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ERASMUS+ TRAINING COURSE

**MALTA | PORTUGAL | TÜRKIYE | GREECE | TUNISIA | MOLDOVA | CROATIA**

# E-booklet on practical guidance and activities for engaging migrant youth through recreational sports and artistic activities

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# ABOUT THIS E-BOOKLET

This e-booklet was developed as part of the Erasmus+ Training Course “Building Bridges – Enhancing Inclusion.”

It brings together the knowledge, ideas, methods, and good practices explored and discussed throughout the project, with a particular focus on supporting the inclusion of migrant youth in local communities.

The booklet provides youth workers, educators, volunteers, and other professionals working with young people with practical guidance and activities for engaging migrant youth through recreational sports and artistic activities. These methods aim to create welcoming spaces where young people from different cultural and social backgrounds can participate, communicate, express themselves, build relationships, and develop a stronger sense of belonging.

By sharing the approaches developed and experienced during the project, we hope this e-booklet will serve as a practical resource that can be adapted and used in different youth work settings across Europe and beyond.

Building bridges starts by creating opportunities to meet, participate, express ourselves, and belong.

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# ABOUT THE PROJECT

"Building Bridges – Enhancing Inclusion" was an Erasmus+ Training Course held from 7–15 August 2026 in Msida, Malta, bringing together participants from Malta, Portugal, Türkiye, Greece, Tunisia, Moldova, and Croatia.

The main purpose of the project was to equip youth workers with practical tools and methods to support the inclusion of local and migrant youth. A particular focus was placed on using arts and recreational sports as accessible ways to overcome cultural and language barriers, encourage participation, and strengthen a sense of belonging.

Through non-formal education, participants shared experiences, explored different cultures, strengthened their communication and teamwork skills, and raised awareness of issues related to migration, diversity, and social inclusion.
Ultimately, the project aimed to inspire youth workers to create welcoming spaces where young people from different backgrounds can connect, participate, express themselves, and feel included.

# ACTIVITY OF PORTUGUESE TEAM

*Workshop title:*

**Living Tiles: Crafting Connections and Building Bridges Through Portuguese Art**

*Brief description:*

"Living Tiles" (Azulejos Vivos) is an interactive, hands-on workshop that reimagines the traditional Portuguese art of tile-making (azulejaria) as a powerful metaphor for migrant integration and community building. Rather than focusing on individual ceramic crafting, this session uses the tile as a symbol of pattern, connection, and cooperation.

Participants from diverse backgrounds work in multicultural teams to design and paint large paper "tiles." By ensuring the borders of each tile seamlessly connect with those of neighbouring teams, participants are physically and creatively forced to communicate, negotiate, and collaborate. The workshop culminates in the assembly of a monumental collective mosaic, illustrating that while each culture is unique, we are stronger and more beautiful when we connect.

*Aim:*

To foster empathy, intercultural dialogue, and social inclusion among migrants and host communities through collaborative, non-verbal artistic expression.

*Objectives:*

- To introduce the historical and narrative power of Portuguese azulejos as a tool for storytelling.
- To break down language barriers through a universal visual language (shapes, patterns, and colors).
- To practice cooperative planning and inclusive team dynamics where every participant's ability is valued.
- To co-create a tangible symbol of unity (the collective mosaic) that represents the integration of diverse identities.

# ACTIVITY OF PORTUGUESE TEAM

## *Materials Required:*

- White Cardboard Paper (A3).
- Acrylic or Gouache Paints.
- Assorted Paintbrushes & Sponges.
- Pencils, Rulers, and Markers.
- Painter's Tape / Blu-tack.
- Speakers & Instrumental Music.

## *Step-by-Step Activity Process:*

**Phase 1:** Cultural Hook & The Metaphor (10 Minutes)

- Introduction: The facilitator introduces the history of Portuguese tiles (azulejos), explaining how they have been used for centuries to tell stories in public spaces.
- The Metaphor: The facilitator introduces the core concept: A single tile is beautiful, but its true purpose is to be part of a larger pattern (a panel). Similarly, individuals and migrants bring unique value, but the beauty of society lies in how we connect and integrate.

