Progress towards understanding one's own identity.
Recognize the common narratives that dominate one's identity in different discourses.
Consider a counter-narrative, to tell one's own story a different way.

**Connection**
Participants think about which aspects of their identity, personality and history are important to them. They also consider how they are in conflict with narratives that they hear and perceive about themselves.

## Implementation

- Students should consider how the videos should look; if possible, this should be managed individually by adults.
- The students decide which song or what music should run in the background of their video, as well as against what background they want to shoot the video, or whether they want to appear in the video at all.
- In the last step, the video recordings are made and participants are reminded of how the camera works.
- A sample from the videos can be shown during the presentation.

## Notes

- Participants should be reminded how the cameras work.
- Participants who are not comfortable with this activity should not be forced to participate and an alternative activity should be found for them.
- Individual stories should be treated with respect.
- There should be as much freedom as possible to develop the videos in a way that the participants deem fitting, including backdrop, music and design.

# My Neighbourhood I

**Target Group**
Participants of all language levels.

**Resources**
Paper (poster sized, potentially with the city mapped onto it) colourful pens, glue sticks, other craft materials

## Implementation

- Working in small groups, the children play a game. The students think about the places they know in their neighbourhood, where they feel comfortable and where they do not feel comfortable. These places are marked by the pupils. The groups also discuss what changes they would make to the area.

## Remarks

- This exercise is helpful for building vocabulary. New words should be written down clearly and repeated.

# My Neighbourhood II

**Target Group**
Pupils of all language levels.

**Resources**
Video camera

## Implementation

The participants, together with the trainers, take a tour through their neighbourhood. A point of interest is found, for example a sports club. The students have the opportunity to learn about the place and its programmes. The tour is documented with video cameras: the students take it in turn to create short videos, potentially conduct interviews and take on different roles.

At the end of the tour, project leaders will learn how the students have experienced the excursion.

New vocabulary is repeated and recorded. The new site is marked on the map of the city from My Neighbourhood I.

Bitte HieR nicht rauchen!

# Sport Modules

# Boxing

## Boxing Step

### Theory

Boxing increases the ability to react, provides children with a feeling of security and enables them to act appropriately and peacefully in conflict situations. Children and young people have the chance to learn different perspectives through boxing. Boxing is not only a self-defence technique that conveys power, speed and endurance, but also provides participants with the ability to keep a level head in stressful situations.

### Practice

• Boxing gloves are distributed by the coach.
• The participants face each other in groups of two and take up a boxing stance.
• As a warm-up, all participants jab the air a few times and in unison call out loud "I can do it!".
• The coach demonstrates the boxing step (forwards and backwards).
• One child walks 10 steps towards the opposing child, thereby exercising the boxing step. The opposing child then advances ten steps, back to the starting position.

## Boxing Stances and Distance

### Theory

Participants develop self-confidence in their body through a thorough understanding of how it works and how to interact with the world. Learning safe and stable stances and positions contributes to this knowledge. The self-confidence of participants is increased as they learn to handle conflict and anxiety-inducing situations.

### Execution

• Participants line up in two opposing rows and adopt stances that they think will be the most difficult to knock off balance.
• The trainers gently push the participants to test the stability of their stances. Important! Ask for permission before touching the participants.
• The trainers demonstrate boxing stances to the pupils in the middle of the groups and the pupils copy the stances.
• The trainers go along the rows and gently push the pupils while they hold their new stances. If necessary, the trainers will correct their 'guard' (their hands).

### Extension

The participants take turns to gently push the stance of the pupil standing opposite them before returning as quickly as possible to their stable boxing stances.

### Evaluation

What does boxing look like?
What is important in boxing? (guarding oneself, knees bent, shoulders forward, loose etc.)

## Stop! Game

### Theory

In the Stop! Game, participants learn how to overcome conflict or anxiety-inducing situations confidently. The Stop! Game improves the ability of children and young people to be assertive. The participants learn to set boundaries and to respect the boundaries of others. The game teaches appropriate behaviours in conflict situations.

