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TRAINING FORMAT
**SPORT AS A TOOL
FOR INCLUSION**

PASSION - Grant No 101133800

ABOUT



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Introduction

“sPort AS tool of incluSion Of ex-offeNders” (PASSION) aims at involving operators and trainers dealing with the re-introduction in the society of ex-offender into exploring the effect that ETS could have into helping reduce recidivism, using the potential of sport to help the target group of ex-offenders overcome the barriers of their social vulnerability and to give them the instruments to re-enter society and build new and meaningful relations.

Through PASSION, partners aim to contribute to Erasmus+ horizontal priority of Inclusion and Diversity, addressing it under the Sport sector priority of promoting education in and through sport.

Working together to achieve PASSION aim represents a unique opportunity for partners to increase the quality of their activities, by improving and enhancing the skills of their staff, while at the same time creating a trusted cooperation framework to rely on also after the formal end of funding.

PASSION efforts are geared towards ensuring that social workers and volunteers working with prisoners and/or ex-offenders are equipped with competencies and tools to include sporting activities in the framework of re-educational treatment because, like cultural and other recreational activities, these as well contribute to the realisation of the personalities of individuals, whether they are inmates, ex-offender or have never been guilty of any crime.

In this context, PASSION’s specific objectives are:

1. to foster social inclusion of ex-offenders using sports to overcome social barriers and prejudice;
2. to help them to create social connections with members of their communities;
3. to contribute to reduce the risk of social exclusion of ex-offenders;

By creating social relationships and being active members of their communities, also the chances of finding employment can rise, helping them reach a financial stability and independence that significantly contributes to lower the chances of recidivism.

Sport as a Tool for Inclusion - the state of the art

The research

PASSION research has examined the role of sports as a tool for the social inclusion of ex-offenders, focusing on Spain, Italy, and Turkey.

The research assessed the current state of recidivism in these countries, reviewed relevant regulations and legislation that support ex-offender reintegration, and highlighted effective sports-based rehabilitation programs.

The context

Social inclusion rests on three pillars: economic, social, and political access. When individuals or groups are excluded from these areas, they often resort to alternative paths, including criminal environments. This is especially true for ex-offenders, who frequently face exclusion and challenges in rejoining society. Lacking social acceptance and financial stability, they encounter significant barriers to well-being. *However, sports offer a unique avenue for fostering inclusion, transcending cultural, linguistic, and social divides.* Beyond physical activity, structured participation in sports can lead to broader societal benefits, including improved education, employment prospects, and leadership opportunities.

Recidivism—the tendency of former offenders to reoffend—is influenced by factors such as pre-incarceration conditions, the post-release social environment, and the challenges of reintegration. The transition from prison to society is often difficult, as ex-offenders struggle with securing employment, reconnecting with family, and adapting to societal norms. This period affects not only the individual but also their family, victims, law enforcement, and the broader community. Societal prejudices and the isolation experienced during incarceration further exacerbate these challenges.

Recidivism rates remain high, with Italy reaching nearly 70% and Turkey having one of the largest inmate populations in Europe. Even in Spain, where recidivism is comparatively lower at 23.19%, the issue persists, highlighting the need for better support systems and reintegration efforts.

Our research reveals that ex-offenders face significant obstacles in re-entering society due to social exclusion, lack of economic opportunities, and prejudice. *However, sports have proven to be an effective tool for rehabilitation and reintegration.*

The Role of Sports in Rehabilitation

Sport serves as a powerful catalyst for the rehabilitation and reintegration of ex-offenders. By promoting physical and mental well-being, fostering social skills, and providing a structured environment, it can bridge the gap between incarceration and successful reintegration into society. Across Europe, countries such as Italy, Spain, and Turkey have employed sports as a medium for inclusion, albeit with varying degrees of effectiveness.

Shared Challenges and Opportunities

Italy, Spain, and Turkey all recognize the potential of sports to promote social inclusion for ex-offenders. However, the effectiveness of these programs depends on several shared factors:

- **Recidivism Rates:** A critical measure of success, recidivism rates vary significantly across these countries. Spain boasts the lowest rates, with structured programs and open regimes contributing to this success, while Italy struggles with one of the highest rates in Europe (63%). Turkey's rates fall in between, with economic instability and stigma posing additional challenges.
- **Legislative Frameworks:** Legislative backing shapes the implementation of sports-based programs. Spain and Italy have robust legal frameworks that mandate sports as part of rehabilitation. Turkey's policies, while supportive of social inclusion, lack explicit focus on leveraging sports in reintegration efforts.
- **Infrastructure and Resources:** All three countries face constraints in infrastructure and funding, affecting the reach and quality of programs. Limited facilities and unequal access remain pervasive barriers.

Comparative Insights

Spain: A Model of Structured Integration

Spain's approach to integrating sports into rehabilitation is notably well-structured and effective. Programs like the *Real Madrid Foundation* engage inmates in weekly sports activities such as soccer and basketball, promoting teamwork and reducing tensions. Additionally, initiatives like the *Reincorpora Program* combine sports with community service and career guidance, ensuring a holistic approach to reintegration. With a recidivism rate of 19.98%, Spain demonstrates the value of transitioning inmates to open regimes and pairing sports with broader rehabilitation strategies.

Italy: Grassroots Initiatives Amid Challenges

Italy's rehabilitation framework places significant emphasis on sports, as mandated by Law 354/75. Programs such as *Sport di Tutti - Carceri* offer activities like football and gymnastics, which enhance physical health and social skills. However, Italy faces critical challenges, including outdated facilities and insufficient funding, which limit the scalability and impact of these initiatives. Despite these obstacles, the inclusion of sports remains a cornerstone of Italy's re-educational treatment for inmates.

Turkey: Policy-Driven Efforts with Gaps in Implementation

Turkey integrates sports into broader social inclusion policies, emphasizing their role in building teamwork and self-esteem. Initiatives led by the Ministry of Youth and Sports target probationers and ex-offenders, focusing on football and basketball. However, the lack of consistent program evaluations and empirical research limits the ability to measure long-term impact. Turkey's legislative efforts, such as mandating employment opportunities for ex-offenders, complement these sports programs but highlight the need for greater alignment between policy and practice.

Towards a Unified Vision

While the use of sports in ex-offender rehabilitation is widely recognized, the approaches in Italy, Spain, and Turkey reveal varying degrees of success. Spain’s structured and collaborative model sets a benchmark for integrating sports with broader reintegration efforts. Italy’s grassroots initiatives underscore the importance of maintaining diverse activities despite resource challenges. Turkey’s policy-driven programs highlight the potential of aligning employment and sports to enhance social inclusion.

To maximize the impact of sports in reducing recidivism and fostering reintegration, countries should consider the following:

1. **Invest in Infrastructure and Resources:** Modernize facilities and ensure equitable access to sports programs.
2. **Promote Evidence-Based Practices:** Conduct evaluations to guide program improvements, particularly in Turkey.
3. **Strengthen Collaboration:** Build partnerships among governments, NGOs, and sports organizations.
4. **Tailor Interventions:** Design programs that address the unique needs of ex-offenders, combining sports with mentorship, education, and skill-building.

By leveraging these insights, sports can become a more effective tool for social transformation and inclusion, fostering a unified approach across Europe.

At a glance

	Italy	Spain	Turkey
Recidivism Rates	Struggles with a high rate (63%), reflecting gaps in post-incarceration support.	Achieves the lowest rate (19.98%), attributed to structured transitions and comprehensive programs.	Moderate rates (30-40%), influenced by economic and societal factors.
Legislative support	Strong frameworks mandate sports as part of rehabilitation.		Emphasizes employment and inclusion but lacks sport-specific legislative focus.
Program Design	Proposes diverse grassroots programs but suffers from resource constraints.	Offers high-profile, holistic initiatives that combine sports, education, and career guidance.	Integrates sports within broader policies but lacks robust evaluation mechanisms.

Using sport for inclusion – Best practices

Italy

Sport di tutti – Carceri

[Carceri](#) is an initiative promoted by the Italian Minister for Sport and Youths through the Department for Sport in collaboration with Sport e Salute SpA, the State company for the promotion of sport and correct lifestyles.

The initiative is part of the activities envisaged by the memoranda of understanding signed with the Department of Prison Administration ('DAP') and the Department of Juvenile and Community Justice ('DGMC').

The Initiative aims to support Amateur Sports Associations and Societies and Third Sector Bodies in the field of sport to promote health and psycho-physical wellbeing, facilitating the recovery of prisoners through sport as an educational tool and prevention of social and psychophysical discomfort, development and social inclusion, recovery and socialisation, integration of groups at risk of marginalisation and minorities.

Specifically, the Call for Proposals - published in both 2023 and 2024 - is aimed at financing valuable projects of grassroots sports associations and the Third Sector that work with vulnerable groups, fragile subjects and those at risk of deviance and on social issues, such as:

- sport against educational poverty and the risk of crime;
- sport as a re-educational tool for the prison population;
- sport as a tool for dialogue and conflict management;
- sport as an opportunity for reintegration into the social and labour context (both for adults and for minors and young adults in charge of Juvenile Justice Services) with certified training courses.

Each project funded by the "Sport for All - Prisons" initiative foresees:

- the provision of free sporting activities, for at least 2 hours per week, for the beneficiaries for the entire duration of the project;
- a structured training plan for the beneficiaries of the project, with the aim of ensuring their lasting psychophysical well-being (e.g. sports activities to be practised in the absence of an instructor, active breaks, etc.);
- the provision of a training plan for project beneficiaries;
- the implementation of the activities in the form of a territorial network, in collaboration with other subjects (e.g. other grassroots sports associations and CSOs, social services of Local Authorities, educational institutions, hospitals, Juvenile Justice Services, etc.).