**Phase 2:** Group Formation & The Connection Challenge (15 Minutes)

- Team Setup: Participants are divided into multicultural teams of 4 to 5 people. Each team receives one A3 square paper (their "tile"). The facilitator reveals the key rule: *The design painted on the edges of your tile must perfectly align and connect with the edges of the neighbouring teams' tiles*.
- Brainstorming: Teams must coordinate with the groups next to them to decide on a joining element (e.g., a continuous wave, a vine, or a geometric line) while brainstorming symbols of inclusion for the center of their tile (e.g., holding hands, globes, hearts, or blended colors).

# ACTIVITY OF PORTUGUESE TEAM

## *Step-by-Step Activity Process:*

**Phase 3**: The Grand Reveal & Reflection (15 Minutes)

- The Assembly: Once the paint is dry, all teams bring their tiles to a central space (the floor or a large wall). Together, they piece them together like a giant puzzle.
- The Reveal: The facilitator invites everyone to stand back and admire the "Living Panel."
- Debriefing & Evaluation: A quick sharing circle focusing on:

1. How did it feel to negotiate the borders with other teams?
2. How does this mirror the real-life integration of migrants into a new community?
3. How can we use art to build similar "bridges" in our local organizations?

## *Expected Learning Outcomes:*

- Intercultural Competence: Participants will develop active listening and non-verbal communication skills, finding creative ways to overcome language barriers.
- Inclusive Leadership: Youth workers and educators will learn how to design low-cost, highly accessible activities where people of all physical and cognitive abilities can contribute equally.
- Empathy and Belonging: Migrant participants will experience a safe space where their input is essential to the success of the collective outcome, fostering a deep sense of belonging.
- Methodological Toolkit: Participants will leave with a highly adaptable artistic method that they can easily replicate in their home countries for local social inclusion projects.

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# ACTIVITY OF PORTUGUESE TEAM (PHOTOS)







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# ACTIVITY OF TUNISIAN TEAM

*Workshop title:*

**Ink Your Identity**

*Brief description:*

This activity introduces participants to Arabic calligraphy and Harkous, a traditional Tunisian decorative art used in celebrations. Participants briefly reflect on their name and learn how it is written in Arabic.

*Aim:*

Create a space where participants can discover Tunisian cultural heritage through an artistic experience and reflect on the ways identity is expressed in different countries of the world.

*Objectives:*

- Promote cultural exchange through Tunisian traditions.
- Encourage self-expression and creativity.
- Foster inclusion and intercultural dialogue.

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# ACTIVITY OF TUNISIAN TEAM

## *Materials Required:*

- Paper A4.
- Pens and markers.
- Harkous bottles and applicator.
- Tissue paper / wipes.
- Printed pattern examples (optional).

## *Step-by-Step Activity Process:*

Participants will practice writing their name and decorate it using simple Harkous patterns such as dots, lines, and geometric shapes. Participants are encouraged to include elements from their own culture, creating a personal and intercultural design.

The activity ends with a short sharing session where participants present their work and its meaning, encouraging dialogue and connection within the group.

## *Expected Learning Outcomes:*

- Participants gain basic exposure to Arabic writing and Harkous art.
- They will be able to express their identity creatively.
- Engage in meaningful intercultural exchange.
- They will gain knowledge about Tunisian artistic and social traditions.

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# ACTIVITY OF TUNISIAN TEAM (PHOTOS)







# ACTIVITY OF GREEK TEAM

*Workshop title:*

**Circle of Inclusion: Building a Community through Greek Dance & Collaboration**

*Brief description:*

This 60-minute interactive workshop uses elements of traditional Greek circle dancing to promote social inclusion, trust, and teamwork. Participants, regardless of age, nationality, cultural background, or previous dance experience, work together in small groups to create their own "Dance of Inclusion", combining simple dance steps, movements, and symbolic gestures.