### Execution

- The participants line up in two opposing rows and adopt boxing stances (each participant should have a partner).
- A participant is selected to help with the demonstration. The participant stands in the middle in the boxing stance and the trainer begins to move towards the participant. When the trainer comes too close, the participant stretches out their hand and shouts "Stop!"
- The trainer then explains boxing distance as well as 'personal space', which for each person will be different. The trainer explains that everyone has the right to decide what distances they need for their own personal space and comfort.

- All participants now join in. Each must stretch out their hands and shout 'Stop!' when their partner is too close. It is important to be clear: stand straight and stable while holding their boxing stance, shout loudly and clearly and do not laugh!

- Once the first round is completed, the opposing row takes a turn, adopting the same stances and shouting "Stop!" as above, when their partner is too close. The pairs continue to take turns.

### Key Questions

How would you behave in situations where you feel uncomfortable and/or physically/verbally attacked?
How do you feel when you turn your back on someone?
How do you feel after the exercise?
Can you respect the others' personal space?
Is it easy for you to say "Stop!" and set boundaries now?

## Boxing punch

### Theory

The participants position themselves in a circle around the coach. The latter wears focus mitts and goes around from child to child. The participants punch with their right hand on the left focus mitt and vice versa. Thereby, the participants again should call out loud "I can do it!"

### Evaluation

What does a basic punch in boxing look like? What is the leading hand and what is the punching hand?

## Dodging Exercise

### Implementation
The trainer distributes the boxing gloves. The participants stand opposite each other in pairs (as in the in the Boxing Distance module) and assume a boxing stance (trainer to correct if necessary).

To warm up, everyone throws a punch with a loud "I can do it!" call. The trainer shows how to avoid being hit.

The participants assume a correct boxing stance and distance. One partner tries to hit the shoulder of of their counterpart, the other partner has to avoid it. Take turns dodging and throwing punches. Punches should only make contact with the shoulder of the opponent.

### Dodging with balls
The participants stand in two rows roughly twice the normal boxing distance apart, one in front of the other. The first row receives a tennis ball. The other row goes into a boxing stance.

The row with the balls throws the ball carefully (bouncing it on the ground) to the partner in front of them. The other partner must avoid the ball while maintaining a boxing stance. After five minutes, the pairs swap over.

## Measuring your strength

### Theory
Children and young people should learn to observe the rules, be considerate of their class-mates, learn to estimate their own strength, and thus, become physically more self-confident. Furthermore, it is important for them to learn the importance of trust, in boxing, sporting and all other social situations.

### Practice
- The participants line up in a circle so that they can hold each other's hands. The circle symbolizes a boxing ring.
- Two participants position themselves in the middle and each receive one boxing glove for their left hand which is held in front of their belly. The other hand remains behind their back.
- The participants greet and face each other in boxing position and the gloved hands touch each other.
- Now the participants try to push themselves out of the circle. The gloved hand should remain at belly height. Soft shoving and pushing is allowed, nudging is forbidden.

### Extension
The children practice the same exercise while jumping on one leg. The participants try to softly hit the belly of their opponent with the left hand.

### Evaluation
Against whom (similar height and weight) can you measure your strength?
Why is it important and fair that your partner has the same or similar strength as you?

# Jump rope games

## Two in One Rope
- Two participants hold the ends of the skipping rope.
- They jump through the rope interchangeably or simultaneously.

## Visitor
Partners face each other. One jumps with the rope over their partner without rope.
- Partner without rope turns
- Partner with rope jumps to the side: The partner without rope jumps in the same rhythm so that the jumper with rope can jump back and capture the partner without rope

## Traveller
All participants jump in a row without a rope to the same rhythm as the child with the rope. The child with the rope goes to every child once in the row in turn and they skip together, the child with the rope swinging it over both of their heads and both participants jumping at the appropriate time.

## Thress and Fours Skip as a Group with a Long Rope
Group (of three or four) jumps with a long skipping rope
- starting to swing and jump
- jump in and out of the rope with single rope jump in the long rope (ropes are linked)

## Long Rope Jump
A long jump rope is swinging and from 2 sides, the students run diagonally through the rope.

### Variations
- Only walk though it
- Jump over it

## Jumping Against the Rope
A pair of children hold a skipping rope at each end. The rest of the group must try and evade capture by the pair with the skipping rope for as long as possible.