The projects' activities are addressed to:

- adult prisoners in Penitentiary Institutions;

- young people aged between 14 and 24, in custody and serving their prison sentence at the Penal Institutions for Minors (IPM);
- young people aged between 14 and 24, in the charge of the Juvenile Social Service Offices subject to criminal proceedings and measures, placed in multi-purpose day care centres (CDP), Ministerial or private social communities registered in the open list of residential facilities available for the reception of minors and young adults in the penal area.

Oltre le sbarre

[Oltre le sbarre](#) is aimed at ensuring sociality and vocational training inside the Salerno prison. Through "Oltre le sbarre", ASD Avantgarde Sport carries out a sports programme that includes body building, 7-a-side football, 8-a-side football, gymnastics, volleyball and training activities for inmates.

The programme is designed taking into account the facilities and spaces available in the prison and aims to involve 164 out of a maximum capacity of 395 inmates.

The disciplines will cover all operational sections of the prison and will be targeted at three different types of recipients: common inmates, inmates belonging to the female section and inmates of the 'high security' section.

A decisive role is played by the ASD Avantgarde Sport APS, supported by AiCS Salerno with affiliated associations: the Virvelle Benefit Society, which has always been sensitive to marginalised people and those in difficulty; the ASD Ideatletica Aurora and the ASD Taekwondo School of Salerno, dedicated to promoting human and social values through sports.

All together now

The [project](#), implemented by ASD Fondazione La Comune and supported by the Associazione Per Milano, aimed to tackle the isolation of children with disabilities (certified or suspected) through the activation of inclusion processes in groups of peers, by including them in sports courses so as not to preclude them from the possibility and the right to 'do with others'.

Within the framework of the project, ASD Fondazione La Comune built an individualised path together with the families, which included meetings with an educator who followed the children during sports practice and who liaised directly and continuously with the sports instructors.

Throughout the project, indeed, the children with disabilities were supported by a tutor who helped them to focus and relate to others, allowing them, at the same time, to enjoy themselves and have a full and satisfying experience, just like all the other children attending the same course.

Furthermore, in addition to support for sports practice, ASD Fondazione La Comune has provided support in studying, in order to link extracurricular activity with physical activity and maximise the effectiveness of the intervention.

At the basis of any intervention to support fragility, in fact, lies the creation of meaningful relationships of trust and mutual acceptance, which are the only ones that give value to any type of educational intervention.

Precisely in order to cultivate meaningful relationships with children and their families, ASD Fondazione La Comune has dedicated a significant part of the project to the realisation of moments of exchange and comparison, dedicated precisely to families, which will address issues such as development, growth, and care, and which will provide parents with tools to be able to interact in the best possible way with their children.

Sport e Integrazione - #IOVENGODALLOSPORT

The project "[Sport and Integration](#)" - #IOVENGODALLOSPORT is carried out by Sport e Salute S.p.A. and financed by the Ministry of Labour and Social Policies for the National Migration Policy Fund, for a total amount of 1,600,000 euros. Activities started in October 2021 and will end on February 20, 2024.

The initiative was born as part of a Programme Agreement, signed between the Minister of Labour and Social Policies and the Minister for Youth Policy and Sport in 2020, for the definition of a multi-year plan of interventions that promote sport as a tool for dialogue, social inclusion and the fight against discrimination.

There are three areas in which the project is articulated: sports, educational and the one dedicated to listening and monitoring, with transversal communication activities and in support of all actions.

Each area finds its declination in specific interventions aimed at enhancing the role of sport as a tool of inclusion, supporting the creation of virtuous networks and promoting good practices in the world of sport and the Third Sector, also in order to promote the cohesion of local communities.

The objectives of the project are:

- encourage access to sports practice for children and young people from economically disadvantaged backgrounds, including with a migratory background, in order to guarantee the right to sport, with particular attention to the participation of the female component;
- promote inclusion through sport through the dissemination of the principles of fair play and the overcoming of gender stereotypes;
- raise awareness in the sports world, academia, the Third sector on the role that sport can play as a tool for aggregating and enhancing diversity;
- collaborate with the university world for the realization of training courses aimed at future technicians and teachers of motor science and dedicated to the sharing of tools to work in increasingly multicultural environments;

- enhance the experiences of technicians, sports operators and associations and amateur sports clubs engaged in the social.

Among the main activities implemented within the project, it worth to mention:

1. Promotion of Access to sports practice, through the publication of a Notice - aimed at grassroots/amateur sports organisations - through which to finance sports-educational centres in urban areas and neighbourhoods with a high concentration of foreign citizens and with a migrant background, with a focus on promoting the participation of girls;
2. 11 Italian universities have chosen to collaborate with the project by including the didactic pathway 'Sport and Integration' in the curriculum of their degree courses in Motor Sciences.

The aim, through a specially designed pathway, is to convey to future coaches, trainers or sports managers the importance of their role in educational terms and to offer tools for managing groups, emphasising sport as a field of encounter, dialogue, comparison and inclusion. Each pathway opens with Seminars, conceived as training moments with the participation of representatives of the University, the Ministry of Labour and Sport and Health, athletes with a migrant background and Sport and Health legends, and representatives of sports associations and Third Sector organisations identified as good practices for promoting inclusion through sport.

CR.O.S.S. - Cohesion and Re-integration Opportunities through Social Soccer

[CR.O.S.S.](#) was a large-scale European cooperation project promoted by Calciosociale (IT) in cooperation with the University of Rome Tor Vergata (IT), College of West Anglia (UK), Debreceni Honved Sport Egyesulet (HU), Levski Sports Club – Sport for all (BG), OGC Nice (FR) and Stöckle Sport & Care (DE).

According to the European value of sport, the project intended to experience the innovative methodology of socialsoccer as a form of adapted sport by including it into European sports association to disseminate a new vision of Soccer and sport, made of cooperation and tolerance. In this way, the athlete gets closer to the true conception of Soccer and sport.

The integrity of sport is seen as the ability to live Soccer activity as an opportunity of interaction and exchange of values. The Soccer field becomes an integrated community: an example of mutual respect and cultural diversity.

Specific objectives of the project were:

- presenting and disseminating the methodology of socialsoccer to promote inside and outside sport association a common sense of membership and participation of all as an important tool of integration;
- understanding at which extent socialsoccer may influence some of the human dimensions that possibly will be influenced by the participation to this particular form of sporting activity.

The new approach to the game of football proposed, for the first time, aimed at reinterpreting and rewriting outside common logic some rules of football, in order to enhance the educational potential of sport. The game, indeed, was not only played in the pitch. Social soccer stressed the importance of giving something, besides sport, to one's community: *i.e. sessions of common work have been organized to build, clean or help the neighborhood, educational workshop, or moments dedicate at sharing thoughts, expectations and ambitions.*

The best practice was firstly transferred through a preliminary educational and training action from Calciosociale to the partnership and, secondly, experimented locally through a specific work package designed to figure out the model benefits and impacts: "socialsoccer tournaments" led to an enrichment of the partners' educational offers, "retakes activities and labs" led to increase a greater sense of community among direct and indirect beneficiaries, "Social Inclusion Days" led to develop inclusivity.

The instrument has been measured and adapted to several European contexts involved in the action (IT, FR, DE, BG, HU, UK) and has been assisted by the scientific component that accompanied every single phase of the project, implementing and giving scientific values and basis of its planning ex ante, during and ex-post studies.

The study demonstrated how social soccer might be implemented also in "traditional" soccer schools, being sure that nor the overall game ability, some specific technical skill (i.e. dribbling, passing, receiving, shooting) nor the physical side of the performance might be negatively affected by this new method of teaching and training soccer.

Started in January 2017 and lasted 30 months, CROSS involved more than 700 participants, among youngsters attending football schools who regularly practice sports and outdoor people who represent the weaker sections of society. Indirectly, the projects involved families, volunteers, social and sports operators, educators and public institutions (medium, long term target beneficiaries) present in the territories involved to a greater extent. A large local and transnational European communication plan ensured a successful dissemination of the action results throughout national and transnational European media contexts.

SIMCAS – Sport Beyond Borders

["Social Inclusion Methodology in Critical Areas via Sport - SIMCAS"](#) was a cooperation project funded by the Erasmus+ program and implemented by Unione Sportiva ACLI in cooperation with 6 European Partners.

The SIMCAS Project aims at defining and testing a methodological approach that helps the sports operators to define and use efficient measures to integrate migrants living in critical contexts (penitentiary institutions, urban ghettos, refugee camps), through sport activities.

The methodological approach was:

1. *Identified* through:

- bibliographic research on the integration processes focused on sport and on the characteristics and difficulties of integration of foreigners in the chosen contexts;
- interviews with stakeholders;

- the analysis of good practices existing at the European level and promoted by the project partners;
- a survey of the experiences and training needs of coaches;
- a sustainability forms research;

2. *Tested and evaluated* by project partners in different contexts for the geographic localization and the critical types:

- in Italy, with immigrants that are in the prison of Bologna, which is characterized by a high percentage of immigrants;
- in Slovenia, with second-generation immigrants coming from the countries of the ex-Yugoslavia;
- in Germany, with political refugees (immigrants that already have or are waiting for that status);
- in Greece, with immigrants that live in the refugee's camps or temporary accommodations;
- in Spain, with immigrants (mostly second generation) coming from Africa and from eastern Europe that live in a vulnerable neighbourhood in Banyoles city;
- in Denmark, with new immigrants looking for politic asylum in a country with a low migrants' flow and, even for this reason, more efficient integration actions. From this, higher expectations for the inclusion point of view;

3. *Divulged* to strengthen the competencies of the sports operators and, by doing so, promote the propagation of the inclusiveness initiatives towards immigrants in the critical area.

The main output of the project was a ToolKit for the development of interventions for the integration of immigrants through sport that, in addition to the description of the methodology, provides tools that support the sport operators to design the most effective actions to achieve social integration based on the specific environment in which will operate.