Through experiential learning, creativity, and collaboration, participants discover that dance is a universal language capable of bringing people from different cultures together while creating an environment of acceptance, equality, and mutual respect.

*Aim:*

To demonstrate how traditional Greek dance can serve as a tool for social inclusion, intercultural dialogue, and collaboration by providing participants with an experiential learning opportunity that promotes mutual respect, trust, and teamwork.

*Objectives:*

- Become familiar with an element of Greek cultural heritage.
- Develop teamwork and communication skills.
- Express themselves creatively through movement.
- Experience the concept of social inclusion through a shared activity.
- Interact with people they have not met before.
- Strengthen empathy, respect, and appreciation for diversity.

# ACTIVITY OF GREEK TEAM

## *Materials Required:*

- Speaker.
- Music playlist.
- Post-it notes.
- Markers.
- Flipchart or large sheets of paper (optional).

## *Step-by-Step Activity Process:*

**1. "Our Circle"** (10 minutes). Participants stand in a circle. Each participant is sharing:
• one word they associate with inclusion (e.g., Respect, Friendship, Equality, Trust, Diversity),• one simple movement representing that word.
The whole group repeats the participant's word and movement. This activity encourages active participation from the very beginning and creates a welcoming and safe atmosphere.

**2. The Greek Circle** (10 minutes)
The facilitators introduce a few simple steps from a traditional Greek circle dance.
Before dancing, they briefly explain:
In Greek tradition, most folk dances are performed in a circle. The circle symbolizes equality, continuity, and community. Everyone has a place in the circle, everyone is connected, and no one is left outside. The emphasis is not on technique but on cooperation, participation, and enjoying the shared experience. Participants then dance together for approximately five minutes.

# ACTIVITY OF GREEK TEAM

*Step-by-Step Activity Process:*

**3. Creating the "Dance of Inclusion"** (20 minutes)
Participants are divided into five groups of six people.
Each group is asked to create a 1–2 minute choreography including:
• four simple movements,
• one movement symbolizing inclusion,
• one movement representing cooperation,
• one movement expressing acceptance,
• one final group formation.

Additionally, each group chooses:
• a title for their choreography,
• one core value (Respect, Equality, Friendship, Trust, Diversity),

Groups are encouraged to add music, rhythm, singing, spoken words, or any other creative element. No dance experience is required. The facilitators support and encourage all groups throughout the creative process.

**4. Group Presentations** (10 minutes)
Each group presents its choreography.
Before or after (to be decided) performing, the group briefly shares:
• the title of the choreography,
• the value it represents,
• a short explanation of its symbolism.

# ACTIVITY OF GREEK TEAM

## *Step-by-Step Activity Process:*

**5. Reflection – "One Word, One Step"** (10 minutes)
Each participant writes one word on a Post-it note describing how they felt during the workshop. The notes are placed on the floor to form a large circle. The group then gathers for a short reflection.

Participants are invited to answer one or more of the following questions:
- How did dance help your group work together?
- How did you feel when everyone was connected in the same circle?
- What helped your group collaborate successfully?
- When did you feel that you truly belonged?
- Was there a moment when someone supported another participant?
- What challenges did your group face, and how did you overcome them?
- How can you apply this experience in your everyday life?
- What will you take away from today's workshop?

## *Expected Outcomes:*

- Explain the importance of social inclusion and collaboration in multicultural groups.
- Recognise traditional Greek circle dance as a means of expression and social cohesion.
- Work creatively with others toward a common goal.
- Express ideas, emotions, and values through movement.
- Demonstrate greater respect for diversity and inclusion.
- Reflect on their own role in creating communities where everyone feels they belong.
- Identify an important element of Greek cultural heritage.

