

DRAFT TRAINING MANUAL INCLUSIVE SPORT FOR YOUNG SAHRAWI REFUGEES
(NOVEMBER 2025)

The importance of play

*"A child who does not play is not
a child, but an adult who doesn't
play has lost the child within"*
(Pablo Neruda)

Educating through movement and play means activating a learning process that allows everyone (not just children!) to put their skills into action, develop independence and integrate into group life. Play is a source of development and imagination; play is a relationship and learning.

Playing is an indelible characteristic of the human species; it is the meeting point between individuals of different ethnicities, abilities and ages.

Motor games have several functions:

- within technical sports training, they are particularly suitable for both physical and mental warm-ups.
- They can also be used in the classroom between lessons to improve children's attention. In fact, standing up, stretching their muscles and laughing together prepares them to listen more attentively afterwards.
- They help to create a group, strengthen friendships and include people with different motor skills.
- They can be combined with other creative activities using non-sporting materials: pens, colours, fabrics, soap bubbles...!

Always start from the basics

When developing basic movements and postural patterns, the following variations should be taken into account:

- Spatial variations
- Temporal variations
- Quantitative variations
- Qualitative variations

The basic motor patterns are walking, throwing and running, and they form the basis of any motor game. Simply break down and reassemble them to create an infinite number of small games with different variations.

Although some of these movements are acquired at an early age, it is possible to train everyone's motor skills through specific exercises:

WALKING

- Walking games: walking freely forwards, backwards, sideways, in pairs, in threes, in fours, taking long steps, short steps, close together, far apart, occupying as much or as little space as available.
- All kinds of movement, imitating the animal gaits: walk like a dog, like a chicken, etc.
- Walking along a broken line, heading towards objects arranged in various ways in the space.
- Walking on the balls of your feet and on your heels.
- Walking with long or short steps, you can also draw circles on the ground at different distances from each other, or place sticks to mark the various distances.
- Shadow game: one partner follows closely and imitates all the movements of the other.

RUNNING

- Running in one direction: forwards, backwards, sideways
- Running with changes of direction (zigzagging like a snake).
- Slalom game: run freely following wide or narrow slaloms between objects arranged randomly or intentionally (these can even be simple sheets of paper on the ground).
- Driver game: running freely in pairs, one in front and one behind, with a circle in front as if it a car steering wheel
- Colour game: the children are divided into two groups, the teacher names a colour and everyone runs to find as many objects as possible of that colour. The winner is whoever collects the most objects.

JUMPING

- Jumping in all possible variations: simple, with a twist to the right or left, with arms like wings...
- Hopping with feet together in a zigzag pattern back and forth across a line.
- Jumping to the rhythm of a ball being bounced with one hand.
- Obstacle course: the obstacle is made of a cord held by two children, which can be moved to various heights and which the others must jump over. By holding the cord higher on one side and lower on the other, you can help the less skilled and encourage the more enterprising, without highlighting the difficulties of each individual.
- Long jump: Using two ropes or two sticks, you can build a ditch, which the pupils must jump over.

THROWING AND CATCHING

- Throws in all directions, leaving room for the children's imagination.
- Throws with one or two hands, from above or below. Throws from the chest, forehead, behind.
- Ball held with both hands: bounce the ball hard on the ground and catch it with both hands, palms facing upwards.
- Throw the ball, clap your hands and catch it on the fly; throw the ball, clap your hands twice and catch it on the fly... and many other variations.

(source: training course on motor games by UISP Gymnastic)

GAMES / METHODS

Explorers in the Jungle

Description

Participants walk around the space, free to move as they wish. When the music starts, they must move cautiously as if they were exploring the jungle. At a certain point, everyone will turn into tigers (walking on all fours), then butterflies (moving their arms), then snakes (crawling), then frogs (jumping on all fours), then hares (jumping on two legs), then flamingos (on one leg), then wild horses (trotting), then gorillas (heavier gait) and elephants (slow and heavy gait) or turtles (very slow gait).

In this game, the educator has a privileged point of view: they can observe the children in a simple motor game, without filters, because everyone can move as they wish, following only the instructions of the animal. Each child can simulate the animal as they see fit, but there will be dynamics that, if we pay attention, we can explore. For example, there may be children who are confused by the large movements or confused because they do not know how to move and will emulate someone else. Others may not move at all or may be so frightened that they leave the game and approach the leader.

Number of participants

6 players or more

Materials required

Music

Space required

A sufficiently large, uncluttered area, at least the size of a circle formed by the number of participants

The dance of the bears

Description

With music playing in the background, the participants move freely around the space. From time to time, the game leader names a part of the body that each bear must 'scratch' with the help of a partner. For example, when the leader says 'Back!', two bears meet and 'scratch' each other's backs; when the leader says 'Arms' or 'Legs!', the two bears rub the named limbs to scratch each other. At a second pre-arranged signal, contact is interrupted and the bears resume moving freely.

With younger children, who are not used to working in pairs, you can start with an individual activity: each bear scratches the part of the body that is called out.

Number of participants

6 players or more

Materials required

Music

Space required

A sufficiently large, uncluttered area, at least the size of a circle formed by the number of participants

The hole game

Description

Players organise themselves into pairs: one of the two players starts making 'the hole' and the other becomes 'the hole explorer'. The 'hole' has the following characteristics: it must be large enough for the explorer to enter and exit 'in full' and must change every time it has been explored. The game can also be repeated in pairs (two 'holes' intertwining and two 'explorers' at the same time) and in small groups, so that the 'holes' become a kind of human spider's web.

This game helps children to structure their body schema, i.e. the process of physical and neurological growth that ends at puberty, which will lead them to an immediate understanding of their own body in static and dynamic situations, in relation to the different parts of the body and their relationship with the space and objects around them. The game is linked to the reprocessing of information gathered by visual and tactile receptors during the actions of entering and exiting holes of different shapes and sizes.