Spain

Reincorpora

The [Reincorpora](#) program, led by the "la Caixa" Foundation in partnership with the Department of Justice of the Generalitat de Catalunya, the Ministry of the Interior, and the Vice-Ministry of Justice of the Basque Government, provides incarcerated individuals with a tailored path towards social and employment integration. This path encompasses support, training, community service involvement, career guidance, mediation, and ongoing monitoring. Crucially, the program starts with an initial assessment of each individual's skills, needs, and challenges to devise a personalized plan. While the program emphasizes employment, it also offers a holistic approach addressing all factors contributing to social exclusion.

Central to the program's success are the *Reincorpora* technicians from various collaborating social organizations. They engage with participants from the outset, providing continuous support and guidance throughout their journey towards reintegration.

Ban the Box

[Ban the Box](#) is a program aimed at reintegrating ex-prisoners into the workforce with the following commitments:

- Providing equal job opportunities.
- Eliminating questions about criminal convictions from initial job applications.
- Creating methods and best practices for inclusive hiring.
- Offering legal guidance to companies considering asking about criminal records during later hiring stages.

Over 80 companies, including Accenture, Adnams, Aldermans, Allen & Overy, Amey, Back on Track, Barclays, and Boots, are actively involved in this initiative, led by Business in the Community (BITC). Economically, the program demonstrates strong business potential, justifying its presence in the UK. Socially, its impact is significant; as of December 2017, it has facilitated the filling of 720,000 jobs, enabling more ex-prisoners to access essential resources.

Real Madrid- Sport Program used in the Penitentiary centers

Sport in prisons is a beneficial activity for the re-education of inmates, with the aim of contributing to a better future social reintegration. The participants, men and women depending on the center, are selected by the sports coordinators of each prison from among those interested who are in the final stretch of their sentence.

Weekly sports in the prison population is a particularly important line of work for the Real Madrid Foundation. With a profile of inmates mostly under 30 years of age and of foreign origin, educational sport is a form of intervention that influences the behavior of inmates, the relationship between them and the relationship with officials, turning balls and courts into bridges for future reintegration by contributing to the modification of behavior and the assimilation of positive and universal values of team sport, both personal and social values.

The physical activity program in prisons, which has twice received the medal of merit from the Ministry of the Interior, has been operating in 23 centers across Spain for the past two decades. During the 2022/23 season, over 1,800 inmates took part in weekly sessions of soccer or basketball, which aim to support their re-education, deter them from harmful behaviors, and reduce tensions between inmates and officials.

This year, following a hiatus due to the pandemic, the tournament's final was held again, involving 12 penitentiary centers from the Community of Madrid, Castilla y León, and Castilla-La Mancha, where the Real Madrid Foundation implements projects that use soccer to promote values essential for reintegration.

Since its inception in 2003, this program, conducted in partnership with the Ministry of the Interior and the Padre Garralda-Horizontes Abiertos Foundation, has benefitted more than 25,000 inmates, typically providing five hours of soccer and basketball training each week.

Solidarios

[Solidarios](#) para el Desarrollo was founded more than 30 years ago in the Faculty of Information Sciences of the Complutense University of Madrid, where a group of university students and Professor José Carlos García Fajardo initiated the seminar 'Solidarity' and began their voluntary action collaborating in different projects in Madrid. Subsequently, similar initiatives arose in universities in Seville, Granada, Murcia and others.

In Solidarios they believe in the possibilities of resocialization of people who at some point in their lives have committed a crime and who, in many cases, are victims of a previous social exclusion that is not always resolved in prisons.

Every week they organize "Aulas de Cultura" and they bring to the prisons people from the world of literature, music, journalism, sports... Volunteers promote and participate in these cultural activities that serve as an 'excuse' to approach "face to face" the inmate, to create spaces for reflection and mutual enrichment.

They also go on recreational outings with inmates serving a Third Degree and with ex-prisoners. Faced with the difficulties many ex-prisoners face in their release, they offer social support through leisure activities to promote their social inclusion.

Ten third grade inmates (residents) and eight volunteers visited the Adelfas Community Garden to learn about its origin, its activities, the possibilities of participation that it offers for neighbors and other people interested in being part of the production chain of fresh produce. The garden belongs to the Urban Gardens Network of Madrid.

The third degree corresponds to what is known as an open regime, which is applied to people who can continue serving their sentence in semi-liberty, to promote the insertion of the person. The third degree consists of supporting, advising and cooperating to favor their progressive incorporation into the community. There are two types of releases that can be enjoyed by persons classified in third degree, the ordinary release permits -up to 48 days per year- and the weekend releases.

The volunteers who participated in the visit to the orchard are part of the Aulas de Cultura. Some seventy volunteers in Madrid (Valdemoro, Navalcarnero, Soto del Real and Alcalá Meco), Murcia, Granada and Seville collaborate in the initiative, which has been running for more than twenty years with the support of personalities from the cultural world and which has already been attended by more than 4,000 inmates. In "normal" life, these visits generate a lot of expectation, but in the daily life of a person deprived of liberty, they are unique moments.

Solidarios also has various workshops for the inmates, which are run or coordinated by volunteers. There is the Film Workshop, Publishing, Philosophy, Artistic Expression, Yoga and Literature and Reading Promotion. The horizontal bonds generated in a relaxed atmosphere

become another element in the inmates' reinsertion, as they break with the harsh prison routine and reinforce social skills that might otherwise be lost.

Activities with volunteers help inmates to feel like the citizens they are. As an organized civil society, they do not neglect the weakest and most stigmatized members of society.

Turkey

Kırklareli Nursing Home Bocce Team

Established in 2015 in cooperation with Kırklareli Provincial Directorate of Family and Social Services and Kırklareli Public Education Center, Bocce Teams aim to ensure the social inclusion of disadvantaged groups over the age of 60 through sports. The tournaments organized every year within the scope of these courses allow residents of nursing homes to come together and compete with teams from different districts and provinces.

In this context, in 2017, the Bocce Bowling and Darts Federation of Turkey participated in the Over 60 Bocce League Turkey Championship. Through bocce sport, individuals over the age of 60 feel in a state of complete physical and psychological well-being by training for 3-4 hours a day. The team's goal is to achieve success on behalf of Kırklareli Nursing Home with disciplined work and to make bocce more widely known.

This sport, which has been practiced in the Thrace Region and Kırklareli for about 9 years, is supported by expert coaches through the Public Education Center. One of the last tournaments was held on October 29, 2023 within the scope of the 100th anniversary celebrations of the Republic of Turkey. In the tournament where 7 teams from Edirne, Tekirdağ and Kırklareli nursing homes participated, Edirne Nursing Home Directorate team came first, Kırklareli Nursing Home Directorate team came second and Çorlu Nursing Home Directorate team came third.

Bocce sport is of great importance for the social inclusion of individuals over 60 years of age. Thanks to sports, these individuals both maintain their physical health and participate more actively in society by increasing their social interaction. Kırklareli Nursing Home Bocce Team is an example of how disadvantaged groups can be successfully included through sports. This is an inspiring model for other regions and institutions.

Unimpeded Sports Project

Launched by the Ministry of Youth and Sports of the Republic of Turkey in 2016, the "Sports without Disabilities Project" stands out as an important step to ensure the integration of people with disabilities into social life through sports.

The project has increased the number of facilities across Turkey where people with disabilities can play sports and made existing facilities accessible to disabled people. Special training and training opportunities were provided for disabled athletes in various areas such as swimming pools, sports halls, football fields and athletics tracks, and the impact of the

project was increased through awareness seminars organized by sports trainers and coaches.

The project has also contributed greatly to the socialization of disabled people through sports with the tournaments and competitions organized. The Unimpeded Sports Project contributes positively to the physical and psychological health of people with disabilities, strengthening their social interactions and encouraging their more active participation in society. This project provides an inspiring model for other regions and institutions by setting a successful example for their integration into social life.

Strengthening Social Cohesion through Sport for Individuals under Temporary and International Protection and Host Community

This project, which is an important example to support the social integration of children under temporary and international protection, one of the disadvantaged groups in Turkey, is supported by the Olympic Refuge Foundation (ORF) and implemented in cooperation with the Ministry of Youth and Sports (MoYS). It worked with key partners such as UNHCR, Turkish National Olympic Committee (TMOK), ASAM (Association for Solidarity with Asylum Seekers and Migrants) and the United Nations High Commissioner for Refugees (UNHCR). The project was implemented over a 24-month period (August 2019 - August 2021) in Ankara, Bursa, Mersin, Samsun and Şanlıurfa provinces and aimed to increase social cohesion through sports activities.

The main objective of the project is to strengthen social cohesion between individuals under temporary and international protection and the host community and to provide sports opportunities for these groups. Courses in various sports branches were organized for children between the ages of 8-18 and awareness raising activities were organized for the families and social circles of participating children on topics such as nutrition, hygiene, personal development, children's rights and child development. In addition, activities such as sports festivals and volunteer leaders' camps were organized to help children acquire a sports culture and integrate them with Olympic values.

Among the achievements of the project, trainings and sports activities in Mersin and Samsun, in which hundreds of children participated, are of great importance. For example, in Mersin, 240 children were trained and supported with various cultural activities. In Samsun, 200 children were trained in 15 different sports, strengthening social cohesion. These projects have brought asylum-seeking children together with Turkish children, enabled them to make new friends and helped them to take a more active role in society.

The courses that continued during the pandemic period in accordance with the social distance and hygiene rules set by the Ministry of Youth and Sports show the sustainability and impact of this project. In the statements made by SGDD-ASAM Central Anatolia Regional Coordinator, it was emphasized that thousands of children were introduced to various sports branches within the scope of the project and that they broke prejudices against each other and shared new experiences (Demir and İmamoğlu., 2023:17-18).