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# ACTIVITY OF GREEK TEAM (PHOTOS)









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# ACTIVITY OF TURKISH TEAM

*Workshop title:*

**Turkish Kilim Canvas – Weaving Stories Together**

*Brief description:*

Participants design a small square inspired by Anatolian Kilim motifs, representing themselves and the concept of "inclusion." Then, all the squares are brought together to create a single large "collective Kilim."

A brief introduction explains that Kilims are not just a weaving process, but also a tradition of storytelling. The meanings of traditional Kilim motifs such as the tulip, the Tree of Life, the Evil Eye, and the Seljuk star, are shared.

Just like a rug, each piece is different. But when all the pieces come together, a strong and meaningful whole is formed.

*Aim:*

To promote inclusion, cultural exchange and a sense of belonging through art by using traditional Anatolian Kilim motifs as a creative tool for self-expression and collective storytelling.

*Objectives:*

- To introduce participants to Anatolian Kilim culture and the symbolic meanings of traditional motifs.
- To encourage participants to express their identity, experiences, values and understanding of inclusion through visual art.
- To create a safe and creative space where different cultures and personal stories can be shared and appreciated.
- To strengthen communication, empathy, cooperation and mutual understanding among participants.
- To demonstrate how individual differences can come together to create a meaningful and united whole.

# ACTIVITY OF TURKISH TEAM

## *Materials Required:*

- Felt-tip pens or markers.
- A4 paper printout.
- Cardboard.

## *Step-by-Step Activity Process:*

- 10 min: Introducing Kilim culture and the meanings of the motifs.
- 20 min: Everyone creates their own square design.
- 20 min: Participants add their designs to the large board and share a few sentences explaining their meaning.
- 10 min: The collaborative artwork is completed, a joint evaluation is made, and a group photo is taken.

## *Expected Outcomes:*

- Greater awareness of Turkish/Anatolian cultural heritage and traditional Kilim symbolism.
- Increased reflection on inclusion, diversity, identity and belonging.
- Stronger intercultural communication, empathy and mutual understanding among participants.
- Individual artworks representing each participant's story and perspective.
- One collective Kilim artwork symbolising unity in diversity, solidarity and inclusion.

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# ACTIVITY OF TURKISH TEAM (PHOTOS)





# ACTIVITY OF CROATIAN TEAM

*Workshop title:*

**Croatian Traditional Games: Inclusion Through Movement**

*Brief description:*

Sports workshop with Croatian traditional games that promote teamwork and inclusion.

*Aim:*

Promote inclusion through sport and Croatian traditional games.

*Objectives:*

- Improve teamwork and communication.
- Introduce Croatian traditional games.
- Encourage active participation.

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# ACTIVITY OF CROATIAN TEAM

## *Materials Required:*

- One longer stick and a round hollow object to imitate the Alka.
- Ropes.
- Sacks.
- Spoons.
- Ping pong balls.

## *Step-by-Step Activity Process:*

- Warm-up (10 min): Group movement games.
- Activities (40 min): Croatian Alka game, sack race, tug of war, ping-pong ball-and-spoon game.
- Reflection (10 min): Discussion on teamwork, inclusion, and Croatian culture.

## *Expected Outcomes:*

- Improve team work.
- Enhance communication skills.
- Learn about Croatian traditional games.

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# ACTIVITY OF CROATIAN TEAM (PHOTOS)





# ACTIVITY OF MOLDOVIAN TEAM

*Workshop title:*

**Discover Moldova Through Mărțișor**

*Brief description:*

This interactive workshop introduced participants to Moldovan culture and traditions through the traditional Mărțișor craft. Participants learned about the meaning and cultural significance of Mărțișor and had the opportunity to create their own handmade Mărțișor. The activity encouraged creativity, cultural exchange and learning through practice.

*Aim:*

To introduce participants to Moldovan cultural heritage through the traditional Mărțișor and encourage intercultural learning.

