



SMALL COLLABORATIVE PARTNERSHIP

# SPEAR

## SPORT EDUCATION AGAINST RADICALISATION

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# TRAINING FORMAT



Co-funded by the  
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**!FALL**  
Integration För Alla





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## Project Introduction

The project is a small collaborative partnership in the field of sport whose goal is to prevent radicalization of young people encouraging social inclusion and equal opportunities in sport.

The project partners will achieve this objective by creating a network of 16 ambassadors (4 per partner country) that will reach young people in events at the local level using the Education Through Sport (ETS) methodology. Each group of ambassadors (age 18-30) will be composed of 1 NGO youth worker, 1 Sport Trainer, 1 local Sport Volunteer and 1 Sport Volunteer with a migrant background. The ambassadors will constitute a transnational network for sport education against radicalization strengthening the links between project partners, youth categories and external stakeholders at the level of the community and beyond.

Radicalization issues are a part of the prevention of and fight against violence and intolerance that are part of the EU strategy on sport.

One of the current priorities in the field of sport is to “foster a sense of social inclusion and integration through sport, particularly for marginalized groups”. Following this priority, the project puts a strong accent on the dimension of “inclusion THROUGH sport”. The project partners envisage to reach out and determine an important impact on marginalized groups of youngsters (NEETs, young people from marginalized urban backgrounds), because young people in conditions of social exclusion are at a high risk of radicalization.

The project partners will realize the following actions:

- Research on radicalization and identification of best practices about countering radicalization in and through sport.
- Development of a training format to empower ambassadors in reaching out to young people using the Education Through Sport methodology.
- Selection of 4 ambassadors per partner country as a means of creating a network of 16 ambassadors.
- Piloting of the training format with ambassadors at the local level (4 pilots in total).
- Awareness-raising activities at the local level:
- Online campaign: shooting videos with young people in sport clubs, sport associations, schools and dissemination of the latter by means of Social Media
- Sport actions with young people in sport clubs, sport associations and schools
- Final event hosted by MV International in Sassari:
- Sport championship against radicalization.
- SPEAR Conference.



## 2. Training Format introduction

The objective of this Work Package is to put the theoretical and methodological basis of the piloting, training and awareness-raising activities.

### 2.1. Research

The research activities focused on the issues of radicalisation and on the identification of best practices about countering radicalisation in and through sport. The research also focused on the best practices of the ETS methodology.

The research was carried out on desk using the outputs of previous EU funded and independent projects. It also took into account studies and initiatives promoted by the EU and by other institutions at the European and international level, as well as practices valid at the national level.

Every partner carried out a research at the national level. Then they exchanged results with the other partners of the consortium. The results were gathered together in a Collection of Good Practices and then used as a base for the elaboration of the training format.

### 2.2. Elaboration of the Training Format

Consortium of partners developed a Training Format to empower ambassadors in reaching out to young people using the Education Through Sport methodology.

The elaboration of the Training Format was grounded on the results gathered through the Collection of Good Practices. The Training Format was created in the view of using it during the piloting activities and in the awareness-raising activities.

The training format covers the following topics:

- Event management
- ETS methodology
- Radicalisation issues
- Inclusion through sport



### 3. Module Event management

## SESSION 1 - EVENT MANAGEMENT

FEATURE	DESCRIPTION
<b>Learning Outcomes</b>	To improve the knowledge of the participants in the field of sports event management, events promotion, and funding of the events
<b>Duration</b>	90 min
<b>Materials</b>	Data projector, white screen or wall, papers, pens, markers, flipchart board, prepared sheets
<b>Preparation</b>	The trainer should prepare data-projector in the room for short presentation.
<b>Description/ Steps</b>	<p><b>Energizer: Jump In Jump Out (10´)</b></p> <p>Participants will stand in the circle, holding hands, facing in to the centre. Trainer announces instructions - "SAY what I say and DO what I say." Everybody should say it out loud. The group will practice a few rounds, by calling one of four commands - "Jump in," "Jump out," "Jump left" or "Jump right." Everybody should repeat exactly what trainer says and do what trainer asks them to do. After few rounds, trainer announces "SAY THE OPPOSITE of what I say, and DO what I say." For example, if trainer tells "Jump In," the group says "Jump Out" and jump into the circle. The energizer can lasts few rounds or until the whole group does everything correctly.</p> <p><b>Event Management (20´)</b></p> <p>Theoretical input provided by trainer through a short presentation (Attachment 1) about the event management. During the presentation, trainer can ask participants if they ever organized some events, how it was and encourage them to share their experience and advices.</p>



## FEATURE

## DESCRIPTION

### Description/ Steps

#### **Event Success Factors (15 ´)**

Participants will be split into groups. One group will discuss about “Event Success Factors” - factors that are the crucial in the preparation and organisation of the successful events. The second group will discuss about “Event Tragedy Factors” - what can go wrong, what to be careful about, what not to do. Afterwards, groups will present their views, what will help them to understand on which elements to focus later during the planning of the events. Trainer can place their flipchart papers on the visible place in the room.

#### **Event Manager Tasks & Potential Risks (45 ´)**

Participants should imagine that there is open call for the position of the Event manager for a “National Youth Olympic” with a 100 participants. All interested applicants should prepare 10 the most important tasks with key milestones which he/she as an event manager/organizer will do for successful organisation of the event (in specific and creative way).

Divide participants in the couples. Each couple prepare the task and select one person who will go for an “interview” and present their work. Then, second person from couple will be “opposition” for the other group – for each task he/she should think about potential risks that can happen and could cause this task impossible or difficult to fulfil. Presenters should think how to avoid or reduce the risks and convince others that he/she is the best for this position. This exercise will allow them to imagine to be in the shoes of event organizers, but also think about possible risk mitigation strategies.

