



# TRAINING MANUAL INCLUSIVE SPORT FOR YOUNG SAHRAWI REFUGEES

## 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)



## Project summary

Project period: December 2024 - May 2026

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Implementing partners: Sport Inclusion Network (SPIN), Unione Italiana Sport Per tutti (UISP), Sahrawi Ministry of Education and Vocational Training

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 Federal Ministry  
Housing, Arts, Culture,  
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Republic of Austria



República Árabe Saharaui Democrática Ministerio de  
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## FOREWORD SPIN

In the context of the Sahrawi refugee camps near Tindouf – settlements in the desert of Southwest Algeria established in 1975 – sport is more than recreation, it is a tool for psychosocial well-being, education, and social cohesion.

The project “*Inclusive Sport for Young Sahrawi Refugees*”, coordinated by the Sport Inclusion Network (SPIN) in partnership with Unione Italiana Sport Per tutti (UISP), running from December 2024 through May 2026, seeks to strengthen inclusive sport activities for children and youth living in one of the world’s longest-standing refugee contexts. Directly, and indirectly, it contributes to Sustainable Development Goals (SDGs):



- ◆ #3 Good Health and Well-being
- ◆ #4 Quality Education
- ◆ #5 Gender Equality
- ◆ #10 Reduced Inequality
- ◆ #16 Peace, Justice, and Strong Institutions

Implemented in close cooperation with the Sahrawi Ministry of Education, this 18-month initiative aims to empower young refugees – especially girls and youth with disabilities – through structured, rights-based and inclusive sport activities. The basic tenet of the project is to cooperate with Sahrawi (sports) educators and coaches in building better capacity for sport and physical education, benefitting participants and the community at large.

Following a multiplier approach, SPIN and UISP experts worked with 25 Sahrawi educators in an initial training on inclusive methods in sport and physical education. These 25 trainers in turn then conducted a local training in each of the 5 wilayas (camps) respectively, namely Ausserd, Boujdour, Dakhla, Laayoune, and Smara, reaching over 70 more educators and coaches. This cascading approach strengthens local ownership and ensures that knowledge and skills remain embedded in the community beyond the project’s duration.

Additionally, the project provides funds for new sport equipment for athletes, schools, and referees. It concludes with the support of inclusive sport events in all five camps, based on a concept that can be replicated on an annual basis, creating a sustainable impact in the years to come.

## FOREWORD MINISTRY OF EDUCATION AND VOCATIONAL TRAINING OF THE SAHRAWI REPUBLIC

The Ministry of Education and Vocational Training of the Sahrawi Republic attaches great importance to the holistic development of children’s personalities, considering their physical, psychological, and social dimensions. Based on this approach, this simplified guide serves as a practical reference for supervisors and professionals in the field of educational activities, with the aim of strengthening the role of recreational and sports activities in shaping children’s personalities and instilling positive values in them.

In line with this approach, the Directorate of Primary, Middle, and Secondary Education, through its Sports and Recreation Department, recommended and directed the production of a guide to assist facilitators in performing their duties. This work is the result of a collaboration between a team of trainers affiliated with the Sport Inclusion Network (SPIN) and a group of Sahrawi educators, within the framework of exchanging expertise and promoting good educational practices.

This guide was developed as the culmination of a unique and significant project, which began with a practical training program for several physical education teachers and educational facilitators, as part of a fruitful partnership with SPIN. This project focused on developing the competencies of instructors and equipping them with modern tools and methods for leading purposeful recreational activities.

This guide presents a selection of the most important games, activities, and recreational sports designed for children, considering their specific characteristics and educational needs. It also offers practical guidance to help instructors adapt activities to ensure the active and inclusive participation of all children.

As we place this resource in the hands of facilitators and educators, the Ministry and its partners hope that it will contribute to improving the quality of educational enrichment and serve as a cornerstone for fostering an inclusive, stimulating, and safe learning environment that gives every child the opportunity to learn through play and grow within a context of positive interaction and mutual respect.

We present this guide to you to assist and motivate educators in performing their duties with professionalism and responsibility, hoping that it will serve as a practical resource to support their daily work and contribute to improving their performance in the best interests of the child and the advancement of educational practice.





## ABOUT PEDAGOGY

The body is the primary means through which we engage with the world and acts as a sounding board for the psyche. In education, physical and motor development is fundamental to the process of building everyone's identity. Placing physicality at the heart of developmental pathways means fostering genuine educational care. In all care practices, from birth through to situations of vulnerability, the physical dimension represents an essential starting point for meeting basic needs. Therefore, those who educate are called upon to maintain a constant relationship with physicality, since the body is the primary context of existence; when the body moves, it becomes the main vehicle of communication: through its own language, children express not only what they know, but above all what they feel.

If there is a body that speaks, there must be a body that listens – that of the adult, who must be capable of receiving and understanding messages that come from the body but are dictated by the mind and emotions.

Sport can make a decisive contribution to the education and training of young people, as demonstrated by original and innovative pedagogical reflections, which recognise the strong scientific validity of physical and sporting activities, finally bringing them fully into the field of educational sciences and thus offering a new cultural perspective. Today we know that the motor and cognitive development of human beings does not occur in two separate stages, but simultaneously and in collaboration.