*Objectives:*

- Explain the meaning and traditions connected to Mărțișor.
- Develop participants' creativity and practical skills.
- Create an opportunity for cultural exchange between participants from different countries.
- Promote interest in preserving and sharing cultural heritage.

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# ACTIVITY OF MOLDOVIAN TEAM

## *Materials Required:*

- White and red threads.
- Scissors.
- Pins.

## *Step-by-Step Activity Process:*

- The facilitators introduced Mărțișor and explained what it represents and why it is an important tradition in Moldovan culture.
- The participants were then shown a practical demonstration of how to create a Mărțișor.
- After the demonstration, participants worked in pairs, with two people from different countries in each group. Each participant created their own Mărțișor while working together with their partner.
- During the activity, they had the opportunity to communicate, help each other and exchange information about traditions and cultural elements from their countries.
- At the end, participants finished their handmade Mărțișor and had the opportunity to show their creations to the others.

## *Expected Outcomes:*

- Participants will have a better understanding of Moldovan culture and the tradition of Mărțișor.
- They will develop creativity, patience and practical skills while gaining a greater appreciation for cultural diversity.
- Participants will also have the opportunity to exchange knowledge about traditions with people from other countries and understand the importance of preserving and promoting cultural heritage.

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# ACTIVITY OF MOLDOVIAN TEAM (PHOTOS)







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# ACTIVITY OF THE TC

*Workshop title:*

**Every Piece Belongs: Collage Making**

*Brief description:*

Participants were divided into teams of four, with mixed nationalities represented in each group. Using old magazines, journals, stickers, and other creative materials, participants reflected together on the question: "What colours, shapes, or images come to mind when you feel safe and welcomed?" Each team then worked collaboratively to create a collage representing their shared ideas of safety, belonging, and inclusion.

*Aim:*

To encourage participants to explore and express their understanding of safety, belonging, and inclusion through collaborative artistic expression.

*Objectives:*

- To encourage participants to reflect on what makes them feel safe, accepted, and welcomed.
- To promote intercultural dialogue and exchange between participants from different backgrounds.
- To strengthen teamwork, communication, and cooperation within multicultural groups.
- To use art and creativity as accessible tools for expressing feelings and ideas related to inclusion.

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# EVERY PIECE BELONGS: COLLAGE MAKING

## *Materials Required:*

- Old magazines and journals.
- Stickers.
- A3 cardboard paper.
- Glue.
- Scissors.

## *Step-by-Step Activity Process:*

- Divide participants into teams of four, ensuring a mix of nationalities and backgrounds within each group.
- Provide each team with an A3 sheet of cardboard, old magazines and journals, stickers, scissors, and glue.
- Introduce the reflection question: “What colours, shapes, or images come to mind when you feel safe and welcomed?”
- Allow participants a few minutes to discuss the question within their teams and share their individual perspectives.
- Invite participants to browse through the available materials and select images, words, colours, and shapes that represent their ideas and feelings.
- Each team works together to arrange and glue their chosen elements onto the A3 cardboard, creating one shared collage.
- Once completed, invite each team to present its collage to the rest of the group and briefly explain the meaning behind the selected elements.

## *Expected Outcomes:*

- Participants develop a deeper understanding of what safety, belonging, and inclusion mean to themselves and others.
- Participants recognise similarities and differences in how people from different cultural backgrounds experience feeling welcomed.
- Participants improve their teamwork, communication, and creative expression skills.

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# Every Piece Belongs: Collage Making (PHOTOS)









# ACTIVITY OF THE TC

*Workshop title:*

**Memory Run**

*Brief description:*

Participants were divided into four teams and competed in pairs: Team 1 against Team 3 and Team 2 against Team 4. Combining memory, observation, physical movement, and teamwork, participants had to locate exact matches for their team's reference picture cards while paying close attention to small visual differences.

*Aim:*

To strengthen participants' memory, attention to detail, teamwork, and communication through an engaging activity combining mental and physical challenges.