### Learning Check/ Evaluation

Learning check and evaluation can be implemented by short quiz about the topic:

1. What is Event management?
  - a) the process of dealing and planning a catering
  - b) the process of designing and producing events
  - c) the process of dealing with managers



## FEATURE

## DESCRIPTION

### Learning Check/ Evaluation

2. Which of the following should be developed first when planning event:
  - a) Financial Planning
  - b) Event format and feasibility
  - c) Marketing
3. Where you shouldn't ask finances for your event?
  - a) public institutions (municipality, ministries etc.)
  - b) private companies
  - c) begging on the streets.
4. When should you promote your event on social media?
  - a) Only before the event
  - b) Only before and during the event
  - c) Before, during and after the event.
5. What acronym of SMART means?
  - a) Sustainable, modern, artistic, reasonable, transfer
  - b) South, market, around, road, there
  - c) Specific, measurable, achievable, relevant, time-bound.

## SESSION 2 - EVENT PLANNING

## FEATURE

## DESCRIPTION

### Learning Outcomes

To assess own performance in the event management  
To plan and prepare own sport event

### Duration

90 min

### Materials

Papers, pens, markers, printed sheets.





## FEATURE

## DESCRIPTION

### Preparation

The trainer should print in advance the sheets for individual assessment and event planning.

### Description/ Steps

#### **Energizer (10´)**

Each participant will get on their forehead small paper with the name of the famous sportsman. Then, they will walk around the room and guess each- others names. They can only ask questions that answer is either “yes” or “no”. This energizer allow them to think already more about concrete sports or sportsmen who could be also later “face” or otherwise beneficial in the implementation of their events.

#### **Individual Event Ideas (10´)**

Participants will get a 15 minutes to think about the idea of the sport event they would like to organize. Just basic concept - in which sport discipline, for which target group, what objectives and program.

#### **Sell Your Idea (15´)**

They should present their idea using elevator pitch. Everyone will have 2 minutes to present and to persuade the other participants to invest their money or the time as a volunteer for their event. Trainer can do some “voting” for the best idea, but actually the most important is that they share their individual ideas in order to afterwards have certain basics for the mutual event planning.

#### **Joint Event Planning (60´)**

Workshop will start with the short individual assessment that can be useful in the later stage of the event planning. Participants will work individually first and think about their own strengths, weaknesses, opportunities and threats related to the event management. The trainer will give sheets (Annex 1) to the participants and time to fill it on their own. Then participants will share to each-others particularly strengths and identify their 5 strengths as a team. This activity will allow them to get know potential contributions of all team members, enhance future team work effectiveness and what type of the event they would be potentially able to do together.





## FEATURE

## DESCRIPTION

### Description

Afterwards, participants should start thinking about the joint sport event that they will organize. They can use first “mind map” – technique to record their thoughts with drawings, colours and key words (as example – which sport, target group, place, methods, guests etc.) Remind them, that the aim of the event and awareness-raising actions should be to prevent intolerance and radicalization and support social inclusion through sport.

When they finish with the basic mind mapping and discussions, ask them to present their thoughts and first plan, so the trainer can provide them with some further recommendations or improvements.

Lastly, give participants template for event planning (Annex 2) and ask them to fill it in. The template will allow them to plan and think about all aspects of the event and online campaign.

### Learning Check/ Evaluation

You can ask participants few questions to evaluate the session:

- Is it now clearer what event management is?
- Do you think you will use those knowledges in the future?
- Are you looking forward to organizing your event?
- What else do you think you should focus when planning your event?

## 4. Module ETS methodology

### SESSION 1 – EDUCATION THROUGH SPORTS – THEORETICAL PART

FEATURE	DESCRIPTION
<b>Learning Outcomes</b>	Developing knowledge and acquisition of skills regarding Learning Through Sport Methodology (Theoretical part)
<b>Duration</b>	90 min
<b>Materials</b>	A4 format sheets, markers, projector, white board and flipchart
<b>Preparation</b>	Testing the multimedia/ preparing the room for the Training Module
<b>Description/ Steps</b>	<p><b>NAME OF THE ACTIVITY (ENERGIZER):</b> Jump in Jump out</p> <p><b>TYPE OF ACTIVITY:</b> Circle game, hilarious energizer</p> <p><b>TIMING:</b> 5-10 minutes</p> <p><b>DESCRIPTION:</b> Holding hands in a circle, facing the centre, a group jumps in, out, left or right of the circle in synch with your instructions. This exercise is almost impossible not to stuff-up – which is the whole point. We promise you, “Jump in, Jump out” will cause your group to laugh out loud. Ask your group to “SAY WHAT I SAY, AND DO WHAT I SAY”. Next you practice a few rounds, by calling one of four commands – “JUM IN, JUMP OUT, JUMP LEFT, JUMP RIGHT”. The aim is for each person (the group) to repeat exactly what you say, at the same time they are copying what you have asked them to do. Pretty simple, you’d think. Not! There is always a few people who move to their other left (or right) or just simply get confused, causing the circle to crinkle. After 20-30 seconds of this first “introductory” level, re-form the circle,</p>



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### Description

and announce that you now want to move to the next (more interesting) level. This time announce “SAY THE OPPOSITE OF WHAT I SAY, AND DO WHAT I SAY” Get it? For example, if I say “Jump in”, the group says “Jump out” as they literally jump into the circle. Just typing this out is doing my head in! You may need to say this a few times for it to sink in. One more variation is “SAY WHAT I SAY, AND DO THE OPPOSITE OF WHAT I SAY”.