# Team and Cooperation Games

## Basic Exercise

### Implementation

Divide the group into two teams, both standing in a row, one team next to the other. Next, balls are passed from the front to back in different ways (overhead, through the legs, to the side of the torso). When the ball reaches the last child in the row, that child runs to the front of the line. This continues until the team are back in the same position they started in. The first team to return to their starting order wins.

### Variation

This game can also be played with skipping ropes which can be passed on in different ways.

## Floor Soccer

### Implementation

• There are 2 teams with up to 30 players per team.
• A field of approximately 15 by 5 meters is marked. 4 players in each of the teams are distributed within the field on one side in front of the 5-meter-long line. Along the length of the line, the remaining members of the team are standing outside of the field. All remaining members of Team 1 on one side, all members of Team 2 on the other side.
• The field players try to move the ball behind the line on the opposite side and place it on the ground.
• While they have the ball, the individual players are not allowed to move, only pass, and the ball must only be passed on the ground.
• After each goal, the team changes their field players. The active players go to the back end of the line-up of their team members outside the field, four players in the front of the line-up go onto the field. Thus, a frequent exchange of players takes place.

### Variations

Players outside the field can be included, for example, by passing the ball (without moving from their spots).

## Crab Football

### Implementation
The group is divided into two teams. The teams assume a 'crab' position on their hands and feet and try and score against their opponents. Each goal is awarded one point.

## Mat Rave

### Implementation
The group is divided into two teams. Each team must move from one side of the room to the other without touching the ground. To achieve this, the team needs to pass mats from the back of the room to the front.
The first group to reach the other side of the room without touching the floor wins.

### Variation
The whole game can also be tried with things other than mats, for example sheets of paper or squares of material.

## Snowball Fight

### Implementation
The group is split up into two equal teams. The room is divided in two by a physical barrier (for example, a bench). The teams must either use small, soft balls or balled up pieces of A4 paper and then throw as many balls over to the other side as possible. After a short time, the game is over and the side with the fewest balls on their side wins.

## Seated Volleyball

### Implementation
• A large field is formed, approximately 5 by 10 meters (depending on the number of players)
• The "net" is a sports bench or chairs
• Two teams (each about 5 players) are spread out on the two sides of the field, and sit down on the ground.
• Now, volleyball is played according to the standard rules, but preferably with a beach ball. Alternatively, a balloon can be used. Once a team has scored a point, all team members change positions to ensure exercise of different skills.

### Reflection
• After the game, the participants can talk about how they felt about sitting during the game. Topics such as sports for people with disabilities can be addressed.

## Vocabulary Race

### Target Group
All language levels

### Implementation
The participants are divided into two groups.

Task: Write down as many words as possible on the topic you are currently working on.

The children line up in their teams, opposite a large sheet of paper. At the signal, the first child from each team runs to the paper and writes down a relevant word. The child then runs back and passes the pen to the next member of their group. This continues until the project leader calls stop. The team with the most words, wins.

### Notes
It is important to prevent opposing sides seeing the words written by the other team.

### Resources
Pens and paper

## Guiding Blind

### Theory
Children should build up mutual trust in their classmates and become aware of their own body. Further, children should recognize the necessity of togetherness within a community.

### Practice
In pairs, participants scatter throughout the room, whereby the pairs stand behind each other, facing the same direction. The child at the front closes their eyes. The child at the back guides their partner through the room by touching and without speaking (tap right shoulder: go right, tap left shoulder: go left, soft tap in the back: go forward, tap on the head: stop). The teams' goal is not to touch other "blind" children while doing the exercise.

### Evaluation
Can you trust your classmate?

## Board Game

### Theory
Children should build up mutual trust in their classmates and become aware of their own body. Further, children should recognize the necessity of togetherness within a community.

### Practice
In groups of three, one participant stands in the middle between two other participants, who stand at an interval of approximately 1.5 meters from each other. The child in the middle stiffens and lets themself fall either forwards or backwards. The partners catch the child and thereby rescue them from falling.

Attention! The exercise should be precisely demonstrated beforehand. While completing the exercise it should be assured that the participants do not get hurt while falling.