*Objectives:*

- To develop participants' visual memory, concentration, and attention to detail.
- To encourage teamwork, communication, and shared decision-making.
- To promote active participation through a combination of physical movement and problem-solving.

# MEMORY RUN

## *Materials Required:*

- Sets of matching picture cards related to the concept of inclusion.
- Plastic water bottles suitable for bottle flipping.
- Open space for running and placing the cards.

## *Step-by-Step Activity Process:*

- Divide participants into four teams: Team 1 vs Team 3 and Team 2 vs Team 4.
- Give each team reference picture cards and place the matching cards face down in the centre.
- The first player studies a reference picture and successfully flips a water bottle before running to the centre.
- The player turns over one card only. If it matches exactly, they take it back; if not, they return it face down.
- Players take turns while teammates share what they remember about the cards they have seen.
- Any incorrectly collected card must be returned to its original place.
- The first team to collect all the correct matching cards wins.

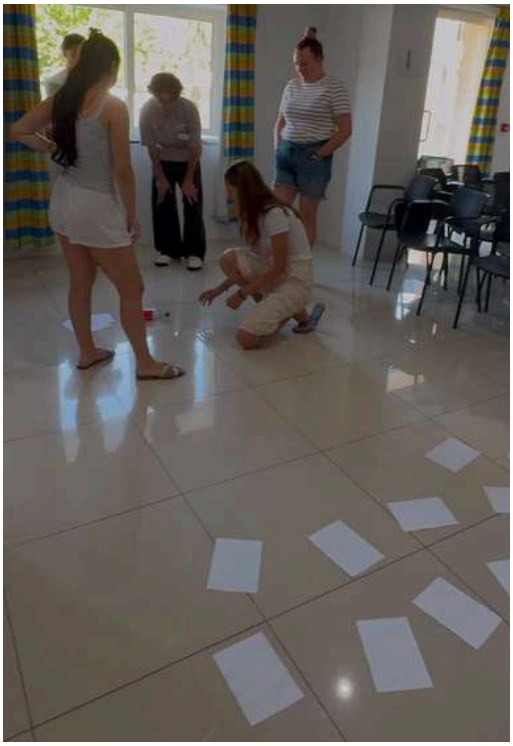
## *Expected Outcomes:*

- Participants improve their visual memory, concentration, and observation skills.
- Participants practise effective communication and cooperation within a team.
- Participants develop problem-solving and decision-making skills under time pressure.
- Participants engage in physical movement while completing a cognitive challenge.

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# Memory Run (PHOTOS)







# ACTIVITY OF THE TC

*Workshop title:*

**A World Without Borders**

*Brief description:*

Participants were divided into mixed-nationality groups of four and invited to imagine what the world might look like without borders. Using recycled materials, and painting or decorating them if desired, each group created a 3D “world” representing their own interpretation of a world without borders.

*Aim:*

To encourage participants to explore ideas of borders, inclusion, freedom, and connection through collaborative creative expression.

*Objectives:*

- To encourage reflection on the meaning and impact of borders in different contexts.
- To promote intercultural dialogue and exchange of perspectives.
- To develop creativity and teamwork within multicultural groups.
- To raise awareness of sustainability through the creative reuse of materials.

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# A WORLD WITHOUT BORDERS

## *Materials Required:*

- Recycled cardboard, boxes, paper.
- Paint and paintbrushes.
- Markers.
- Glue and tape.
- Scissors.
- Other available decorative or recycled materials.

## *Step-by-Step Activity Process:*

- Divide participants into mixed-nationality groups of four.
- Introduce the question: “What would the world look like if there were no borders?”
- Allow groups to discuss and develop their own interpretation of the theme.
- Using recycled materials, each group creates a 3D wall representing its ideas. Participants may paint, write, draw, or decorate it as they wish.
- Each group presents its finished wall and shares the ideas, meaning, and creative process behind it.
- Conclude with a short group reflection on the different interpretations presented.

