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 Ref. Ares(2023)7427241 - 31/10/2023

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Partners





Introduction to NFE and ETS

Non-formal education is an essential and dynamic approach to learning that complements and expands upon formal education systems. It encompasses a broad range of activities and experiences that promote personal development, knowledge acquisition, and skills enhancement outside the traditional classroom setting. In this introduction, we explore the concept of non-formal education, its key characteristics, and its significance in today's rapidly evolving world.

Non-formal education refers to any intentional, organized, and structured learning process that takes place outside the formal education system. It is designed to cater to the diverse needs and interests of individuals of all ages, backgrounds, and abilities. Unlike formal education, which follows a predetermined curriculum and leads to recognized qualifications, non-formal education focuses on experiential and participatory learning, fostering practical skills, critical thinking, creativity, and personal growth.

One of the defining features of non-formal education is its flexibility and adaptability. It can be delivered through a variety of settings, such as community centers, NGOs, workplaces, online platforms, and cultural institutions. This flexibility allows non-formal education to reach individuals who may have limited access to formal education or who seek to supplement their formal learning with practical experiences and specialized knowledge.

Non-formal education encompasses a wide range of activities and formats. It includes workshops, seminars, vocational training programs, mentoring initiatives, community-based projects, volunteering, and informal learning networks. These activities are often tailored to the specific needs and interests of the participants, fostering a learner-centered approach that promotes active engagement and self-directed learning.

The objectives of non-formal education are multifaceted. Firstly, it aims to provide individuals with relevant and practical skills that enhance their employability and economic opportunities. By offering vocational training, entrepreneurship programs, and skill-building workshops, non-formal education equips learners with the competencies needed to thrive in the job market and contribute to economic development.

Secondly, non-formal education fosters personal development and lifelong learning. It encourages individuals to explore their passions, interests, and talents, nurturing a sense of curiosity, self-confidence, and personal fulfillment. Through non-formal education, individuals can acquire a wide range of skills, including communication, problem-solving, leadership, teamwork, and adaptability, which are vital for success in both personal and professional realms.



Furthermore, non-formal education plays a crucial role in promoting social inclusion and addressing educational inequalities. It reaches marginalized groups, such as out-of-school youth, refugees, people with disabilities, and those in remote or underserved areas, ensuring that they have access to learning opportunities and can participate fully in society. Non-formal education also embraces intercultural understanding and promotes tolerance, respect, and dialogue among diverse communities.

In today's rapidly changing world, non-formal education is becoming increasingly important. Technological advancements, globalization, and shifting labor market demands require individuals to continuously update their skills and knowledge. Non-formal education provides a flexible and responsive avenue for lifelong learning, enabling individuals to adapt to evolving circumstances, seize new opportunities, and contribute meaningfully to society.

In conclusion, non-formal education is a dynamic and inclusive approach to learning that complements formal education systems. Through its flexibility, learner-centeredness, and emphasis on practical skills and personal development, non-formal education equips individuals with the tools they need to succeed in a rapidly changing world. By addressing educational inequalities, fostering social inclusion, and promoting lifelong learning, non-formal education holds the potential to transform lives and empower individuals to realize their full potential.

10 Main characteristics of NFE

1.	Complementary to formal education: Non-formal education is designed to supplement and expand upon formal education systems, offering a different learning approach.
2.	Flexibility and adaptability: Non-formal education can be delivered in various settings and formats, allowing for personalized and tailored learning experiences.
3.	Experiential and participatory learning: Non-formal education emphasizes hands-on activities, practical experiences, and active participation, promoting deeper understanding and skills development.
4.	Diverse range of activities: Non-formal education encompasses workshops, seminars, vocational training programs, mentoring initiatives, community-based projects, volunteering, and informal learning networks.
5.	Learner-centered approach: Non-formal education focuses on the needs, interests, and aspirations of the learners, encouraging self-directed learning and personal growth.



6.	Practical skills development: Non-formal education aims to equip individuals with relevant and practical skills that enhance employability and economic opportunities.
7.	Personal development and lifelong learning: Non-formal education nurtures curiosity, self-confidence, and personal fulfillment, fostering a lifelong learning mindset.
8.	Social inclusion and addressing inequalities: Non-formal education reaches marginalized groups, promoting access to learning opportunities and fostering social inclusion.
9.	Intercultural understanding and dialogue: Non-formal education embraces diversity, promoting tolerance, respect, and intercultural dialogue among diverse communities.
10.	Responsive to changing needs: Non-formal education adapts to technological advancements, globalization, and evolving labor market demands, providing individuals with the skills to navigate a rapidly changing world.