### STARTING WITH THE INTERACTIVE PRESENTATION FOR ETS

#### Methodology covering following topic:

- Education Through Sports
- Learning Values Through Sports
- Discipline
- Humility
- Treating Others Well
- Trust
- Competition & Sportsmanship
- Developing Soft Skills Through Sports
- Teamwork
- Leadership
- Time Management
- Handling Pressure
- Management & Responsibility
- Commitment
- Problem-solving
- Managing Conflict

### Learning Check/ Evaluation

After the interactive presentation we had short period of time for discussion with all the participants about the topic and what they have learned such as what is ETS methodology, what are the Learning values through sports, how to solve a problem, how to deal with conflicts, how to treat others, etc.

## SESSION 2 – EDUCATION THROUGH SPORTS – PRACTICAL PART

FEATURE	DESCRIPTION
<b>Learning Outcomes</b>	Developing knowledge and acquisition of skills regarding Learning Through Sport Methodology (Practical part)
<b>Duration</b>	90 min
<b>Materials</b>	<p>Stage 1: 2 Football balls, Football pitch, Bibs, Whistle</p> <p>Stage 2: Speakers, 3 open spaces, volley ball, football ball</p> <p>Stage 3: Conference room and multimedia</p>
<b>Preparation</b>	Each stage requires a specific preparation
<b>Description/ Steps</b>	<p><b>FIRST STAGE - Education FOR Sport</b></p> <p><b>Description:</b> This was only technical basic football activity. Just playing the game, no added value, only sport activity.</p> <p><b>Overview:</b> Trainer started with basic explanation that we were there for physical activity itself and we needed a proper warm up.</p> <p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• Run in circle</li> <li>• Warmed up the arms</li> <li>• Went down</li> <li>• Run facing inside part of the circle and outside</li> <li>• Normal warm up for the legs</li> <li>• Stopped and warmed up the hips and waist</li> </ul> <p>Then invited the participant to form two indian lines.</p> <ul style="list-style-type: none"> <li>• Passed with ball around cones trial + competition</li> <li>• Team division for football</li> <li>• Explained basic rules of football</li> <li>• Played football</li> </ul>



## FEATURE

## DESCRIPTION

### Description

#### Results:

- Played sport itself
- Had proper warm up s
- Respected football values

#### Preparation:

Found a football pitch, prepare cones, balls, bibs, whistle

Debriefing: There was no debriefing, it is just sport activity

### SECOND STAGE - Education BY Sport

**Materials:** Speakers, 3 open spaces, volley ball, football ball

**Description:** Participants received a letter that they had a chance to participate in THE ULTIMATE DONATION CAMPAIGN. They were involved in 3- 4 different activities located in different places at the same time and participants were divided on 3 or 4 teams and rotated. Then they gathered and discuss what happened.

**Overview:** All participants were invited to listen the official letter of invitation for the campaign. They were divided in teams and have to complete 3 -4 tasks. For that they received certain amount of money - a token. Their task was to collect all tokens and see what message do they gave (Congratulations, you completed successfully completed your tasks)

#### Results:

Raised awareness in participants how they can use education BY sport

Emphasized that by involving people in sport activity they can learn something (ex. something about the blind people) but this is not main objective, getting knowledge about how to practice the sport itself professionally is also not main objective

Teached the participants that they can use sport for spread a cause or to raise awareness for it



## FEATURE

## DESCRIPTION

### Description

#### **Preparation:**

- Print all handouts- the letter same number of copies as the teams in the activity
- Prepare choreography
- Prepare booth camp exercises
- Prepare the tokens for the pax

#### **Debriefing:**

- What happened?
- What was the main objective? - to collect the money
- How did you achieve it?
- What skills did u need?

### **THIRD STAGE - EDUCATION THROUGH SPORT**

Altri Europei Football Challenge was used - full workshop  
FORTH STAGE - GENERAL OVERVIEW

#### **General Debriefing:**

- What happened since we started?
- Why?
- What were the differences?
- What were the similarities?
- What were the objectives of education FOR, BY and THROUGH sport?
- Where in your work you can implement this knowledge?

Explain Kolb's cycle and Chart from Move&Learn  
The trainer asked for Questions

### Learning Check/ Evaluation

The participants were divided into small reflection groups with each group leader, who was acting as a facilitator and was responsible for a mixed group. The reflection group was for the participants to share their impressions, feelings about the passing day, about issues that may interest them, etc.



## FEATURE

## DESCRIPTION

### Learning Check/ Evaluation

The facilitator had the following pedagogical order:

- 1) Objective/Factual** - the facilitator asked the participants to say what had happened during the day - the participants had to go with factual moments and sessions that had happened. This was to remind them what was in each part of the day. Example question: What happened today?
- 2) Reflective:** The facilitator asked questions provoking the participants to go deeper in their perception of the day. Example question: How did you feel?
- 3) Interpretative:** this step of the reflection aimed to help participants to realize how they could use the learning points of the day in their regular work and personal life. Example question: Where do you see this situation in your daily life.
- 4) Decisional:** This part aimed to close the reflection - facilitator asked the participants how they could use the learned during the day in their future.







## 5. Module Radicalization issues

### SESSION 1 - RADICALIZATION ISSUES

FEATURE	DESCRIPTION
<b>Learning Outcomes</b>	To involve individuals in identifying what are the causes of discrimination and improve the ability to act and solve them.
<b>Duration</b>	90minutes (10 minutes energizer, 15 for the trainer to explain, 30 minutes for them to discuss in the small group, 20 minutes for presentation and 15 minutes for evaluation)
<b>Materials</b>	Pens, paper and flipchart.
<b>Preparation</b>	The Trainer should prepare in advance: The trainer will divide the participants into 3 groups. Each group will have one case and they need to write 5 or more solutions. They need to choose 3 of them and explain why these 3 are important.
<b>Description/ Steps</b>	<p><b>Energizer:</b></p> <ol style="list-style-type: none"> <li>1. The participants must sit in the circle line.</li> <li>2. The participants need to choose, or someone/volunteer needs to go out of the room.</li> <li>3. The participants need to choose one leader.</li> <li>4. When the leader does an action, everyone will follow him/ her.</li> <li>5. Then, the one who is outside should come in the middle of the circle and guess who the leader is. He or she has 3 chances to find it.</li> <li>6. If he/ she finds him or her, then this person will go outside, and the participant must choose the new leader to lead the group.</li> </ol> <p><b>Workshop:</b></p> <p>The football clubs did not want to take more immigrants because they had enough number and did not take care of more people and the boys wanted to play football.</p>