## *Expected Outcomes:*

- Participants explore different perspectives on borders, inclusion, and human connection.
- Participants strengthen intercultural communication, teamwork, and creative expression.
- Participants recognise that the concept of “borders” can have physical, social, cultural, and personal meanings.
- Participants experience how recycled materials can be transformed into meaningful artistic work.

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# A World Without Borders (PHOTOS)





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# ACTIVITY OF THE TC

*Workshop title:*

**The Sea Between Us: Reflecting Through Canvas Painting**

*Brief description:*

Participants were invited to sit by the sea and create individual paintings on small canvases while reflecting on the journeys of refugees who cross the sea in search of safety. Through the painting process, participants considered the challenges, emotions, risks, and hopes that may accompany such journeys.

*Aim:*

To encourage empathy and reflection on the experiences and journeys of refugees through creative expression in a meaningful seaside setting.

*Objectives:*

- To raise awareness of the challenges refugees may face while crossing the sea.
- To encourage empathy and reflection on themes of safety, displacement, hope, and uncertainty.
- To use painting as a tool for expressing thoughts and emotions that may be difficult to communicate verbally.
- To create space for individual reflection followed by respectful group sharing.

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# THE SEA BETWEEN US: REFLECTING THROUGH CANVAS PAINTING

## *Materials Required:*

- Small canvases.
- Paints.
- Paintbrushes.
- Water containers.
- Painting palettes.
- Protective sheets or reusable covers.

## *Step-by-Step Activity Process:*

- Gather participants by the sea and introduce the theme of refugee journeys across the sea.
- Invite participants to reflect on the possible emotions, struggles, risks, and hopes experienced during such journeys.
- Give each participant a small canvas and painting materials.
- Participants create a painting inspired by their reflections, using colours, shapes, symbols, or images freely.
- Once finished, invite participants to share their artwork and reflections with the group if they feel comfortable.
- Conclude with a short discussion about empathy, safety, belonging, and the different meanings the sea can hold for different people.

## *Expected Outcomes:*

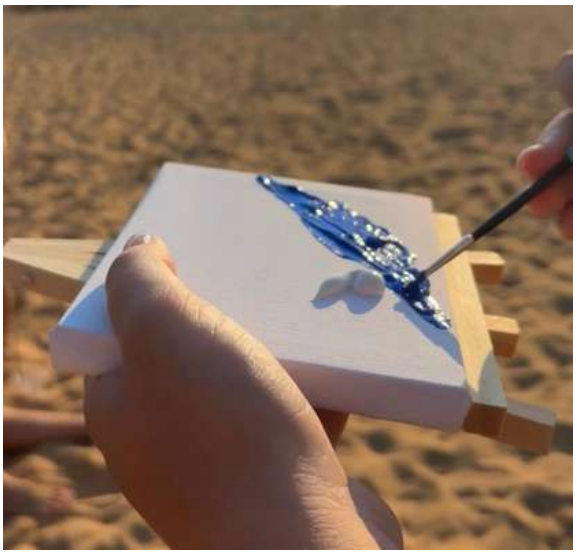
- Participants develop greater empathy and awareness of refugee experiences.
- Participants reflect on displacement, safety, uncertainty, and hope from a human perspective.
- Participants use art as a means of personal reflection and emotional expression.
- Participants gain an appreciation of how the same sea can represent beauty and freedom for some, while representing danger, uncertainty, and difficult journeys for others.

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# The Sea Between Us: Reflecting Through Canvas Painting (PHOTOS)








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# ACTIVITY OF THE TC

*Workshop title:*

**One Artwork, Many Stories**

*Brief description:*

Participants received one of four pieces of an A4 image related to inclusion and decorated it individually using colouring materials of their choice. Afterwards, they had to find the participants holding the other pieces of their image, join them together to reveal the complete artwork, and form a group of four. These groups then reflected on migration, inclusion, and the experiences and challenges faced by immigrant youth.