## Extension

Four children line up in a circle and one child is in the middle. All of them have to be attentive, cooperate with the other children and catch the child in the middle.

## Evaluation

Can you trust your classmates? Are you afraid of your classmates?

## Cross the Bridge

### Theory

Children should build trust in their school-mates and become aware of their own body. Furthermore, participants should discover the necessity of togetherness within a community.

### Practice

The participants stand on a bench/on the line inside the gym. They should imagine that the space around the bench consists of water and dangerous crocodiles. The participant on the far left end of the bench tries to get to the other end without touching the floor. Therefore, they must repeatedly change places with the other participants. Any participant who touches the floor is eliminated from the game.

Attention! In case girls and boys refuse to collaborate due to possible body contact, the groups can be split into male and female groups.

## Evaluation

Ask before and after the game:
Can you let loose? Can you trust your classmates?

## Gordian Knot

### Implementation

• Gordian Knot:
• Participants reach out and connect their hands together in a circle, tight. They do not let each other go for the duration of the game. The group leader then twists them up into a complicated knot, encouraging participants to step over each other to make the knot difficult to untie. With their eyes closed, they then have to untangle the knot.

• Finger Tips Game:
• The children stand in two rows opposite one another and stretch out their index fingers.
• Between the pair, they must hold up a stick and carry it to the other side of the room.

### Notes

• Start with a team game.
• Explain how the Gordian Knot or Finger Tip Games work before playing them
• After the game:
  » How can we best master this task?
  » Is cooperation important for this task?
  » How does this feel as part of a group?

## Strong Circle

### Implementation

All the children stand together in a circle and hold hands. Under the direction of the project leader, the children should lean backwards and forwards alternatively. In order to keep the circle stable everyone should try and keep their feet firmly on the floor.

## Mine and Your Personal Space

### Target Group

From 10 years old, intermediate to good classroom language knowledge

### Goal

The participants learn their own and others personal space and reflect on it.

### Implementation

Preparation: The group is divided into pairs. The pairs are then placed at a distance of about 3m from each other, so that they face each other.

**1.** The pairs are asked to tell each other a story. The project leader should make a few suggestions here. The subject itself is not so important: for example, best or worst holiday. However, it is fine for the participants to choose their own theme.

**2.** One half of the pair begins to tell their story. After 2 to 3 minutes, the pair have to take a step closer together and the other person begins to tell a story. This continues until the participants are very close together.

The aim of this game is to get the participants to understand the idea of personal space and its limitations.

It is also helpful to demonstrate what personal space means to other people. Hence, this game is particularly interesting with an inter- or multicultural group.

### Notes

After the end of the exercise, the project leader asks the participants at which distances between the speakers the conversation was most pleasant, and at which distances the situation became unpleasant. In a subsequent discussion, the project leader should address how these distances are shaped by culture and how to deal with differences.

## Pizza Massage

### Goal
Relaxation

### Resources
None

### Implementation
Two people are partnered, one person is the pizza, the other one is topping the pizza (back massage): for example, sprinkle cheese -> with all fingers tapping

## Travel to Solidaria

### Goal
Cooperation, cohesion

### Resources
String, hoops, chairs, or something similar, to mark little areas; music

### Implementation
On a signal from the group leader, participants must look for a place in one of the fields; each round, one field is taken away; participants are safe, the goal is that several participants can be found on a field until there are only one or a few fields left on which all participants try to find space together.

# Games without Language

## Star and Fan

### Goal
Camaraderie, Energizer

### Task
Variation of rock, paper, scissors. In the group, there are always two people playing against each other in rock, paper, scissors. The one who loses (fan) follows the winner (star). Each time someone's star is playing, their fan(s) are cheering them on. The game goes on until there are only two big fan communities left- and one player wins the game.

## Pulse Game

### Preparation/Resources
Coins or tokens, bottles, two rows of chairs

### Implementation
The group is divided into two teams. The teams sit in a row next to each other, one behind the other, all facing in one direction. Each child lays a hand on the shoulder of the person in front of them. The child at the back of the group stands and tosses a coin. The child tosses the coin until tails shows. Once tails is shown, the child at the rear of the group presses the shoulder of the child in front of them. The pulse is 'passed' forward by the team in turn in silence. Once the pulse reaches the children at the front of the group, they must run to grab a bottle that is placed equidistant between them, the first to collect the bottle, wins. The group then moves forwards. When the pulse is passed incorrectly, the group must move back.

