



# Activity, Sport and Play for the Inclusion of Refugees in Europe



## Category

Communication, connectedness, sense of safety.



## Duration

45 - 60 minutes



## Material

Paper, pen



## Group Size

5+



## Aim

Making talking about history, loss, home and personal experiences possible, in connection with companions.



## Age

12+



## Source

Website:  
<https://dulwichcentre.com.au/team-of-life/>

## Team of Life

### 1. Information

The Team of Life approach uses sporting metaphors to enable young people to deal with personal experience without having to speak directly about it.

In group sessions you focus on their football team as a metaphor for their important relatives. You look together at their team of life and surround them with their goalkeeper, their defenders and attackers, their supporters in their lives, etc. And you explore how this team cooperates, how it tackles problems and overcomes obstacles.

### 2. Description

The Team of Life Approach consist of 4 parts: developing team sheets; celebrating goals; tackling problems; celebrations. Before you start, it is important that you give a clear description on why this group session takes place and how you will do it.

**Part 1.** developing team sheets: the facilitator asks the participants to draw a football field and to indicate who are the members of their 'Team of Life' (goalkeeper, defender, attacker, coach, supporters, captain, substitutes, slogan, home ground, etc.). Everyone who wants can present their team. Other participants listen and can give their reflections afterwards.

**Part 2.** celebrating goals: the facilitator asks to focus now on their favourite goals: achieved goals, realisations, difficulties that has been overcome, etc. We do this by drawing 'goal maps' that demonstrate how past goals in life have been achieved. And we acknowledge all those who contributed to these achievements.



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**Part 3.** tackling problems: the facilitator asks now to think how we tackle difficulties in a football game. What do we do, how do we react and how do we solve this problems (examples that participants sometimes give: keep on working, don't give up, help and support, being passionate, learning the language, etc.). Afterwards we make the link with problems in real life and we can use the same skills (that participants just mentioned) to tackle these problems

## 3. Adaptations

## 4. Evaluation / Debriefing

At the end of the session, the facilitator should seek feedback from the group on what they found.

### Key points to highlight include:

- During the exercise, the participants will have dealt with different emotions, potentially including frustration and anger. The single person, especially, will have the most intense emotions.
- At the same time the exercise shows that emotions are not everything. Despite frustration a common solution and dialogue are possible even if those involved don't speak the same language.



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