Human development mirrors evolutionary development, which means that children shape their cognitive perception as they move. From birth, the brain forms numerous neural connections between motor and cognitive areas, processing sensory stimuli and coordinating muscle movement with brain activity. A clear example is language: to start speaking, children listen to words and imitate lip movements, process them cognitively and then move the right muscles to reproduce them. As children grow and acquire the ability to perform complex motor and cognitive actions, physical activity nevertheless continues to be fundamental to learning.

Sport and physical activity guarantee, with an extremely high success rate, social, professional and economic fulfilment, helping to build a solid, collaborative identity that benefits the rest of humanity. Physical activity facilitates learning in that it optimises and prepares the brain for learning through the ability to concentrate and focus one's attention whilst learning. Neuroscientific discoveries show us how and why movement facilitates learning and establishes a direct link between a person's academic success and the physical activity undertaken during their early years, particularly in an era such as this where dyspraxia and developmental coordination disorder are no longer exceptions but are increasingly common.



## ABOUT DISABILITY

People who are frail or with disabilities experience a lack of mind-body integration, as if mind and body were not connected. But the magic of sport for people with disabilities is that they can experience a new form of mind-body integration, improving:

- ◆ **Cognitively:** the awareness of their own body, space, time and speed.
- ◆ **Physically:** muscle strength, balance, motor coordination, and learning to overcome fatigue (which is one of the first obstacles to rehabilitation).
- ◆ **On a sporting level:** technical knowledge of various sports disciplines, encouraging interpersonal communication and collaboration (through teamwork), whilst respecting shared rules.
- ◆ **On a psychological level:** a state of general satisfaction that leads to the regulation of emotional states, increasing the capacity for self-control.
- ◆ **On a socio-educational level:** personal autonomy, encouraging commitment during training and respect for opponents, teaching courage and promoting fairness; fostering socialisation, camaraderie and integration, thereby overcoming fears, prejudices and isolation.

Taking part in physical or sporting activities represents an important opportunity for growth, both socially and cognitively; that is true particularly for the most vulnerable children – those who struggle and find it hard to thrive. The latest research in this field demonstrates how physical activities and sport improve children’s cognitive processes, the optimal development of which is fundamental to successful learning. Poor development of executive functions is a common factor in neurodevelopmental disorders, but also in the difficulties experienced by typically developing children.

By combining various proprioceptive stimuli with complex motor exercises, we encourage the activation of the brain areas responsible for learning and the correct motor execution required: the learning and automatization of movement occurs through a reorganisation at the cognitive level.

## GENDER EQUALITY

Sport, play and physical activity are not merely physical pursuits; when used correctly, they are powerful social laboratories capable of dismantling deep-rooted prejudices and fostering a culture of equality. This is why they are fundamental tools for gender equality. The power of these tools lies in transforming the body from an 'object' into an 'instrument for action', turning sport into a safe space where skills useful in public and professional life are learnt. When practised from childhood, inclusive sport and play serve a pre-political function, as they eliminate the natural hierarchy that society attempts to impose and allow for the exploration of different roles without the burden of social judgement. An educational approach that avoids rigid competition and aims to promote individual expression and imagination offers safe, structured spaces for women's participation. Sport, viewed as a tool for developing independence and integration, can foster the fundamental skills required for women's empowerment, even in challenging contexts.

The oblique methodology is a natural ally of gender equality: by removing fixed performance models and rewarding creativity and situational intelligence, it creates a space where all genders genuinely start from the same line.



## THE OBLIQUE METHODOLOGY IN PHYSICAL EDUCATION

Building on the pedagogical foundations outlined above, the methodology proposed in this manual centres on a fundamental shift in perspective among the adults responsible for promoting physical and sporting activities in children’s education. The ‘horizontal’ approach, which is the one commonly used, is characterised by prescribing the same exercises and instructions for all children in the group, where the teacher’s perspective is one of ‘I tell you what to do and you do it’.

In its programmes, UISP employs the **oblique methodology**, based on a stimulus or a chain of stimuli: “*I offer you a context of experience in which you can find a possible solution*”. This means transforming the learner from a passive performer into an active problem-solver, shifting the focus from “*what to do*” to “*how to respond*” to a situation.

To make this distinction concrete, consider the same learning objective – ball control and coordination – delivered in two different ways:

- ◆ **Horizontal approach:** "Watch me. Now everyone dribbles the ball ten times with your right hand."
- ◆ **Oblique approach:** "You have a ball and a cone. The cone is a 'guard'. How do you get past it without the guard catching you?"

	Horizontal approach	Oblique approach
Teacher's role	Demonstrates and corrects	Designs situations and observes
Child's role	Passive executor	Active problem-solver
Error is...	A mistake to correct	An attempt to respond
Goal	Reproduce a correct movement	Engage meaningfully with the situation
Evaluation	Does it match the model?	Did the child participate and explore?