## Portrait Painters

### Preparation/Resources
Paper for each child, pens, two rows of chairs, music

### Implementation
The children sit in two rows opposite one another. In one row, the children are portrait painters and in the other row the children are models. The painters begin painting their models when the music begins. After about 30 seconds, the models change seats with the painters and complete the picture. This means that each picture is fun and individual.

## Rhythm Circle

### Welcome Game

### Duration
10 min

### Size of group
Whole group

### Location
Classroom

### Goals
Energiser, paying attention to each other, getting to know the space better

### Connection
Welcome game on each day

### Implementation
The children stand in a circle; one child starts to make a sound as the rest of the group copies it. The children take it in turns to make a noise.

### Notes
• Good morning! Good to see everyone.
• To wake everyone up we're going to play a little game. Please can everyone stand in a circle.

## Super Broken Telephone!

### Preparation/Resources
Paper, pens, two rows of chairs

### Implementation
The group is divided into two and the two groups sit next to one another in rows all facing the same direction. The person at the back of each team begins by drawing a picture on the back of the person in front of them with their finger. The picture is passed forward team member by team member. When the picture arrives at the front, the child at the front has to draw the picture on a piece of paper. The picture is then compared to the original drawing and the closest drawing to the original, wins.

# Printing Templates

# Worksheets

# The History of my Name

What is your name, or what do you prefer to be called?

…………………………….....................………………………………………………………………………

What does your name mean?

…………………………….....................………………………………………………………………………

…………………………….....................………………………………………………………………………

From which language does your name come from?

…………………………….....................………………………………………………………………………

How was your name chosen? Or: Is there a personal story behind your name?

…………………………….....................………………………………………………………………………

…………………………….....................………………………………………………………………………

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# School Tour

Which places did we find on the School Tour?

………………………….....................…………………………………………………………………

What did we discover about these places?

………………………….....................…………………………………………………………………

**Where are we??**

………………………….....................…………………………………………………………………

What do we like here?

………………………….....................…………………………………………………………………

What don't we like? What could be changed?

………………………….....................…………………………………………………………………

………………………….....................…………………………………………………………………

**Where are we??**

………………………….....................…………………………………………………………………

What do we like here?

………………………….....................…………………………………………………………………

What don't we like? What could be changed?

………………………….....................…………………………………………………………………

………………………….....................…………………………………………………………………

**Where are we??**

………………………….....................…………………………………………………………………

What do we like here?

………………………….....................…………………………………………………………………

What don't we like? What could be changed?

………………………….....................…………………………………………………………………

………………………….....................…………………………………………………………………

# People Bingo

**Find a person...**

… whose favourite colour is green

…………………….......................……………………………………………………………………

… whose favourite ice cream flavour is chocolate

…………………….......................……………………………………………………………………

… who is able to play an instrument

…………………….......................……………………………………………………………………


… who was born in the same month as you

…………………….......................……………………………………………………………………

… who is a member of a sports club

…………………….......................……………………………………………………………………

… Who is able to speak three or more languages

…………………….......................……………………………………………………………………


… Who has two or more sisters

…………………….......................……………………………………………………………………

… Who is able to do a handstand

…………………….......................……………………………………………………………………

… Who has brown eyes

…………………….......................……………………………………………………………………


… Who is a good singer

…………………….......................……………………………………………………………………

… Whose favourite subject is maths

…………………….......................……………………………………………………………………

… Who goes to school on a bicycle

…………………….......................……………………………………………………………………

# Organisation

# Invitation for Parents & Guardians

Dear parents and guardians,

RespAct is a project to promote social commitment. Through the project, participants are strengthened in their self-confidence and encouraged to actively change their local environment for the better.

For this project, participants will be making short videos. We would therefore like to ask you for your permission to allow your child to be filmed as part of the project. The videos will be shown on the last day of the project in a presentation in front of the class and the other educational staff. We also ask for your consent that film and photo recordings of your child may be taken for these reasons.