FEATURE	DESCRIPTION
<b>Description</b>	<p>Why the football club did not want them?</p> <ol style="list-style-type: none"> <li>1. They did not have the trainer to take care of them.</li> <li>2. They did not have places for training in the evening.</li> <li>3. They did not want to lose the match and they said they are not ready for the match.</li> </ol> <p><b>Step 1</b> We will be divided into 3 groups</p> <p><b>Step 2</b> Each group will choose one case and discuss together and find some solutions to solve the problem.</p> <p><b>Step 3</b> Each group will present their workshop.</p>
<b>Learning Check/ Evaluation</b>	<p>What does come in your mind when you think about radicalization?</p> <p>Selection of bad and good practices- cliches</p>

## SESSION 2 - RADICALIZATION ISSUES

FEATURE	DESCRIPTION
<b>Learning Outcomes</b>	How can refugees be integrated and learn the different activities to work with the people?
<b>Duration</b>	90minutes (10 minutes energizer, 15 for the trainer to explain, 30 minutes for them to discuss in the small group, 20 minutes for presentation and 15 minutes for evaluation)
<b>Materials</b>	Pens, paper and flipchart.



## FEATURE

## DESCRIPTION

### Preparation

The trainer will divide the participants into 3 groups. Each group will have all 3 cases and they will write the solutions from these cases. In case of many solutions, they will choose 3 of them and then he/she will explain why those 3 are important.

### Description/ Steps

#### Warm up

1. We need to share the chairs in different places around the room.
2. We need to choose someone to go outside of the room
3. Everyone will sit on the chairs and we will keep one empty chair.
4. The person who is outside, will come and try to sit on the empty chair and we all try to reach to the empty chair and keep it busy. Whenever a person sits on the empty chair, the leader can choose the new person to go outside and so on.

#### Workshop

The Volleyball club has decided to divide the newly arrived refugees and Swedish participants in two different groups and the young refugees did not really feel good.

Here come the reasons why they separate the refugees from all.

1. It is easy for them to communicate because of the language.
2. They are newly arrived immigrants so to start playing Volleyball, it is better for them to learn before.
3. The Swedish group is not comfortable when they all are playing together as I said before the refugees have not the same level as Swedish participants.

We are going to proceed in different steps:

#### Step 1

We will be divided into the 3 groups.

#### Step 2

Each group will work on the case and discuss about solutions and solve the problems.

#### Step 3

Each group will present their workshop results and other groups will give feedback.



## FEATURE

## DESCRIPTION

### Learning Check/ Evaluation

What does come in your mind when you think about radicalisation?  
Selection of bad and good practices- cliches

# SESSION 3 - RADICALIZATION ISSUES

## FEATURE

## DESCRIPTION

### Learning Outcomes

How can refugees be integrated and learn the different activities to work with the people?

### Duration

90minutes (10 minutes energizer, 15 for the trainer to explain, 30 minutes for them to discuss in the small group, 20 minutes for presentation and 15 minutes for evaluation)

### Materials

Pens, paper and flipchart.

### Preparation

The trainer will divide the participants into 3 groups.  
Each group will have all 3 cases and they will write the solutions from these cases. In case of many solutions, they will choose 3 of them and then he/she will explain why those 3 are important.

### Description/ Steps

#### Warm up

#### Musical chairs:

We need to put all the chairs in the circle line, and we need to have one chair and then the people who are around the circle line will move.

We will play music and whenever the leader stops the music, you need to sit on the chair and each chair is for one person. Two persons cannot sit on one chair

If you cannot sit on the chair, you are out of the game and so on. At the end, we will have one winner.



## FEATURE

## DESCRIPTION

### Description

#### Workshop

##### Gender

Some sport clubs and NGO do not separate male and female so that they can play together. However, they do not play professionally together. There are some reasons for that.

1. The boys are physically strong and maybe it can be dangerous for the girls.
2. Sometimes, the boys might be a bit furious and can hit the girls.
3. There are some Muslims women who do not want to play with men.

We are going to proceed in different steps:

##### Step 1:

We will be divided into the 3 groups

##### Step 2:

Each group will work on the case and discuss about solutions and solve the problems

##### Step 3:

Each group will present their workshop results and other groups will give feedback.

### Learning Check/ Evaluation

What does come in your mind when you think about radicalization?  
Selection of bad and good practices- cliches



## 6. Module Inclusion through sport

### SESSION 1

#### FEATURE

#### DESCRIPTION

##### Learning Outcomes

To involve individuals in identifying what are the causes of discrimination and improve the ability to act and solve them.

##### Duration

45 min (10 energizer, 20 min workshop + 15 debriefing)

##### Materials

Soccer ball, bibs (3 different colours), papers

##### Preparation

The Trainer should prepare in advance:

- 2 papers with written on it "You need to be super cooperative with your team, go for the victory!" papers with written on it "If the member of your team with the blue bib score a goal you lose one point each time!"

##### Description/ Steps

##### Energizer

##### JUMP

Participants are in a circle, and holding hands, facing into the centre.

The Trainer give just four instructions:

Jump left, jump right, jump in, and jump out.

First the Trainer will ask the group to say "what he/she says and do what he/she says".

First round 2 min.