Technical Assistance Project for Supporting Social Inclusion through Sports Education

The project was realized in Diyarbakır, Batman and Şanlıurfa between 2013-2015, with the support of the EU and in cooperation with ministries in Turkey.

The project aimed to improve the living standards and future opportunities of 8,000 disadvantaged children through sport. *Team leaders noted that sport is a key element in children's development and protects them from harmful habits such as smoking, alcohol and drugs.* It was emphasized that sports will turn children into productive and participatory members of society at an early stage.

From the Neighbourhood to the Field

The "From the Neighbourhood to the Field" project in Edirne, initiated by the Governorship and the Provincial Directorate of Youth Services and Sports, and supported by the Police Department and the Directorate of Family, Labor and Social Services, started in November 2012. 250 boys and 25 girls aged 6-16 from 7 neighbourhoods participated in football, badminton, table tennis and volleyball. The project aimed to ensure that children use their out-of-school time efficiently, reduce school absenteeism and increase their academic success.

Sport for Social Transformation

What are we talking about?

Sport has long been recognized as a powerful tool for fostering physical health and wellbeing, but its potential as a driver for social change and personal development is often underappreciated. The concept of "Sport for Social Transformation" builds on the foundation of non-formal education (NFE), where learning takes place outside traditional classrooms but still within structured frameworks. NFE is particularly effective in promoting lifelong learning, skill development, and community engagement, as it provides opportunities for individuals to grow at their own pace and in alignment with their personal goals.

At the same time, sport can serve as a dynamic and impactful medium for non-formal education, promoting not only physical fitness but also critical life skills, social values, and personal transformation. Through the lens of Education Through Sport (ETS), this approach transforms the act of playing sports into a holistic learning experience. By integrating sports with social and educational goals, ETS emphasizes the development of competencies such as teamwork, leadership, and empathy. Ultimately, sport becomes more than just an activity; it becomes a catalyst for meaningful learning and positive social impact.

Non-formal education

Non-formal education (NFE) refers to any educational action that occurs outside of conventional or formal learning contexts but within a framework of some type.¹ It is typically defined within an education spectrum that incorporates how it relates to formal education and Informal learning.

- **Formal education** corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It encompasses the formal education system, including vocational and university education, and it culminates in the achievement of a recognised certification, diploma, degree or professional qualification.
- **Informal learning** occurs whether or not there is a deliberate choice and is realised in the performance of activities in everyday situations and interactions that take place. It is without external support and is not institutionalised and occurs within the context of work, family and leisure.
- **Non-formal education** and learning is characterised by a deliberate engagement of a person, in any organisation which provides purposeful education and training, even volunteering, civil service, private social service and in enterprises. Non-formal education is any type of structured and organised learning which is intentional and planned by an educational provider, but which does not lead to formal qualifications recognised by the relevant national education authorities.

NFE is an integral part of a lifelong learning concept that ensures that young people and adults acquire and maintain the skills, abilities and dispositions needed to adapt to a continuously changing environment. Generally, the most consistent part of non-formal education is carried out by non-governmental organisations involved in community and youth work. Non-Formal Education is the outcome of deliberate effort and arises from the learner's conscious decision

to acquire and master a certain activity, skill, or area of knowledge. It does not require an external accreditation or assessment and it does not follow a defined syllabus.

Also, the educative processes promoted by NFE supports the development of flexible curricula and methodologies, capable of adapting to the needs and interests of participants, for which time is not a pre-established factor but is contingent upon their work pace. This means that NF learning includes various structured learning situations which do not either have the level of curriculum, syllabus, accreditation and certification associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically take place naturally and spontaneously as part of other activities.

Non-formal education includes all forms of structured learning activities other than formal education systems. *Informal learning*, on the other end, includes all learning activities that take place in an unstructured way.

The objective of non-formal education is, by taking a point of departure in the courses and activities, to **increase** the individual's general and academic insight and skills and enhance the ability and desire to take responsibility for their own life, as well as taking an active and engaged part in society.

The desire to learn is the key competency of the future. It is therefore important that the non-formal education sector is in tune with using and further developing its obvious potential to create and strengthen the motivation for people to learn.

Education Through Sport

According to the Move&Learn Manual (2013), many definitions of what Education Through Sport (ETS) is can be provided. In short, **ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.**

ETS transforms sports into a meaningful educational tool, bridging the gap between physical activity and personal or community development. It is widely used in youth work, community building, and educational programs, particularly those focusing on social inclusion, leadership, and empowerment.

Indeed, sport and physical activity are widely recognized as powerful tools for education and development, offering opportunities to instill life skills, social values, and leadership qualities. *However, the success of sport-based educational programs depends largely on their non-sport components, such as mentorship, skills training, reflection, and structured interventions.* These elements are essential for fostering personal growth and social transformation, making the educational impact of such initiatives far greater than the sport itself. When sport is used as an educational tool, it should be integrated into a well-structured and reflective framework, as provided by non-formal education methodologies, to maximize its positive effects and benefit communities effectively.

Key Features of ETS

1. Holistic Learning

- ETS promotes physical, emotional, cognitive, and social development simultaneously, ensuring learners gain comprehensive benefits.

- It links physical activities with broader educational goals, such as fostering empathy, communication, and critical thinking.
- 2. Experiential Approach**
 - Learning happens through active participation and reflection. Activities are designed to engage participants fully, encouraging them to draw lessons from their experiences during sports or physical challenges.
- 3. Inclusive and Adaptive**
 - ETS emphasizes inclusivity, creating opportunities for diverse groups to participate regardless of their background, abilities, or skill levels.
 - Activities are tailored to the needs of participants, ensuring accessibility and relevance.
- 4. Focus on Life Skills and Values**
 - Core values such as fair play, respect, teamwork, and discipline are embedded in the methodology.
 - It also nurtures transferable skills like problem-solving, decision-making, and conflict resolution.
- 5. Participant-Centered**
 - Activities are designed around the needs, interests, and inputs of participants, fostering ownership and engagement.
 - Facilitators encourage self-directed learning and empower participants to take responsibility for their development.
- 6. Community Impact**
 - ETS often integrates social and cultural issues into activities, making it a tool for raising awareness and promoting social change.
 - It fosters community building by creating shared experiences and collective learning opportunities.
- 7. Non-Formal Education Context**
 - ETS operates in non-formal education settings, complementing traditional education by addressing gaps and offering alternative methods of engagement.
- 8. Reflection and Feedback**
 - Reflection is a crucial part of the ETS process, allowing participants to internalize their experiences and connect them to broader life contexts.
 - Facilitators guide discussions and feedback sessions to deepen understanding and reinforce learning outcomes.

Education THROUGH, BY and FOR sports

Sport is often recognized as a "global social factor," carrying and producing values that influence societies worldwide. However, its role as an educational tool requires a clear understanding of its potential. A crucial step is distinguishing between sport as a social phenomenon and sport and physical activity as instruments for achieving educational goals. To effectively use sport in educational contexts, it is essential to establish shared educational objectives and prioritize the educational purpose of the activities. Henning Eichberg's framework offers a valuable approach, differentiating between Education *FOR* Sport, *BY* Sport, and *THROUGH* Sport, each addressing distinct objectives. This differentiation helps educators design tailored interventions that align with specific learning goals and contexts.

As said, **Education Through Sport (ETS)** is a pedagogical approach where sport is used as a tool or medium to teach broader educational, social, and personal development outcomes.

Focus:

- Sport is a means to achieve non-sport-related objectives, such as teamwork, leadership, critical thinking, or social inclusion.

Example: Using a basketball game to teach conflict resolution skills or promote cultural diversity through team-building exercises.

Education For Sport is the improvement of skills related to sport performance itself and the development of individual physical competences.

Focus:

- Preparing athletes or individuals for success in sports-related careers, competitions, or roles, such as coaches or referees.

Example: Training programs for young athletes to enhance their technical abilities, or courses for coaching certifications.

Education By Sport is a natural learning process that occurs through participating in sports, where individuals acquire values, skills, or attitudes inherently embedded in the sporting experience.

Focus:

- Learning outcomes emerge organically from the experience of playing sports, without explicit educational objectives or structured facilitation.

Example: A child learning perseverance and discipline by regularly attending football practice and striving to improve over time.

In short:

	Education FOR sport	Education BY sport	Education THROUGH sport
Why?	For the sport itself	For a good cause	For life
Specific Objective	Improve competencies sport for competition	Improve public health and well-being	Personal development and social learning
Approach	Technical, skill-based	Functional	Existential, socio-cultural
Aim	Success and winning	Functioning better	Citizenship
Outcomes	Awards, better technical skills (some added value)	Social welfare	Empowerment

Move&Learn, 2013.