RespAct is a project aimed at initiating actions to improve the day-to-day life of children and young people. Parents or guardians can make an important contribution here, and hence we would like to cordially invite you to the presentation of the results of the Project Week Week on _____, from _____ to _____ at school.

The pupils will present the results from the project days and you will have the opportunity to talk with us and your children about this. We would be delighted to welcome you!
In case you need any further information on the project, please contact me directly at:
_____.

Kind regards,

# Declaration of Consent

I declare:

(Please fill out the name of the parent or legal guardian)

First name, surname: _____

Agree that my son, daughter, or child in my care:

(Please fill out the name and details of the child or legal charge)

First name, surname:   _____

Address:   _____

Postcode:   _____

Telephone number:   _____

Date of birth:   _____

During the Project Week, recordings and photographs will be taken by the RespAct team and/or the press. This material will be used for the following purposes (please delete as appropriate):

• In the presentation to the parents and class on the last day of the Project Week,
• For evaluation purposes,
• In the presentation of RespAct in the media.


_____     _____

Place, Date                                              Signature of Parent or Guardian

# 3 Day Overview

Goal of the RespAct Project Week: _____

_____

Planned Activity: _____

| Time | Day 1 |
|------|-------|
| | **Welcome to the classroom/chair circle**<br><br>• Presentation and discussion of group rules<br>• Warm up game from the module collection |
| | |
| | |

Date/Time: _____

Required material: _____

External Partners: _____

| Day 2 | Day 3 |
|-------|-------|
| | **Planning the School Action Project**<br><br>• Plan the project in concrete steps with consideration of "who, what, when where, how?"<br>• This activity is done in groups with the results recorded on a flipchart |
| | **Presentation Rehearsal**<br><br>• The children rehearse the presentation of their ideas and posters that have been developed throughout the project.<br><br>The sports module presentation should also be rehearsed. |
| | **Presentation for Parents and/or Whole Class**<br><br>• First the videos from the first day are shown.<br>• The children discuss their school action project and outline how their projects can be implemented. |

# 3 Day Overview

Goal of the RespAct Project Week: _____

_____

Planned Activity: _____

| Time | Day 1 |
|------|-------|
|      |       |
|      |       |
|      |       |

Date / Time: _____

Required Material: _____

External Partners: _____

| Day 2 | Day 3 |
|---|---|
|  |  |
|  |  |
|  |  |

# FAQ

# About the Project

## What is RespAct?

RespAct is a sports and democracy project. With the help of video work, sports and contemplation modules, children and young people plan projects which will improve their immediate surroundings and bring them together to work with local actors. The RespAct project has been awarded the Capital Prize for Integration and Tolerance (2012), the Mete Eksi Prize (2012) and the Germany, Land of Ideas award (2016).

Our thematic areas are:
(1) security and public space,
(2) classes for newly arrived migrant children and youth, and
(3) environmental justice and sustainable neighbourhoods.

Since 2010, we have been running project weeks, working groups and RespAct summer camps in Berlin, Hamburg and Munich. Our workshops for teachers, social workers and other educational practitioners teach these groups how to implement their own RespAct projects.

## Which age groups does RespAct work with?

RespAct works with children and young people between the ages of 8 and 18.

## What does RespAct cost/are RespAct projects free?

RespAct is a not-for-profit project. Whether we can implement a RespAct project at your school or institution free of charge depends on our funding. Please contact us about arranging a project to discuss the possibilities. The RespAct Handbook for planning your own RespAct project is always available free of charge.

## Where can I find more information about RespAct?

You can find comprehensive details of our handbook, detailed videos and other information online at respact.org. Additionally, you can visit our YouTube here: youtube.com/c/campgroupggmbh.

## How does RespAct work?

The RespAct project week significantly increases participants' self-efficacy in dealing with the social situations.

In addition, it improves gender and political awareness, self-confidence, presentation skills of participants, and determination and commitment are all enhanced by the RespAct project week.

Teachers are highly satisfied with the project and confirm that participants benefit from positive behavioural changes and improved ability to work in groups.