In the second round the Trainer will ask the group to "say the opposite of what he/she says and do what he/she says"

Second round 4 min

In the third round the Trainer will ask the group to "say what he/she says, do the opposite of what he/she says"

Third round 4 min

## FEATURE

## DESCRIPTION

### Description

#### Workshop “A Match for Inclusion”

##### Step 1

Divide the participants in two teams. Each team is provided with bibs (ex. Team orange and team yellow). One member of each team will receive a blue bib, with the excuse that there aren't enough bibs.

##### Step 2

Explain to the teams that they will play a soccer game and let them play for 6-7 min.

##### Step 3

Explain to participants that now they will receive a paper with specific instructions on how to play the next round. Make sure that the 2 people with the blue bib get the paper “You need to be super cooperative with your team, go for the victory!” while the rest of the participants get the paper “If the member of your team with the blue bib score a goal you lose one point each time!”.

Make sure that each participant will not share what is written in the paper to the others!

##### Step 4

Let the teams play for 10 min and observe their behavior and attitude.

##### Step 5

Debriefing.

At the beginning just ask participants if they liked the game and their impression.

After this first round of debriefing, tell them what was written in the papers and use the questions from the section “Learning Check/Evaluation”.

### Learning Check/ Evaluation

- How your behavior changed from the first to the second round?
- (Blue bib) how did you feel to be treated poorly/excluded by the team while you were trying to be super cooperative?
- (Others) was it difficult to discriminate him/her? Why you did it? Why didn't you decide to not follow the instruction?
- How this situation can be connected with real life?





## SESSION 2

### FEATURE

### DESCRIPTION

#### Learning Outcomes

Understanding of different cultures, backgrounds, and behaviors.

#### Duration

45 min

#### Materials

Basketball court and ball

#### Preparation

Energizer 10 minutes

Participants split in 2 Teams

First 5 minutes participants play basketball with regular rules

Then the next 10 minutes – with changed rules

After discussion 15 minutes

#### Description/ Steps

##### **Energizer – Samurai**

Start in a circle. At every movement, the participant doing the action screams: 'HAA!'. A random participant A lifts an imaginary sword high up in the air and vertically it swings down towards participant B, shouting 'HAA!'. Participants C and D on the left and right side of B, now swing their imaginary swords sideways into B's stomach, shouting 'HAA!'. B now throws his sword forward to another participant E, shouting 'HAA!'. E catches the sword and continues as A did in the first place. This is done until all participants have had the imaginary sword at least once, or longer. Extension of the energizer: After some time, all participants take ten seconds to do a 'Hara Kiri'; this means shouting 'Hara Kiri!', and then plunging the imaginary sword into their own stomachs and falling on the floor, dying an awful death.





FEATURE	DESCRIPTION
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<b>Description/ Steps</b>	<p><b>Basketball game:</b></p> <p><b>Step 1</b> – 5 minutes basketball with regular rules, in teams of 5 people</p> <p><b>Step 2</b> – 2 players of the teams are exchanged</p> <p><b>Step 3</b> – 5 points reach – Participants that come from Muslim culture can enter other side of basketball field and score</p> <p><b>Step 4</b> – 15-point reach – Switched roles – now all the participants that comes from other cultures/religions play on their side of the court and can't enter other side of the court and score</p> <p><b>Step 5</b> – 25 points reach – Only players that has dark/darker skin can score and cross the three-point line</p>
<b>Learning Check/ Evaluation</b>	<p>Debriefing Questions:</p> <ul style="list-style-type: none"> <li>• How did they feel when players were exchanged?</li> <li>• Was it easy to understand the way others are playing and how big is their knowledge to play basketball and about the rules?</li> <li>• How participants were feeling when they were not able to participate fully in the game?</li> <li>• Did it made them feel more powerful than other players when they were not allowed to, for example, score or cross the three-point line?</li> <li>• What are they thoughts on differences based on ethnical/cultural backgrounds and how do people look?</li> <li>• Does it make one group of people better than others?</li> </ul>

## SESSION 3

FEATURE	DESCRIPTION
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<b>Learning Outcomes</b>	<p>The purpose of the workshop is to analyse the importance of differences in starting points and attitudes of individuals/ethnic groups and understand their impact on the realization of results and goals in social communities.</p>
<b>Duration</b>	<p>45 minutes (10 minutes energizer, 25 for the triathlon and 10 for the debriefing session)</p>



## FEATURE

## DESCRIPTION

### Materials

Soccer net, basketball net, balls for football and basket, timer, inflatable pool, a lot of smalls balls with different colours

### Preparation

The trainer will divide the participants into groups of 5 people. The game is divided into 2 rounds:

- in the first round, the participants will complete the triathlon without any limitation
- in the second round, the trainer will apply an unbalanced set of rules only to specific teams, to make emerge a common sense of inequity and frustration.

### Description/ Steps

#### Energizer

- 1.The participants must create a circle and stand behind each other.
- 2.The participants need to go around and yell "we are in the train of love" and put the hands in the air.
- 3.Then they need to yell "we are in the train of fantasy" and put the hands to the inner part of the circle.
- 4.When the facilitator says chiki they jump forward and when says chaka they jump backwards.
- 5.Then the facilitator says chiki, chiki, chiki, chaka, they jump three times forward and one time backwards.
- 6.Repeat one time and finish.

#### Workshop

The workshop is structured as a triathlon that includes 3 sports activities: Basket, Football, and "treasure hunt". The team who concludes the path first wins. In the first module will be applied rules and limitations only to 1 or 2 teams, the goal is to create an unbalanced treatment and different results caused by the limitations.

#### Football

The team components must kick the ball from a specific point and collect 20 goals to complete the step.