PxASSoION

Practical Exercises

Module 1 – Introduction to ETS

<p>Aim</p>	<p>This module collects activities suitable to introduce participants to ETS and that help participants build trust between each other, as well as to teamwork skills.</p>
<p>Tips for the Trainer:</p>	<p>The trainer should always introduce the easiest version of the activities first, and then move on to the different variations according to the level of the participants.</p> <p>They should be encouraging, motivating all participants and teams. During all activities, they should be aware of the time and manage it to ensure the activity stays on track while allowing everyone to participate. Finally, they should be able and ready to adjust the activity to the group (in terms of engagement, size, readiness, understanding, diversity, etc)</p> <p>Before the session: Set a positive tone by emphasizing teamwork and fun over competition. Ensure inclusion by monitoring group dynamics and providing support if needed. Promote fair play by ensuring participants/teams follow the rules and addressing conflicts promptly.</p> <p>During the session: During the sessions, the trainer always needs to be supportive and ready for intervention in case of an emergency. They should observe and adjust tasks if they are too difficult or if extra support is required. Specific attention should be given to the debriefing/evaluation at the end of each session.</p> <p>After the session: Facilitate reflection with open-ended questions on teamwork. Acknowledge contributions and emphasize collaboration. Relate the activity to real-life teamwork scenarios.</p>

Tresure hunt	
Duration:	90 minutes (or more/less, according to the rules and rounds played)
Materials needed:	None
Preparation:	<p>Warm up:</p> <ul style="list-style-type: none"> - 5 – 10 minutes of running - 5 minutes of stretching - One energizer or group game
Description:	<p>1. The trainer/facilitator will give a little task to everyone, such as "go get something green" (or something like "go open your kitchen window" for an online version), so that participants will have to move around or run to achieve a purpose.</p> <p>2. Then the participants will start counting "1,2,3, freeze!" and the participants will freeze on their way to completing the task. The winner is the person who manages to complete the task first.</p> <p>3. The trainer/facilitator will then explain that they are going to play again, but with different sets of rules.</p> <p><i>The rules will be "dropped in" while they play, so they need to pay attention.</i></p> <p><i>Each round should start with a free run (meaning that the first time they freeze, they have no rules, they run all together), then the trainer adds one rule after every time the participants "freeze" the runners.</i></p> <p><i>Example of rules:</i></p> <p>Round 1:</p> <ol style="list-style-type: none"> 1. Free 2. Only dark-haired people can run 3. Only men/women can run 4. Only men/women who live in cities can run <p>Round 2:</p> <ol style="list-style-type: none"> 1. Free

	<p>2. Only tall people run</p> <p>3. Only people with a degree-level education run</p> <p>4. Only people with a full-time job run.</p> <p><i>(These are only examples; the trainer can adapt the rules according to the situation of the group).</i></p>
Debriefing:	<p>The trainer asks participants how they felt the second time they played the treasure hunt.</p> <ul style="list-style-type: none"> - Did they had the chance to win? How did they feel when they weren't allowed to run anymore? - Were the new rules fair? Do they reflect real life situations? - Have they ever had the feeling that they "couldn't run" for some unfair reason, in their lives? - When they were allowed to run, did they feel like stopping when they saw that someone couldn't run anymore? - Why or why not? (If someone actually did stop, ask them why).

Building Fellowship Through Sport

Duration:	45-60 minutes
Materials needed:	Bibs, footballs, small balls
Preparation:	<p>Warm up:</p> <ul style="list-style-type: none"> - 5 – 10 minutes of running - 5 minutes of stretching - One energizer or group game
Description:	<p>1. The Trainer will divide the participants in couple or teams. The number of teams will vary according to the number of participants to the session, but each team should have minimum 2 and maximum 4 members.</p> <p>2. The Trainer will explain that they will play football (soccer) using a ball, introducing the first round where participants will just pass the ball to each other.</p> <p><i>Suggested time sessions:</i></p>

	<ul style="list-style-type: none"> - 5 minutes playing - 5 minutes rest - 5 minutes playing - 6 minutes rest - 5 minutes playing - 8 minutes rest <p>3. The Trainer will split the members of each team in couples. The couples will have to move around the space and play football, in the beginning by just running side by side and then by touching shoulder-to-shoulder or holding hands or holding stripes (piece of rope/ribbon). If you were already playing in couples instead of teams, the members of the couple will play against each other.</p> <p>4. Now, the participants are still in couples, running side by side, and the aim is to score in the opponent's goal.</p> <p>Variations:</p> <ul style="list-style-type: none"> - Only one player can score - One player of the pair can only use their hands and the other player only their legs to score. - One player of the pair can use only one hand and the other player only one leg to score. - One pair is playing for both teams. - Secret role (can be somebody who will play for both teams /someone who will give advice/someone who will make confusion etc.)
Debriefing:	<p>The Trainer will engage the participants in a debriefing session, using visual material with pictures, emojis etc. (10-15 min).</p> <p>Questions:</p> <ul style="list-style-type: none"> - How did you feel in this workshop? - Which round did you like the most? Why? - What was the difference between each round of the workshop? - Do you think that you can use this experience in your daily life?

Let's work together

Aim of the activity	Developing trust between participants
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Duration:	60 minutes
Materials needed:	Bibs, footballs, small balls
Preparation:	<p>Warm up:</p> <ul style="list-style-type: none"> - 5 – 10 minutes of running - 5 minutes of stretching - One energizer or group game
Description:	<ol style="list-style-type: none"> 1. The Trainer will divide the participants in two or four teams. Each team has its own “base” in one of the two sides or four corners of the square field. In the middle of the field, the Trainer will spread coloured small balls inside a hoop. 2. The Trainer will explain the purpose of the game and the rules. For each round, each group should choose one member to take the challenge set by the Trainer. The rest of the team is supporting and cheering their teammate in order to complete the challenge. 3. Challenge one: One representative per team will walk/run to the middle of the field and pick only one ball at the time from the hoop trying to gather as many as balls as possible. 4. Challenge two: One representative per team will go side walking to the middle of the field and pick only one ball at the time from the hoop trying to try to gather as many as balls as possible. 5. Challenge three: One representative per team will start from a sitting position and walk/run to the middle of the field, sit down and pick only one ball at the time from the hoop trying to try to gather as many as balls as possible. 6. Strategy moment: The Trainer will give 5 minutes to the teams in order to develop a strategy before the third round (5 min). 7. Third round: participants will play with the rules of challenge two, putting into practice the strategy they decided in step 6 (15 min). 8. Debriefing (see below) <p>Variations: <i>The Trainer can adapt variations according to the level of the group.</i></p>

	<ul style="list-style-type: none"> - All members of the team take turns in the challenges - Each team can have a colour assigned. In this case, team representatives will have to pick only the balls of the colour of the team. If they pick up a ball of the wrong colour, they will have to go back to their team area and then try again. - Team members can be blindfolded for one round. - Instead of the colour, the Trainer can use balls of different materials/textures.
<p>Debriefing:</p>	<p>The Trainer will engage the participants in a debriefing session, using visual material with pictures, emojis etc. (10-15 min).</p> <p>Questions:</p> <ul style="list-style-type: none"> - How did you feel in this workshop? - For the members doing the challenges: did you feel supported by your team? - For the teams: did you feel frustrated during the challenges? Do you think that you were capable of supporting your team member? - How did you choose the member that should do the challenge? - How did you come up with a strategy?

Module 2 – Reflecting on inclusion

Aim

This module collects activities suitable to reflect on:

Social Inclusion: participants will learn to build positive relationships and reduce barriers between ex-offenders and community members.

Teamwork: participants will acquire collaboration skills, learn about mutual respect and shared responsibility through team sports.

Personal Growth: participants will develop self-confidence, emotional regulation, and problem-solving skills in a supportive environment.

Tips for the Trainer:

The trainer should always introduce the easiest version of the activities first, and then move on to the different variations according to the level of the participants.

They should be encouraging, motivating all participants and teams. During all activities, they should be aware of the time and manage it to ensure the activity stays on track while allowing everyone to participate. Finally, they should be able and ready to adjust the activity to the group (in terms of engagement, size, readiness, understanding, diversity, etc)

Before the session:

Set a positive tone by emphasizing teamwork and fun over competition.

Ensure inclusion by monitoring group dynamics and providing support if needed.

Promote fair play by ensuring participants/teams follow the rules and addressing conflicts promptly.

During the session:

During the sessions, the trainer always needs to be supportive and ready for intervention in case of an emergency. They should observe and adjust tasks if they are too difficult or if extra support is required.

Specific attention should be given to the debriefing/evaluation at the end of each session.

After the session:

Facilitate reflection with open-ended questions on teamwork.

Acknowledge contributions and emphasize collaboration.

Relate the activity to real-life teamwork scenarios.

Sport as a tool for empowerment

Duration:	<p>Total duration can vary according to the number of participants. However, it is suggested not to exceed the total duration of 60 minutes circa.</p> <p><i>The session could be organized as follows, assuming that the group will be split into teams of 4</i></p> <ul style="list-style-type: none"> • <i>Explanation and preparation of the teams: 10 minutes;</i> • <i>The activity: 20 minutes;</i> • <i>Reflection & Debrief: 10 minutes</i>
Materials needed:	<ul style="list-style-type: none"> • Props for the relay activity (e.g. footballs, small balls). • A stopwatch or timer.
Preparation:	<p>Warm up:</p> <ul style="list-style-type: none"> - 5 – 10 minutes of running - 5 minutes of stretching - One energizer or group game
Description:	<p>The usual rules of football match apply. Two teams are playing on the football pitch. In the session, sport will be used as a tool of education.</p> <p>Steps:</p> <ol style="list-style-type: none"> Set up: <ul style="list-style-type: none"> • Mark out the space of the activity (if necessary). • Prepare the bibs/scarves for the teams. • Explain the rules and have them clearly stated or posted on a flipchart. Instructions: <p>Explain to the participants that they will play football in teams and the objective is not to win, but for everyone to participate and touch the ball.</p>

	<p>Explain the activity, rules and boundaries to participants</p> <p>3. In the second part of the session, each team member receives a “Secret Role” card (See “Example Roles”). The participants should not reveal their role to anyone. They should now continue playing the game but in this role.</p> <p>With a sound signal from the Trainer, teams enter or exit their “Secret Role”. Participants get 3 minutes to imagine what this movement would be like. The workshop will last for 15-20 minutes.</p> <p>!! the Trainer should make sure to be very concrete and clear in the instructions for the “Secret Role” cards.</p> <p>4. Debriefing on the activity (see below).</p> <p>Example Roles:</p> <p><i>You are a King/Queen and you can move in all directions and hit the ball with any part of your body.</i></p> <p><i>You are a crab and you can only move sideways.</i></p> <p><i>You are a rabbit and you can only move around by hopping.</i></p> <p><i>You are the captain and you can give advice to your teammates.</i></p> <p><i>You are the assistant coach and you help the coach to create the strategy.</i></p> <p><i>You are the timekeeper/scorekeeper.</i></p>
<p>Debriefing:</p>	<p>The Trainer will use the “Talking” ball methodology in order to lead the discussion: only the person with the ball is allowed to speak. For debriefing, the whole group sits down on the floor.</p> <p>The Trainer can use the following questions for debriefing:</p> <ul style="list-style-type: none"> - How did you feel during the game? - What do you think of your role (on the role card)? - How did the game go? What happened? - Was there any major problem or conflict during the game? - What relevance do you see to empowerment issues? - What did you learn? - Do you think that empowerment can be used as a tool to increase the responsibility of the citizens?