## How is RespAct evaluated?

We continuously evaluate the efficacy of RespAct through internal and external evaluations in order to improve the project and its feasibility. For this, we work closely with other organizations such as the German Sport University Cologne (DSK) and Oxford University. The last evaluation took place in the summer of 2015 by the DSK and included participating pupils (via quantitative pre- and post-intervention questionnaires) as well as teachers, educators and local stakeholders (qualitative interviews). All information on the results can be found at respact.org/the-project/respact-evaluation/

## How can I participate in RespAct workshops for teachers and social workers?

We offer workshops for teachers, volunteers, coaches and social workers at various times throughout the year. All workshops are scheduled and posted online here: respact.org/weiterbildung/ If you would like to offer a RespAct workshop for your colleagues, please contact us directly via email info@camp-group.org.

# Implementation of a RespAct Project Week

## Who can lead a RespAct Project Week?

The RespAct Handbook and the online modules are available at respact.org and provide you with all the information you need to plan and implement your own RespAct project. Please note that CamP Group gGmbH accepts no liability for damages arising from the implementation of RespAct activities by third parties. If you have any questions, please contact us at info@camp-group.org or call (0049) 30-555 711 32.

## I am a teacher/social worker and I want to implement a RespAct Project Week. Where do I start?

First you should discuss your project with the school management. This manual contains an overview of the reasons for schools to adopt a Project Week.

## As a pupil/parent: what is my first step to bringing a RespAct Project Week to my school or class?

Your first port of call should be respact.org/the-project/ to get a complete idea of the project and then you should discuss the project with your class/school leadership team.

## How flexible is the programme?

The projects are modular and are therefore adaptable to the needs of different groups. Please pay attention to the notes in the module descriptions to ensure that the modules included in your programme fit together.

## How many participants should make up a RespAct group?

The ideal number of participants is between 15 and 30.

## When I have a question about planning a RespAct project, who should I contact?

More information is available here: respact.org For further questions, contact info@camp-group.org or call (0049) 30-555 711 32.

## Is it possible for RespAct trainers to attend my project?

RespAct is a not-for-profit project. We are only able to offer this to schools and institutions in line with what our funding permits.

## Can I attend a preparatory workshop before I implement a RespAct project?

We offer preparatory workshops at various times throughout the year. Our workshops are suitable for teachers, social workers, coaches

# Contact the RespAct team

and volunteers. All course dates are available online respact.org/training/. For those hoping to organise workshops for several colleagues at once, please contact us directly.

## What documents do I need from parents to organise a RespAct Project Week for children and young people?

A checklist of necessary documents is available in chapter 1.1 and there are printable resources available at the end of the handbook.

## Who is liable for any damages?

CamP Group gGmbH is not liable for any damages that may occur during the implementation of RespAct methods by third parties. The implementation of a project is therefore carried out at your own risk. The handbook is aimed at teachers, social workers and coaches who have been trained to work with children and adolescents and are deemed competent to do so.

## Can I borrow resources from CamP Group gGmbH ?

We have a collection of different sports resources and videos which are available to collect. Please do not hesitate to contact us to discuss borrowing equipment.

**You can reach us in our Berlin office via call or email if you have any question.**

**CamP Group gGmbH**
c/o Fairmondo
Glogauer Str. 21
10999 Berlin
Germany
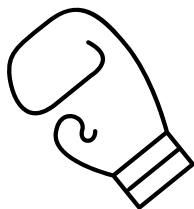
Email: info@camp-group.org
Phone: (0049) 30-555 711 32
Web: camp-group.org
        respact.org
Facebook: /RespAct.org
Youtube: youtube.com/c/campgroupggmbh

Hun bixêr hatin

أهلاً وسهلاً

# RespAct

RespAct is a methodology, used in sport and democracy projects, which enables children and young people to examine their living environment, look at political and social problems and find solutions together.

Through sports and confidence-building exercises, participants gain self-confidence and work more constructively as a group.
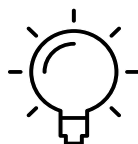
This handbook provides three variations of the RespAct project for working with newly arrived migrant children and adolescents - adapted to the language, age and diversity of the group.

## Active children, strong democracy!

respact.org
info@respact.org
facebook.com/RespAct.org
youtube.com/c/campgroupggmbh

Dobro došli

Mirë se erdhët