FEATURE	DESCRIPTION
<b>Description/ Steps</b>	<p><b>Rule/limitations</b> - usually a team can use 3 balls to complete the step but the team with a limitation can use only 1 ball. The teams with limitations are going to lose time recovering the ball after each attempt.</p> <p><b>Basketball</b> The team have to collect 10 free throws to complete the task Rule - the ball is heavier or the distance from the basket is different for teams.</p> <p><b>Pool ball</b> The game consists of researching special balls inside a pool full of balls with different colors. Rule - every team will receive a paper with a suggestion, but only in one case the suggestion will help the team to reach the goal faster, in other cases, the suggestion will be wrong or not related at all with the game. For example, the logo is only on green balls, then in the paper, the suggestions could be “green is the color of the hope”.</p>
<b>Learning Check/ Evaluation</b>	<p>The participant will analyse the results of the games, especially checking what were the issues and limitations imposed by the rules and the impact on their performance. The teams will obtain different results influenced by specific impositions, the participant will discuss about limitations imposed in their case and about how they felt in relation to result.</p> <p>The trainer will involve participants on the debate focusing the discussion around 3 main questions:</p> <ul style="list-style-type: none"> <li>• How did you feel about limitation and difference of condition to the other teams?</li> <li>• How did you feel to be teams with privilege?</li> <li>• Could you connect discrimination rules to radicalization issues on the daily life?</li> </ul>



## SESSION 4

### FEATURE

### DESCRIPTION

#### Learning Outcomes

To develop a sense of equality

#### Duration

45 minutes (10 min energizer, 20 min games + 15 evaluation)

#### Materials

1 Basketball court  
1 Tchouk ball  
6 read Bibs  
6 blue bibs  
2 Rebound surfaces

#### Preparation

Ensure the playing area is safe  
Put Two rebound surface located on either end of the court  
Mark out the "Forbidden zones" in either rebound surfaces  
As trainer you need to gain knowledge regarding the appreciative inquiry and prepare how to introduce the participants to this approach.

#### Description/ Steps

##### **Energizer: IMPULSE**

The participants are split in to two (equal number) groups. The groups form a column (line up one behind another) for each group. They should be asked to hold hands while standing in the column. All save for the first and last person in the line should be using both hands. The idea of the game is to energize participants by playing with their reaction skills. When the trainer/facilitator gives the signal, the first person in the group squeezes the hand of the person behind them. This " Impulse " (the squeeze of the hand) should travel all the way to the back of the line. As soon as the last person feels the hand squeeze, he/she runs forwards and joins the front of the line. This process is repeated until the person that was the first in line at the beginning, is back in their original position. The team that finishes first, wins the game/energizer.





## FEATURE

## DESCRIPTION

### Description/ Steps

#### Workshop

Divide participants into 2 team, one red and one blue, 6 players in each group – gender balance

Introduce the activity. Explain the basic techniques of Tchoukball.

- Each team can shoot the ball at either rebound surface (no design side)
- If a player has the tchoukball in his/her hand, he/she is not allowed to enter inside the Forbidden zone
- To start the game- one representative of each team plays rock/paper/scissors to decide which team will start
- 1 player of the winning team brings the ball next to one of the rebound surfaces and announce the score. (It is 0-0). After the game can start.

#### Rules

3 steps with the ball

A player can hold the ball for up 3 seconds

After 3 passes within his/her teammates, he/she must shoot the ball

Stop the first game and give the following instructions:

#### New rules

Blue team: can shoot at either rebound surface after 3 passes

Only people who belong to a national/ethnic minorities can shoot

Red team: can shoot at only one rebound surface without passes' limitation

All players can shoot

Playing according to the rules for 10 minutes.

#### Debriefing



## FEATURE

## DESCRIPTION

### Learning Check/ Evaluation

#### Debriefing questions:

- Give one word to describe how you felt after the first part of the game as well as after the second ones.
- What emotions did you experience?
- What have you learned/experienced today?
- Describe the difference between the first part and the second. Do you think either part is fair? If yes, explain why. If not, explain why and how/what affects the game.
- How did you cope with limitations







## 7. ANNEXES

### 7.1. Annex 1. - SWOT Analysis

<b>Strengths</b> What do you do well? What unique resources can you draw on? What do others see as your strengths?	<b>Weaknesses</b> What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?
<b>Opportunities</b> What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?	<b>Threats</b> What threats could harm you? What is your competition doing? What threats do your weaknesses expose to you?





## 7.2. Annex 2 – Event Plan

### **A. GENERAL INFORMATION**

Name:

Date:

Place:

### **B. EVENT OVERVIEW**

1. Objectives of the event:
2. Target group / Participants of the event:
3. Event Schedule

### **C. TEAM and OTHER PEOPLE INVOLVED**

4. Team – all volunteers involved
5. Others who may be contacted and help in the preparation or implementation of the event:

### **D. BUDGET**

Category (e.g. catering, promotion, equipment)	Specification:	Estimated

Together:

### **E: FUNDING RESOURCES & POTENTIAL SPONSORS**

### **F. PROMOTION OF THE EVENT (tools and steps)**

### **G. KEY MILESTONES**

Task to be completed:	Due Date:	Person responsible:



### 7.3. Radicalization (general frame): presentation of youth radicalisation.

Youth radicalisation and the associated use of violence have become a growing issue of concern in Europe and its neighbouring regions. There has been an increase in hate speech, in the incidence of hate crimes and attacks on migrants and refugees, propaganda and violent xenophobia, as well as a rise in religious and political extremism and in terrorist attacks in Europe and its neighbouring regions.

Countering radicalization and preventing radicalization are two different measures that act at different stages of the radicalization process. The first takes place when an individual is radicalized and the second relates to the vulnerability of an individual to radicalization mechanisms. Sport is a far reaching and transversal tool with the power to gather SPort Education Against Radicalization-SPEAR young people from many different backgrounds and play together with the same rules.