Collaborative Relay Races

Duration:	<p>Total duration can vary according to the number of participants. However, it is suggested not to exceed the total duration of 60 minutes circa.</p> <p><i>The session could be organized as follows, assuming that the group will be split into teams of 4</i></p> <ul style="list-style-type: none"> • <i>Explanation and preparation of the teams: 10 minutes;</i> • <i>The activity: 20 minutes;</i> • <i>Reflection & Debrief: 10 minutes</i>
Materials needed:	<ul style="list-style-type: none"> • Props for the relay tasks (e.g., spoons, balls, puzzle pieces, art supplies). • A stopwatch or timer. • Space for the relay course.
Preparation:	<p>Design Inclusive Challenges: Ensure the relay tasks cater to various abilities and strengths (e.g., physical, creative, cognitive). Include tasks that allow everyone to contribute equally.</p> <p>Test the Setup: Run a quick trial of the relay to identify any potential issues, such as overly difficult or unclear tasks.</p> <p>Prepare Materials: Have all props and materials ready and organized before participants arrive to minimize downtime.</p> <p>Space Management: Choose a spacious and safe area for the activity. Mark clear zones for each relay station to avoid confusion.</p>
Description:	<p>In this activity, participants are divided into small, diverse teams (each team could be formed of 3-4 people).</p> <p>Each team will engage in a series of relay races, where every member plays a crucial role in completing the challenges. These challenges are designed to highlight different skills, ensuring that everyone has an opportunity to shine and contribute equally to the team's success.</p> <p>Steps:</p>

	<ol style="list-style-type: none"> 2. Introduction and Warm-Up: Begin by explaining the purpose of the activity and the importance of teamwork and inclusion. Conduct a short, fun warm-up to energize participants. 3. Team Formation: Randomly assign participants to mixed groups to encourage diversity and interaction. 5. Relay Setup: Create a course with multiple stations, each featuring a unique task. Examples include: <ul style="list-style-type: none"> • Puzzle assembly for problem-solving. • Balancing a ball on a spoon for coordination. • A quick art sketch based on a given theme for creativity. • Answering trivia questions related to a shared topic (e.g., cultural heritage). 4. Rules and Roles: Clearly explain the rules. Emphasize that every participant must complete their station before passing the relay to the next teammate. Highlight how each task contributes to the team’s overall progress. 5. The Race: Begin the relay! Teams cheer each other on while tackling the challenges. Facilitators provide encouragement and monitor for fairness and inclusivity. 6. Debriefing on the activity (see below).
<p>Debriefing:</p>	<p>Questions for debriefing could be:</p> <ul style="list-style-type: none"> • What strategies did your team use to ensure everyone contributed? • How did it feel to rely on each other to achieve a common goal? • What lessons can you apply from this activity to other teamwork situations? • How did working as a team make you feel? • What challenges did you face, and how did you overcome them? • How can teamwork and support from others help in everyday life?

Trust and Strategy Obstacle Course

Duration: 60-90 minutes

<p>Materials needed:</p>	<ul style="list-style-type: none"> • Blindfolds. • Props for each obstacle (e.g., cones, ropes, mats, puzzle pieces). • A stopwatch or timer. • Space to set up the obstacle course.
<p>Preparation:</p>	<p>Design Inclusive Challenges: Ensure the relay tasks cater to various abilities and strengths (e.g., physical, creative, cognitive). Include tasks that allow everyone to contribute equally.</p> <p>Test the Setup: Run a quick trial of the relay to identify any potential issues, such as overly difficult or unclear tasks.</p> <p>Prepare Materials: Have all props and materials ready and organized before participants arrive to minimize downtime.</p> <p>Space Management: Choose a spacious and safe area for the activity. Mark clear zones for each relay station to avoid confusion.</p>
<p>Description:</p>	<p>In this activity, teams work together to complete an obstacle course with tasks that challenge their physical, cognitive, and social skills. Success relies on collaboration, trust, and effective communication as teams strategize to overcome each obstacle.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Team Formation: Divide participants into diverse teams of 4–6 members. Ensure each team has a mix of strengths and abilities. 2. Course Setup: Design an obstacle course with a variety of tasks. <p>Examples include:</p> <ul style="list-style-type: none"> ○ Blindfolded Maze: One team member is blindfolded and guided verbally by others to navigate through a maze. ○ Team Balance: All team members must stand together on a small platform or balance beam without falling off.

	<ul style="list-style-type: none"> ○ Puzzle Zone: Assemble a puzzle or solve a riddle under time pressure. ○ Object Transport: Move objects (e.g., balls or cups) from one point to another using only specific tools like ropes or sticks. ○ Cross the River: Use "stepping stones" (e.g., paper sheets or mats) to cross an imaginary river without touching the ground. <p>3. Rules and Instructions:</p> <ul style="list-style-type: none"> • Explain each obstacle and the rules for completing it. • Emphasize the importance of teamwork, strategy, and fair play. • Set a time limit for completing the entire course. <p>4. The Obstacle Course:</p> <ul style="list-style-type: none"> • Teams take turns navigating the course while others cheer them on. • Facilitators observe, providing hints or encouragement when needed. <p>5. Debriefing on the activity (see below).</p>
Debriefing:	<p>After all teams complete the course, gather participants for a discussion.</p> <p>Ask reflective questions such as:</p> <ul style="list-style-type: none"> • <i>What strategies worked well during the obstacles?</i> • <i>How did you build trust within your team?</i> • <i>What challenges did you face, and how did you overcome them?</i> <p>Highlight lessons on teamwork, communication, and problem-solving</p>

Werewolves	
Duration:	60-90 minutes
Materials needed:	<ul style="list-style-type: none"> • Cards to assign the roles

<p>Preparation:</p>	<p>The trainers need to know the rules of the game “Werewolves” and prepare the cards to assign roles to participants.</p>
<p>Description:</p>	<p>The session will see an adaptation of the game “Werewolves”.</p> <p>Participants are all part of a football/basketball club. There’s an upcoming match and they have a meeting to decide who is going to play.</p> <p>Discriminators are the ones who want to take part in the match at all costs, while team members try to get together the best team for the match.</p> <p>The Captain wants the best for her/his team and tries to prevent the discrimination of team members.</p> <p>The Coach knows her/his team very well, and she/he can discover who is discriminating others.</p> <p>The President is trying to create an equal and inclusive team and when she/he leaves the meeting, she/he nominates an assistant that leaves with her/him.</p> <p>To play, the trainer can nominate one person as the narrator or keep the role for her/himself. She/he then randomly distribute the following roles to players:</p> <ul style="list-style-type: none"> • Discriminator - a discriminator has two jobs: prevent team members from playing the match, and stay in the team meeting to keep more team members from playing the match. • Team member - these are the common team member in the game who have no special powers. • Captain - the captain can save up to one team member each round. • Coach - a coach can peer into the depths of another players soul to reveal whether that player is a discriminator or not. • President - when the president leaves the meeting (by vote of the discriminators or of the team), she/he can point a finger at any other player making her/him an assistant to the President and take that person out with her/him. <p>To play, first distribute the roles privately to each player. <i>For a game with five people, you should have 1 discriminator, 1 captain and 3 team members.</i></p> <p>For each additional five people add 1 discriminator, 1 special role, and 3 team members.</p> <p>The ratios are flexible, so you can modify them to suit your needs.</p>

To start the game, the narrator declares that **“there is a match to prepare and a team to put together, so everyone was asked to attend a meeting.”**

She/he explains the rules for the game (see below) and can add some context details (see above).

Then she/he declares **“The meeting has been going on for hours and it’s time to vote”** and all players must close their eyes.

After a few seconds the narrator says “discriminator(s) it’s your turn to vote”, and any players with the discriminator role must awake (open their eyes) and choose a single victim by pointing their finger. If there is more than one discriminator, they should agree on a single victim.

The narrator then puts the discriminators back to “thinking mode” and has the Captain and the Coach wake up in sequence.

During the Captain’s turn to “vote”, the captain can indicate one player to save her/him from being left out of the match. If the Captain selects the same player as the discriminators, then nobody is left out during the first round of votes.

During its turn, the Coach indicates a player and the narrator can answer yes or no (nodding) to whether that player is a discriminator.

After all special roles act, the narrator declares **“the voting results are in, some discriminations occurred and Player AB will not take part in the match”** (or **“...but everyone is still in the run to be part of the match”** if the Captain chose correctly and saved the player nominated by discriminators).

All players can open their eyes, and then debate on who the discriminator(s) might be. To end the round, all players vote on one player to eliminate from the game or can pass and wait until the next round.

Any player that is eliminated either by the discriminators or by vote becomes a friendly supporter that is not allowed to speak for the rest of the game but may observe it in quiet frustration.

Repeat until the only remaining players are discriminators or team members (the Captain and other special roles count as team members).