This methodology is inclusive by nature because it does away with a single standard of performance:

- ◆ Valuing diversity because the stimulus is inherently varied, allowing everyone to progress from their own level.
- ◆ Reducing performance anxiety because there is no model to imitate (the ‘task’), the fear of making mistakes disappears and errors simply become attempts to respond to the stimulus.
- ◆ Promoting gender equality because it rewards creativity and game awareness, areas in which all genders start from the same starting line.

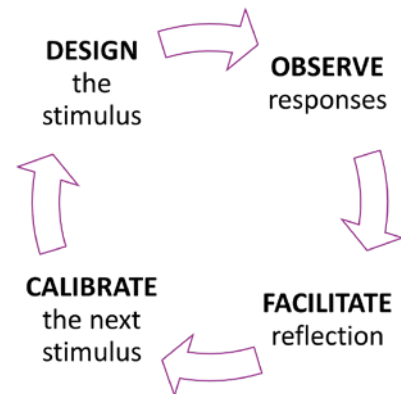
In short, stimulus-based training means to stop asking ‘*do as I do*’ and instead to start asking ‘*show me how you do it*’.

The practical examples in the games section of this manual are all designed following oblique principles. As you explore them, notice how each activity poses a situation to solve rather than a movement to replicate.

## THE ROLE OF THE TEACHER: DIFFERENT, NOT REDUCED

In the oblique methodology, the teacher does not step back — they step sideways. This approach requires careful and deliberate preparation. The teacher becomes:

- ◆ A designer of environments: choosing spaces, materials, and rules that generate meaningful situations rather than prescribed movements.
- ◆ An active observer: reading each child's responses to calibrate the next stimulus, adjusting complexity, space, or challenge in real time.
- ◆ A facilitator of reflection: helping children to name and share what they have discovered, turning physical experience into conscious learning.



This shift – from correcting to observing, from prescribing to listening – is the most demanding and most rewarding aspect of this approach. Teachers accustomed to the horizontal model may initially feel they are *doing less*. In reality, they are doing something harder: trusting the process and reading the group.

### Applying the oblique methodology in the Sahrawi context

The oblique methodology is particularly well-suited to the conditions in which physical education takes place in the Sahrawi refugee camps.

**With limited resources, the approach works better, not worse.** Any object – a stone, a rope, a line drawn in the sand – can become a stimulus. The richness of the experience does not depend on equipment, but on the quality of the situation proposed.

**Traditional Sahrawi games are already oblique by nature.** Many of the games children already know and play involve negotiation, improvisation, and creative response to an open situation. The oblique methodology does not replace this cultural knowledge – it builds on it, giving it pedagogical legitimacy and intentional structure.

**In a community living with prolonged stress, reducing performance anxiety has a deeper value.** Physical activity should be a space of safety and joy. An approach that removes the fear of failure and the pressure of comparison contributes not only to motor development, but to the emotional and social wellbeing of children and young people.

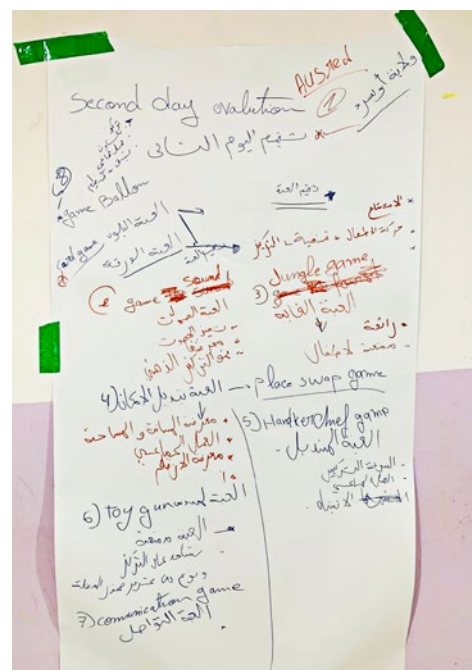
### A note on debriefing

Every oblique session should end with a brief group reflection.

Ask open questions:

- ◆ What did you try?
- ◆ What surprised you?
- ◆ What would you do differently?

*This turns physical experience into conscious learning and completes the cycle of the methodology. Even two or three minutes of shared reflection at the end of an activity can significantly deepen its educational impact.*



## FROM THEORY TO PRACTICE

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 considered:

- ◆ 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

The activities that follow are all designed according to oblique principles. None of them prescribe a single correct way to move. As you facilitate them, treat each child's different response as a valid answer to the stimulus — not a deviation from a norm.

### 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

### 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

## 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 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

## 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

## 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

## 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

## 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

## 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

## REVIEW MULTIPLIER TRAINING

(11-15 May 2025, Ausserd camp library)

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

**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.

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.

What trainers said about their experience:

### Multiplier Training May 2025 (Ausserd camp)

*“Benefit in terms of the type of training”*

*“Contribution to professional skills”*

*“Acquiring new skills”*

*“Created a continuous familiar atmosphere”*

### Local Trainings May 2026 (all camps)

*“Ability to convey information”*

*“Creativity in finding other games using simple means”*

*“Knowing how to present a session for children and how to present a session for adults”*