The field of sports finds itself in a strategic position in the fight against radicalization and youth violence: sport represents one of the primary areas for informal socialization for a vast number of youth through out Europe and hence, as recognized in many EU documents, an ideal context for defining adequate prevention strategies centered on the promotion of a culture based on respect for adversaries, fair play, living together, and peace. Sports also represents an incredible “observatory” through which to identify youth that are at-risk or have tendencies that point towards radicalization via the monitoring of violent behavior (physical and verbal). At the same time, in the absence of adequate understanding of their educational role, coaches – through the teaching of athletics – risk supporting the same violent attitudes and behaviors that can emerge in radicalization.

Sports clubs can constitute an “observatory” for youth radicalization for various reasons. First, via observation of group dynamics in the sporting activities where the coaches/trainers can identify eventual “signs of alarm” that could indicate radicalized behaviors. Consequently, coaches/educators can utilize educational and pedagogical methodologies that make it possible to offer alternatives and/or solutions, promoting an inversion of the radicalized behavior towards the positive values embodied in the educational relationship. This is also a precious context because its characteristics make it possible to intervene in youth radicalization in a “discreet” manner, this means exercising a repressive or categorizing function and making the most of the relational work between the youth and the peer group as well as the youth and the coach as an adult role model.



For example activities such as singing, football, running, mountain hiking and skiing, will involve local participants but as well, newcomers or asylum seekers. This activities are accessible for everyone. So, it will create inclusion and cultural integration through sports and outdoors activities to connect people together, enjoy nature and connect with the immediate environment. It will create a feeling of belonging as people feel welcomed to the place and have the opportunity to share with other people. It encourages diversity, solidarity and kindness. Feeling welcomed in the host country/city is very important, especially at the beginning of the integration process. It allows people to belong to the place and to a community, which increases self-worth, brings positive feelings and joy. Having a positive mindset then allows people to go further, be empowered and be an added value to their new environment. It also allows a better understanding of the culture, the places and people and one's horizons at many levels.

Sports is an empowerment tool at many levels, as it is universal and has the power to connect individuals and communities effectively. It also promotes physical and mental well-being and allows people to feel accomplished. Such mindset, acquired thanks to socializing with people, sharing activities and spend time with local communities, increases the feeling of belonging and the awareness of what brings people together more than what differentiates them. It allows them to build bridges instead of walls and understand each other. All these psychological changes and awareness prevent from extremism, that is mostly linked to social distancing and feeling of being marginalized from the society and the people. Building relationships and go beyond the differences related to backgrounds, beliefs and so on are an effective way to avoid radicalization.

## **7.4. Social Media (management and communication): tools and strategies for social media management and communication**

Social Media is very useful nowadays because it allows users to quickly create and share content with public, it encompasses a wide range of websites and apps.

Few steps for creating a social media management and communication plan that is going to increase the role of sport in preventing the radicalization of young people.

1. You have to choose social media channels that are mostly used by your audience. For example social platforms as Facebook, Instagram, Twitter, Youtube are the mostly used by young people.



2. Define the objectives of the project, who will be impacted and the communication objectives.

Few objectives of the project could be considered as raising public awareness, encouraging the development of positive attitudes towards diversity through social media, promoting the idea of diversity benefits in order to change minds of people. Young people and adults would be mostly impacted by this project. The impact of promoting sport activities through social media, it will have an huge impact especially marginalized people, such as migrants and refugees. Therefore, sport activities brings people together, make them feel more welcomed and are allowed to enhance the sense of belonging to a certain community and society

3. Identify your target audience and their needs.

As radicalization is most of the time considered as a common problem in teenagers and youth groups. So, the especially target audience is youth groups.

4. Determine the best ways for each key message for the audience and the timing of all messages.

The best and common used social ways are newsletter, posts, visual content, face-to-face meeting, voicemail, targeted mail, video call, audio call, conference call.

5. Elaborate and share information about the main subject through social media

To reach a big impact on people, they should be informed and be aware of solutions of the problem. Through chosen social media channels, people will get informed about anti-racist, events against radicalization, announcements, workshops, conferences, exhibitions, lectures, publications and festival promoting the idea of diversity benefits in order to change the minds of people, to fight prejudices and stereotypes and spread the message of peaceful co-existence.

6. Promoting sport activities as ways against radicalization.

Thanks to sport activities, participants have the chance to share moments together and learn about each-other, communicate the values and principles of certain activity, building social links, giving the opportunity to the youngster to grow in a team, practice sports, learn the language also. Through sport activities, it could be promote tolerance, inclusion, integration and intercultural exchange.

7. Identify how you will measure success and feedback.

Compare results with the main objectives, and analyze parts that needs to be improved. Ask for feedback, especially from the main audience.



## 7.5. NFE (general frame): explanation of what is Non Formal Education and its values

Non-formal education refers to any planned program of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum. Non-formal education as practiced by many youth organisations and groups is voluntary, accessible to everyone (ideally), an organised process with educational objectives, participatory and learner- centered, about learning life skills and preparing for active citizenship, based on involving both individual and group learning with a collective approach, holistic and process-oriented, based on experience and action, and starts from the needs of the participants.

Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Non-formal education gives young people the possibility to develop their values, skills and competencies others than the ones developed in the framework of formal education. Those skills (also called 'soft skills' ) include a wide range of competencies such as interpersonal, team, organisational and conflict management, intercultural awareness, leadership, planning, organising, coordination and practical problem solvingskills, teamwork, self-confidence, discipline and responsibility. What is special about non-formal education is that individuals, participants are the actors actively involved in the education/learning process. The methods that are being used aim at giving young people the tools to further develop their skills and attitudes. Learning is the ongoing process, one of its crucial features is learning by doing. "Non-formal" does not imply unstructured, the process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development. Non formal education is distinct from formal education by methods. Participants exercise varying degrees of control over the process, from designing their own learning and using the facilitator as a resource person, to attending a learning activity where the content is planned. In a nutshell, non-formal education is an approach to education that can be used with adults, youth, or children, within the working room or outside of it.