	<p>Variations: you could create role card for team members assigning each of them a specific “minority”, so as to reflect on how identities and diversities are perceived. In the debriefing, you could discuss with discriminators why they chose to “discriminate” some team members over others.</p>
Debriefing:	<p>After the game, the trainer will engage participants in a debriefing session on what happened during the game, how they felt, what they learned and if and which conflicts arose. Participants will also reflect on discriminations in sports and how to avoid them, what is their role as trainer in prevention of discrimination, etc</p>

Put yourself in other people’s shoes

Duration:	60-90 minutes
Materials needed:	A big sport hall or a proper open space, flipchart, paper, pens, sticky tape, sleeping bags, cones, stopwatch, chalk, training bibs of different colors.
Preparation:	<p>Warm up:</p> <ul style="list-style-type: none"> - 5 – 10 minutes of running - 5 minutes of stretching - One energizer or group game
Description:	<p>Part 1</p> <p>Divide participants into equal/ teams.</p> <p>The coach explains the rules of activity:</p> <ul style="list-style-type: none"> • Each participant has to go through various obstacles with a blindfold. • Each of the team members must pass at least once through the obstacles, guided by the voice of its team members. • If a participant fails on an obstacle, he/she returns to the beginning of the obstacle until he/she passes it. • Team time is a sum of the individual times of each team member. • The teams have 3 minutes for elaborating a strategy.

	<ul style="list-style-type: none"> • During the crossing of the obstacles, the participants from the other teams must keep silence. Only team members of the playing team can talk. <p>The time of the individual participant should not be displayed to the other participants. The time is counted by the facilitator, coach or trainer. The total time of the team is secret until the end of the activity.</p> <p>Part 2</p> <p>The coach explains that in this round the participants are supposed to act as a snake (built from all members in the team) with the aim of passing all together without penalty by the obstacles.</p> <p>The Snake has to go through the various obstacles, and the first member of the team is blindfolded. If the team fails on an obstacle, the Snake returns to the beginning of the obstacle until passing it.</p> <p>During the crossing of the obstacles, the participants from the other teams must keep silence. Only team members of the playing team can talk.</p> <p>The time is counted from the facilitator, coach or trainer. The total time of the team is secret until the end of the activity.</p> <p>At the end of the activity, the time of each team in Part 1 and Part 2 is summed up and compared to the times of the other team. The idea is that the teams do the challenge with the shortest time.</p>
<p>Debriefing:</p>	<p>Take the time and attention needed for debriefing.</p> <p>The questions may be:</p> <ul style="list-style-type: none"> • What happened? • How did you feel during the exercise? • How did you manage to work together? • What problems did you have getting organised? • What responsibility did each group member have? • How could they improve their performance? • What skills did you need? • What are the learning points that you got? • Did you learn anything new about yourself or the others?

- How could you translate this exercise into a real life situation?
- Do you see any connections with?
- Is it an activity you would use/adapt for others?

Three leg football

Duration:

45-60 minutes

Materials needed:

- Football pitch (or a space big enough and something to mark the goalposts)
- Football ball
- Something to tie the legs together (Rope, cellotape, fabric)
- Fabric or something to blindfold half the participants

Preparation:

Warm up:
 - 5 - 10 minutes of running
 - 5 minutes of stretching
 - One energizer or group game

Description:

Ask participant to stand in couples, to look in the same direction and tie the legs that are closer together. Then ask the participants to practice walking, running, jumping together. You could also use directions (jump, touch the floor, step forward, step back) and after they have done a few series ask them to do the contrary of your directions.

If you say “jump”, they “touch the floor”; if you say “step forward”, they “step back” and so on.

Make 2 teams and start the match.

The idea is that they play football while tied together, and they should also pay attention to the directions that the trainer gives (and whether or not they should do the contrary of the directions given).

After 15 minutes, blindfold one person in each couple and play again.

The game duration can be adjusted as needed by adding / changing the directions given.

Debriefing:

Evaluate both parts of the exercise, if possible, separately.

The questions may be:

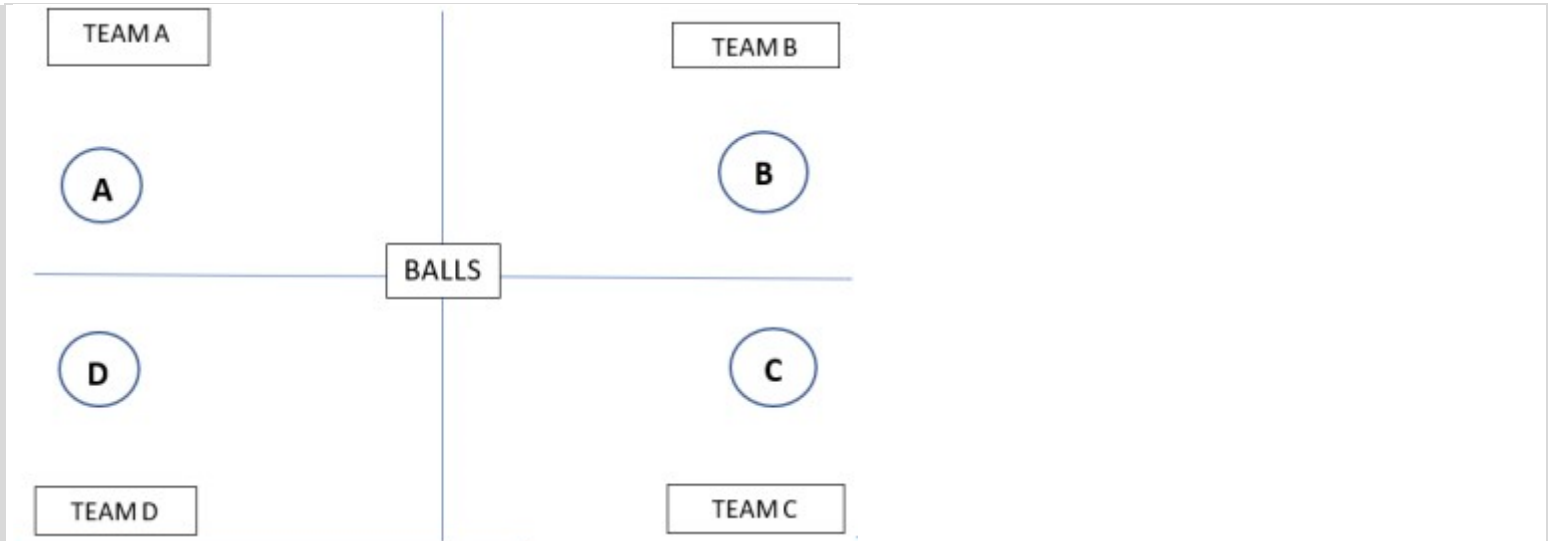
- How are you feeling?
- What did happen?
- How was the experience of being tied/blindfolded?
- What strategies did you use?
- Did you consider your partner's needs? How?
- Can you think of how or when in life you act similarly (taken care of or not of people with difficulties)?
- How can you act from now on?

Module 3 – Leadership and ETS

<p>Aim</p>	<p>This module collects activities to develop leadership and facilitation skills within ETS contexts.</p>
<p>Tips for the Trainer:</p>	<p>The trainer should always introduce the easiest version of the activities first, and then move on to the different variations according to the level of the participants.</p> <p>They should be encouraging, motivating all participants and teams. During all activities, they should be aware of the time and manage it to ensure the activity stays on track while allowing everyone to participate. Finally, they should be able and ready to adjust the activity to the group (in terms of engagement, size, readiness, understanding, diversity, etc)</p> <p>Before the session:</p> <p>Set a positive tone by emphasizing teamwork and fun over competition.</p> <p>Ensure inclusion by monitoring group dynamics and providing support if needed.</p> <p>Promote fair play by ensuring participants/teams follow the rules and addressing conflicts promptly.</p> <p>During the session:</p> <p>During the sessions, the trainer always needs to be supportive and ready for intervention in case of an emergency. They should observe and adjust tasks if they are too difficult or if extra support is required. Specific attention should be given to the debriefing/evaluation at the end of each session.</p> <p>After the session:</p> <p>Facilitate reflection with open-ended questions on teamwork.</p> <p>Acknowledge contributions and emphasize collaboration.</p> <p>Relate the activity to real-life teamwork scenarios.</p>

Active listening, leadership and conflict resolution skills

Duration:	30 minutes
Materials needed:	<ul style="list-style-type: none"> • 10 different slides/sheets with a task to complete for each sheet • something to blindfold participants
Preparation:	<ul style="list-style-type: none"> - The trainer will prepare in advance a set of 10 different slides/sheets with a task to complete for each sheet. - A set of "obstacles".
Description:	<p>The trainer will prepare in advance a set of 10 different slides/sheets with a task to complete for each sheet (e.g. put the ball in the basket, put all similar objects in the same corner of the sheet, place object according to size, etc) and a set of "obstacles" to keep into consideration (objects have to be moved according to a specific path, every two instructions one has to be wrong, etc).</p> <p>The facilitator explains participants the task ahead.</p> <p>Each group will have to complete as many sheets as possible. One group member will be blindfolded. The others have to read the sheets and accompany the blindfolded one in the task to do. They cannot touch her/him. The participant has to trust them and complete the task being careful of the obstacles. The blindfolded can open her/his eyes only to change sheet after the task is completed. The group that finishes all the tasks before, wins.</p> <p>Groups have 15 min (max) to complete the game.</p> <p>You can consider also having all blindfolded participants working on the same copy of the sheet to make the game a bit trickier.</p> <p>The field should look like this:</p>



Example sheet:

Tasks

1. Put the ball in the basket
2. Put all similar objects in the same corner of the room
3. Place object according to size
4. Slide the ball on the ground
5. Make a somersault
6. Walk on a broomstick
7. Make three circles around a cone
8. Make the ball dribble 6 times
9. Find and kick the ball
10. Find the coin close to you putting yourself all fours

Obstacles

1. Objects have to be moved according to a specific path
2. Every two instructions, one has to be wrong

	<ol style="list-style-type: none"> 3. <i>There is a set of chairs to overcome</i> 4. <i>The blindfolded person has to complete the task on one leg</i> 5. <i>The blindfolded person has to turn around three times before completing the task</i> 6. <i>The blindfolded person cannot speak or ask information</i> 7. <i>Companions have to be far from the blindfolded person and to scream to indicate him/her how to complete the task</i> 8. <i>Companions cannot repeat twice the instructions</i> 9. <i>Companions cannot say the words "left" and "right"</i> 10. <i>The blindfolded person has to jump into hoola-hops put in the path while completing the task</i>
Debriefing:	<p>The trainer will start a debriefing moment by asking questions such as:</p> <ul style="list-style-type: none"> • How did you feel during the activity? • Did you work as a team? • Was there any major problem or conflict? • What did you learn? • Can you apply what you learned to something else in your personal or working life?