*Aim:*

To explore migration and inclusion through creativity, personal reflection, and intercultural dialogue, while demonstrating how individual perspectives can come together to form a bigger picture.

*Objectives:*

- To encourage participants to share experiences and perspectives related to migration and living abroad.
- To explore challenges faced by immigrant youth in different countries.
- To promote intercultural dialogue, empathy, and understanding.
- To identify ways of creating more welcoming and inclusive communities for immigrant youth.

# ONE ARTWORK, MANY STORIES

## *Materials Required:*

- A4 inclusion-themed images, each cut into four pieces.
- Colouring pencils, markers, crayons, and other colouring materials.
- Tape.

## *Step-by-Step Activity Process:*

- Give each participant one piece of an inclusion-themed image without showing them the complete artwork.
- Invite participants to colour and decorate their individual piece however they wish.
- Once finished, participants move around the room to find the other three pieces that complete their image.
- The four participants tape their pieces together to reveal their shared artwork and form a discussion group.
- In their groups, participants discuss their experiences and perspectives on migration, living abroad, and attitudes towards immigrants in their countries.
- Groups identify challenges immigrant youth may face and discuss possible ways to improve their inclusion within local communities.
- Conclude by bringing everyone together to share key reflections and ideas.

## *Expected Outcomes:*

- Participants gain a better understanding of different experiences and perspectives related to migration.
- Participants identify social, cultural, and practical challenges that immigrant youth may encounter.
- Participants reflect on attitudes towards immigrants within different countries and communities.
- Participants generate ideas for making youth activities and communities more inclusive.

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# One Artwork, Many Stories (PHOTOS)





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# ACTIVITY OF THE TC

*Workshop title:*

**Sports Bingo**

*Brief description:*

Participants were divided into teams and given a Sports Bingo card containing six cooperative challenges. After successfully completing each challenge as a team, they received a stamp; the first team to complete all six and call "Bingo!" won. The activity concluded with a group reflection on teamwork, strategies, challenges, and emotions experienced throughout the game.

*Aim:*

To promote teamwork, communication, problem-solving, and active participation through fun and inclusive physical challenges.

*Objectives:*

- To strengthen teamwork, cooperation, and communication.
- To encourage creative problem-solving and team strategy.
- To promote physical activity through fun and accessible challenges.
- To reflect on emotions, challenges, and group dynamics experienced during collaborative activities.

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# SPORTS BINGO

## *Materials Required:*

- Sports Bingo cards.
- Stamps.
- Ping-pong balls.
- Water guns.
- Paper targets.
- Buckets and water.
- Balloons.
- Large sheets of paper.

## *Step-by-Step Activity Process:*

- Divide participants into teams and provide each team with a Sports Bingo card.
- Explain the six activity stations and the rules for completing each challenge.
- Teams move between stations and receive a stamp after successfully completing each activity.
- The six challenges are: 1. Collect the Balls: Collect ping-pong balls from the pool. 2. Water Gun Target: Use water guns to hit a target. 3. Water Transfer: Fill a bucket with water using only water guns. 4. Balloon Race: Move a balloon from one point to another as a team, keeping it in the air without touching it. 5. Cross the River: A team of four crosses from one point to another using only three sheets of paper to step on. 6. Balloon Wall: Transfer balloons from one target point to another as a team without touching them with their hands.
- The first team to collect all six stamps calls “Bingo!” and wins.
- Gather everyone in a large circle for a reflection on teamwork, strategies, challenges, and emotions experienced during the activity.

## *Expected Outcomes:*

- Participants strengthen teamwork and communication skills.
- Participants practise problem-solving and develop strategies collaboratively.
- Participants reflect on how they respond to challenges and competition.
- Participants engage in physical activity in a fun and inclusive environment.

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# Sports Bingo (PHOTOS)




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# E-booklet on practical guidance and activities for engaging migrant youth through recreational sports and artistic activities

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