## 7.6. Group Dynamics (management and strategies): to be specific for mixed cultures groups

### Activities:

**1. Purpose:** To introduce participants using their favorite ethnic food, sport, hobby

**Equipment and Materials:** None

**Time:** 10-15 minutes

### Procedures:

1. Pair participants and tell them that their responsibility is to interview each other about their experiences with ethnic food, sport, hobby. Tell them to find out their partner's favorite ethnic food or sport, how often they eat it or do some kind of sport activities, and whether it is part of their family's heritage or cultural tradition or was it introduced through social or workplace contacts.
2. Reconvene the group. Ask each person to stand and briefly introduce their partner, beginning with the person's name and then summarizing what was discovered in the interview. Tell them they do not have to limit their report to only food or sport topics discussed during the interview.

**Debrief:** As a group, discuss the connection between food, sport, hobby and culture and ask for specific examples in everyday life. Explore sport, food and culture as they relate to the workplace (social gatherings, parties, formal meetings etc.). For example, do the participants realize that certain religious groups do not eat pork, do not know about certain sports? Discuss whether the types of food found in the workplace have been affected by increase in the diversity of the working population?

**2. Title:** First introduction of intercultural group

**Main topic:** Creating atmosphere of coalescence, getting to know each other, establish intercultural understanding and respect.

**Group size:** min 4

**Time:** 20-30minutes

**Materials:** pens, papers, tape

**Description of game:** Make a circle with the participants and start by introducing yourself- Your name, adjective about you on the same letter as your name, and make a movement.





Next person from your right side should repeat your name, your adjective and your movement. And should tell his name, his adjective and make his own movement. The next person is repeating the previous 2 names, adjectives and movements and again make his own. The process continues until everyone finish. Next activity is called 3 truths and 1 lie Everyone should write 3 truths and 1 lie about him/her self, and stick it to his body. Other people should approach him/her by saying hello with his/her name and trying to guess what is true and what is false. These 2 activities are easy and funny way for getting to know each- others and creating good atmosphere for coalescence and work.

**Optional:** If you have more materials you can give to them to be creative and make some object which represent them better. For example: tie, crown.

**Pedagogical/Trainer/Educator objectives:** Can be specifically used to help build intercultural respect and understanding or to more generally help develop self-identity and open respect and sharing.

### 3.Circles of My Multicultural Self

**This activity requires** 20-30 minutes.

**Purpose:** The Circles activity engages participants in a process of identifying what they consider to be the most important dimensions of their own identity. Stereotypes are examined as participants share stories about when they were proud to be part of a particular group and when it was especially hurtful to be associated with a particular group.

**Preparation:** Distribute copies of the Circles handout.

Instructions: Ask participants to pair up with somebody they do not know very well. Invite them to introduce each other, then follow these steps:

1. Ask participants to write their names in the center circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Give them several examples of dimensions that might fit into the satellite circles: female, athlete, Jewish, brother, educator, Asian American, middle class, etc.
2. In their pairs, have participants share two stories with each other. First, they should share stories about when they felt especially proud to be associated with one of the identifiers they selected. Next, they should share a story about a time it was particularly painful to be associated with one of the identity dimensions they chose.
3. The third step will be for participants to share a stereotype they have heard about one dimension of their identity that fails to describe them accurately. Ask them to complete the sentence at the bottom of the handout by filling in the blanks: "I am (a/an) ..... but I am NOT (a/an) ....."



Provide your own example, such as "I am a Christian, but I am NOT a radical right Republican." Instructions for steps 1, 2, and 3 should be given at once. Allow 8-10 minutes for participants to complete all three steps, but remind them with 2 minutes remaining that they must fill in the stereotype sentence.

4. Probe the group for reactions to each other's stories. Ask whether anyone heard a story she or he would like to share with the group. (Make sure the person who originally told the story has granted permission to share it with the entire group.)

5. Advise participants that the next step will involve individuals standing up and reading their stereotype statement. You can either simply go around the room in some order or have people randomly stand up and read their statements. Make sure that participants are respectful and listening actively for this step, as individuals are making themselves vulnerable by participating. Start by reading your own statement. This part of the activity can be extremely powerful if you introduce it energetically. It may take a few moments to start the flow of sharing; so allow for silent moments.

6. Several questions can be used to process this activity:

1. How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?
2. Did anybody hear somebody challenge a stereotype that you once bought into? If so, what?
3. How did it feel to be able to stand up and challenge your stereotype?
4. (There is usually some laughter when somebody shares common stereotype such as "I may be Arab, but I am not a terrorist" or "I may be a teacher, but I do have a social life.") I heard several moments of laughter. What was that about?
5. Where do stereotypes come from?
6. How can we eliminate them?

**Facilitator/Educator Notes:** The key to this activity is the process of examining one's own identity and the stereotypes associated with that identity, then having one's own stereotypes challenged through others' stories and stereotype challenges. Encourage participants to think about the stereotypes they apply to people and to make a conscious effort to think more deeply about them, eventually eliminating them.

As with most activities, it can be especially effective if you participate while you facilitate. If you are willing to share your own experiences, participants are more likely to feel open to share their own.

It is crucial, especially for the final part of the activity when participants are sharing their stereotypes, to allow for silences. People will be hesitant to share initially, but once the ball starts rolling, the activity carries a lot of energy. Allow time at the end for participants to talk more about whatever stereotype they shared. After everyone has shared their stereotype challenge, announce that anyone who would like to share another one can do so. Model by sharing another one about yourself.