Señor Leader	
Duration:	90 minutes
Materials needed:	Paper and pencils
Preparation:	N/A
Description:	<ol style="list-style-type: none"> 1. Split participants into small groups and ask them to create a list of qualities and skills that a leader is supposed to have in a specific situation (See below). 2. Every group describes the character to the others and the participants make a list of the common features rising in all scenarios. 3. Ask participants to create a unique character - Señor Leader - combining all the common features found.

	<p>4. Ask participants if they know somebody who have all these features. Ask them to think about their own features and to compare it to the features of “Señor Leader”. Is someone like him/her?</p> <p>Possible scenarios:</p> <p><i>1. You have designed a project activity but the trainer gets sick and you don't know how to manage the situation</i></p> <p><i>2. You have ordered a final dinner at a pricy restaurant specialized in meat but you discover one hour before that half of the participants are vegans. What would you do?</i></p> <p><i>3. An employee didn't know how to complete a task and he/she didn't do it properly. How would you react?</i></p> <p><i>4. You are in a deadline moment and you feel really stressed with your team. You have to schedule final tasks. How would you speak to your employees?</i></p> <p><i>5. You have organized a walk in a wood close to your home and you loose the path. How would you manage your team in this case?</i></p>
<p>Debriefing:</p>	<p>Debriefing activity collecting feedbacks and feelings about the activity</p> <p>Questions like:</p> <ul style="list-style-type: none"> • Do you think “Señor Leader” exist? • Can you imagine the pressure that a leader has to face because of others’ expectations? • Which are the features you have in common with Señor Leader? Which are the opposite ones?

<h2 style="background-color: #c00000; color: white; padding: 5px;">Leaders on scene</h2>	
<p>Duration:</p>	<p>90 minutes</p>
<p>Materials needed:</p>	<p>paper strips with situations, flipchart, pen, (optional: props for theater – old clothes, paper for re-use, colours).</p>
<p>Preparation:</p>	<p>Prepare materials and scenarios</p>

<p>Description:</p>	<ol style="list-style-type: none"> 1. The trainer will describe to participants the 5 (3,8,10 depending to the number of participants) style of leadership (Authoritarian Leadership, Participative Leadership, Delegative Leadership, Transactional Leadership, Transformational Leadership) and he/she will match all the styles with a character 2. The participants will be split into different groups, one for style, and they will have 10 minutes to create a little scene with the main “leader” character as protagonist. Everyone has to take part into the sketches. While the group are rehearsing, the trainer will prepare the place for the “stage”. 3. Every group will perform their pieces and while they are acting, the trainer will give them an “unforeseen scenario” to see how, through improvisation, the group imagine a reaction of a leader with a particular style. 4. At the end, the trainer ask to the groups how other leaders with different styles should have reacted to the unforeseen scenario and how they would have reacted. <p><i>unforeseen scenario:</i></p> <ol style="list-style-type: none"> <i>1. You have designed a project activity but the trainer gets sick and you don't know how to manage the situation</i> <i>2. You have ordered a final dinner at a pricy restaurant specialized in meat but you discover one hour before that half of the participants are vegans. What would you do?</i> <i>3. An employee didn't know how to complete a task and he/she didn't do it properly. How would you react?</i> <i>4. You are in a deadline moment and you feel really stressed with your team. You have to schedule final tasks. How would you speak to your employees?</i> <i>5. You have organized a walk in a wood close to your home and you loose the path. How would you manage your team in this case?</i> <p>!! you can use different scenarios from the previous activities, or continue using the same scenarios to delve deeper into exploring how participants perceive leadership.</p>
<p>Debriefing:</p>	<p>Debriefing activity collecting feedbacks and feelings about the activity</p> <p>Questions like:</p> <ul style="list-style-type: none"> • How would you act in different situation as youth leader? • Which leadership style is the closer to you?

- Which leader would you trust more?
- What are the positive and negative aspects of each one?

Dodgeball leadership game

Duration:	60-90 minutes
Materials needed:	<ul style="list-style-type: none"> • A Sport hall or a pitch • Ball for volleyball or some other not very heavy • 2 Equal teams of people not more than 10 in each
Preparation:	Before the activity, participants should do a short warm up.
Description:	<p>Part 1</p> <p>The following rules are presented to learners. This are the basic rules of the game called Ball of the prisoner or Matar in Spanish.</p> <ul style="list-style-type: none"> - The group is split in 2 equal teams who play against each other (A and B) - The aim is by throwing the ball to touch a person from the other team without that he/she catches the ball - If team A throws the ball and a person from opposite team B is touched by the ball, he/she goes behind the line of the team A - If the person from the team B catches the ball he has the right to throw - If team A didn't manage to touch anyone or ball has been caught by someone from team B, then person who threw goes behind the back line of the team A. People from both teams standing behind the backline have the right to catch and throw the ball on the opposite team. - Persons behind the line can be saved and come back inside the field in case if someone from their team catches the ball <p>Let participants play for 10 - 15 min.</p> <p>Part 2</p>

A second round is introduced where one new rule had been added. Each team should chose a representative (captain). When they choose him, tell that the rule is that only this person from both teams is allowed to speak. If somebody else speaks is same, as the ball has hit him so goes behind the line of the opposite team.

Let participants play for 10 - 15 min.

Part 3

Next last part of the game everybody from each team receives an assignment on a little paper which should not be shown to others when they play.

The assignments are:

- try to include everyone in the game
- be not interested in the game
- coach / lead the team
- be super enthusiastic and involved in the game
- play as normal

You can write the assignments several times according to number of participants so that everyone received one.

It is ok to have several people in the same role

Then let participants play for 10 - 15 min

Debriefing:

This exercise raise awareness about leadership and how we act as leaders and how this is helping us to coordinate volunteers. Sport is the best way to see those effects and connect them to reality.

For debriefing then you can ask the following questions:

- How was the game? How do the participants feel after it?
- What happened (1st/2nd /3rd part)? Were there any differences between the different parts and what were they?
- How easy/ difficult was to play in the different parts of the game?
- Which one they like most and why?

Regarding the 2nd part

- how was to play as a leader and how was to play without speak? What was more easy/ difficult and why?

Regarding the 3rd part

- how easy/difficult was to play in the given role (usually this is the strongest part because for some people it is hard to not be interested if they like to play, and for some it is hard to be super involved especially if they are shy. A hint might be that you give the assignments to people according or even opposite to their personalities and not let them choose randomly in order to make it even more powerful). So ask to speak about the roles and how was each role.

Next:

- Ask did participants learn something out of the game and what they have learned?
- Can they connect this game to a real life situation and which one? How usually we could connect such play to reality?
- Can they reuse the results of this exercise in their real life and how?

Basketball as a tool for communication

Duration:	60 minutes
Materials needed:	<ul style="list-style-type: none"> • Basketball court • One basketball • Flip chart, blackboard or something similar • Bibs for one of the teams
Preparation:	Before the activity, participants should do a short warm up.
Description:	<p>Part 1 – Basketball 1</p> <ul style="list-style-type: none"> • Play basketball • Each team has a coach (one of the participants) • On one team the coach is told to be exclusively positive and do a lot of complements

- The coach on the other team is told only to have an eye on the players deficiencies and be predominantly negative
- In the second half of the game the two coaches switch roles

Introduction to the appreciative inquiry theory:

- Make a short introduction of the concept and the idea behind
- Outline a few focus points for the participants to keep in mind when applying into practice.

I. Acknowledge the participants' efforts

II. Provide feedback with the participants' further development in mind (Indicate a direction)

III. Make the introduction visual and include concrete examples

Part 2 - Basketball 2

- Play basketball
- 2 x 6 minutes
- Different coaches (do some exchanges through the game)
- This time all coaches have to practice the appreciative inquiry approach

Debriefing:

If possible, begin debriefing within the two matches. If not, make surve to make participants reflect on how they felt after both games.

Basketball 1

Questions for the coaches:

- How did you feel being respectively the positive and the negative coach?
- Did you recognise any differences in how the players responded to you?

Questions for the players:

- How did you feel playing for the positive/negative coach?
- Was you're play affected by the type of coaching? – And how?
- Any pros and cons of the two ways of coaching?
- Did you miss anything in both ways of coaching?
- Can you relate these experiences to any situations in everyday life?

Basketball 2

- Repeat the questions regarding the coaches' and players' feelings and observations.
- How did this experience differ from the one you had in the last game?
- Any pros and cons of the appreciative inquiry?
- Could this approach be implemented into any situation in everyday life?

Summary of the whole exercise:

- What did we learn?
- How can this knowledge be applied in practice and everyday life?
- What benefits can we get out of this?
- What is the next step for us to become good communicators?

Disclaimer

The activities presented herein were selected and carefully adapted for the purposes of the project following the initial research phase. In the upcoming months, the activities – as described – will be tested in real training conditions during the International Training Event and the validated version – as well as additional activities not strictly related to Education Through Sport – will be included in the final project Toolkit.



TRAINING FORMAT

SPORT AS A TOOL

FOR INCLUSION

PASSION - Grant No 101133800



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