Number of participants

6 players or more

Materials required

Music

Space required

A sufficiently large, uncluttered area, at least the size of a circle formed by the number of participants

The tied walk

Description

The pairs are tied together at the waist with a rope. Keeping the rope taut between them, they take a walk and every time they encounter an obstacle (another pair) they must overcome it by passing under or over the other pair's rope. Variation: instead of a rope, the pairs are tied together with an elastic band, first at the wrists, then at the ankles, and as the game progresses, the position of the elastic band is changed (knees, thighs, neck, chest, waist).

Number of participants

6 players or more

Materials required

rope, elastic band

Space required

A sufficiently large, unobstructed area, at least the size of a circle formed by the number of participants

Sticks

Description

Everyone will have a stick made of sheets of paper in their hands. One at a time, each person will say what the stick can become, and then everyone will use their stick in that way. The stick can become the handlebars of a bicycle, a telescope, a microphone, a snake...

Number of participants

6 players or more

Materials

Sheets of paper or newspaper

Space required

A sufficiently large, uncluttered area, at least the size of a circle formed by the number of participants

Frog leap

Description

Use tape to draw crosses on the ground representing stones on the surface of a river or lake. They should be drawn to form a path that can be followed by jumping from one 'stone' to another. Some will be further apart than others, moved forward or to the side

Number of participants

There is no minimum or maximum number

Materials

Tape

Space required

A sufficiently large area, free of obstacles

Artistic relay

Description

Divide the participants into teams. Each team has a large sheet of paper and a marker (or crayon). In turn, each team member runs to the sheet of paper, draws a line, a shape or a detail (e.g. 'an eye', 'an arm', 'a cloud') for a limited time (e.g. 10-15 seconds), then runs back and tags the next team member. At the end, the team will have created a collaborative and often surreal work of art, born out of movement and haste.

Number of participants

At least 10 people, with 3-5 people per team being ideal

Materials

Large white sheet of paper, markers

Space required

A room large enough to allow participants to run to their sheet of paper

Colours and movements

Description

With music playing in the background, each participant must run to a white sheet of paper and draw one or more lines indicating the movement they want to do. As soon as they have drawn it, the participant mimics it and everyone else repeats it (for example, a circle to indicate a pirouette, two lines to indicate two jumps, etc.).

Number of participants

At least 4 people

Materials required

Large white sheet of paper, markers

Space required

A room large enough to run to the sheet of paper

Dodgeball

Description

The players are divided into two teams (each team consists of at least six people). They play on a playing field divided into two equal halves. Each team chooses one person (reserve) who will stand outside the boundary of the field and pass the ball to their team on the opposite side, while trying to hit the players on the opposing team.

The aim of the game is to hit the opponents with the ball. If the opponents catch the ball on the fly, they are not eliminated, but if the ball bounces on the ground when it hits them, they must leave the field and help the 'reserve' at the edge of the playing field.

When all the players in a group have been hit, the 'reserve' enters the game, fighting alone for survival. The reserve has three lives, which means they must be hit three times to lose the game. The team that hits all the players and the 'reserve' of the opposing group first wins.

The game develops motor skills, encourages cooperation between people and promotes fair play.

Number of participants

At least twelve players

Materials required

A ball (not too hard), trainers and comfortable clothing

Space required

The game can be played indoors or outdoors

Firefighter's ball

Description

After dividing the field into two equal areas and forming teams, players are given a square or rectangular cloth or towel; they hold it firmly by the four corners, thus forming a sort of 'racket'. Placing the ball in the centre of the cloth and stretching it with quick, coordinated tugs, the two teams throw the ball from one side of the court to the other, trying not to let it touch the ground and catching it on the fly with their rackets. Every time the ball touches the ground in their own court or falls outside the opponent's court after a return, they lose a point. The team with the most points wins. Rules: The ball must always be returned with an upward throw, thus making 'smashes' invalid. The ball is put into play with a serve from the back line of the court. Two halves of 15 minutes each are played, with a 10-minute interval. At the end of each half, the teams change sides.

Number of participants

Two or four per team, all wearing distinctive markings; the cloth can also be of a different colour. Each player grabs two corners if the team has two players, and only one corner if the team has four players.

Materials required

Net or rope, tennis ball, cloths

Space required

Any space where it is possible to mark out an attack zone and a defence zone. The court can be divided into two equal zones by a volleyball or tennis net, a rope or elastic band, or a simple line drawn on the ground

Review Training course (11-15 May 2025, Awserd Camp Library)

Participants: 25 primary and secondary school teachers from the five camps, including regional school coordinators. Most were physical education and motor activity teachers. Three of them were people with special needs (from the sports association).

Duration: 5 days of 4 hours each

Training programme: practical, experiential and theoretical training, based on the needs and requirements of the teachers present. On the first day, the project was presented and each teacher had the opportunity to introduce themselves and explain their expectations of the course. The last day ended with an evaluation of the work carried out by each teacher and coordinator.

Specifically, the training programme followed the following pattern:

1. Each day of work began with a warm-up through motor games and ended with a group discussion on the games proposed, how they could be remodelled to be offered to children, an evaluation of the day and further training needs;
2. The first part of the day was characterised by high-energy sports games, which sometimes led to exhaustion
3. In the second part, low-impact motor games were proposed, both as a choice by the trainers and because of the weather (a problem mentioned by everyone).
4. Proposal of games that promote the pleasure of physical movement, not stereotypical or choreographed, but authentic and creative. The choice was made to use easily available, everyday objects that could be used for games both indoors and outdoors.
5. Proposed games: on the ground and standing; introductory games; improvisation with everyday objects; movement games; listening games; space management games.