Education Through Sport

Education through Sport is a methodology that utilizes sports and physical activities as a powerful tool for learning and personal development. It combines the principles of non-formal education with the engaging and interactive nature of sports to foster holistic development among individuals. In this introduction, we will explore the key features of Education through Sport and its alignment with the main characteristics of non-formal education.

Education through Sport methodology recognizes that sports and physical activities offer unique opportunities for learning beyond traditional classroom settings. It harnesses the inherent qualities of sports, such as teamwork, discipline, leadership, and fair play, to facilitate personal growth, skills development, and social inclusion.

One of the main characteristics of Education through Sport is its experiential and participatory nature. Through engaging in sports activities, individuals learn by doing, actively participating in games, challenges, and team-based exercises. This hands-on approach fosters experiential learning, allowing individuals to acquire knowledge, skills, and values through direct engagement and reflection.

Education through Sport also shares the learner-centered approach of non-formal education. It recognizes the diverse needs, interests, and abilities of participants, tailoring activities to meet their specific requirements. By allowing individuals to choose



their level of involvement, explore their passions, and set their own goals, Education through Sport promotes self-directed learning and personal agency, empowering individuals to take ownership of their learning journey.

The practical skills development aspect of non-formal education is also a key component of Education through Sport. In addition to physical fitness and sports-specific abilities, this methodology promotes transferable skills such as teamwork, communication, problem-solving, leadership, and resilience. These skills are developed through cooperative games, team building exercises, and the challenges inherent in sports, preparing individuals for success not only on the playing field but also in other aspects of their lives.

Education through Sport contributes to personal development and lifelong learning, aligning with another characteristic of non-formal education. Through sports, individuals acquire life skills such as self-confidence, perseverance, goal setting, and time management. These qualities extend beyond the sports context, enabling individuals to navigate challenges, pursue their aspirations, and continuously learn and grow throughout their lives.

Furthermore, Education through Sport promotes social inclusion and addresses educational inequalities, which are fundamental aspects of non-formal education. By using sports as a universal language, this methodology brings together individuals from diverse backgrounds, cultures, and abilities. It creates a safe and inclusive environment that fosters respect, collaboration, and understanding among participants, breaking down barriers and promoting social cohesion.

In conclusion, Education through Sport is a methodology that effectively blends the principles of non-formal education with the power of sports and physical activities. By leveraging the engaging and interactive nature of sports, it promotes experiential learning, personal development, and skills acquisition. Education through Sport aligns with the main characteristics of non-formal education, including its learner-centered approach, practical skills development, focus on personal growth and lifelong learning, social inclusion, and responsiveness to individual needs and interests. Through this methodology, individuals can experience the transformative power of sports and unlock their full potential in both physical and personal domains.

ETS Methodology and Basic Principles

Education through Sport is a methodology that utilizes sports and physical activities as a means of fostering holistic development and promoting learning outcomes. It combines the elements of sports, physical education, and non-formal education to



create a dynamic and interactive learning environment. Here are the basic principles of Education through Sport:

1. **Active Participation:** Education through Sport emphasizes active engagement and participation. It encourages individuals to actively involve themselves in sports activities, whether as players, team members, or leaders. Through active involvement, participants learn through practical experiences and develop skills that can be transferred to various aspects of life.
2. **Experiential Learning:** This methodology embraces the idea of *learning by doing*. Participants engage in sports activities, experiencing real-life situations that require problem-solving, decision-making, and critical thinking. By reflecting on their experiences and analyzing outcomes, individuals gain practical knowledge and skills.
3. **Inclusion and Diversity:** Education through Sport promotes inclusivity and recognizes the value of diversity. It provides opportunities for individuals of different ages, backgrounds, genders, abilities, and cultures to participate and collaborate. This inclusive approach fosters understanding, empathy, and respect among participants, creating a supportive and harmonious environment.
4. **Holistic Development:** The methodology focuses on the holistic development of individuals. It seeks to nurture physical, mental, emotional, and social well-being. Education through Sport addresses various dimensions of development, such as physical fitness, motor skills, cognitive abilities, teamwork, leadership, communication, and emotional resilience.
5. **Values and Ethics:** Education through Sport places great emphasis on values and ethics. It promotes fair play, sportsmanship, respect for rules, and respect for opponents. Through sports activities, individuals learn the importance of integrity, discipline, perseverance, and respect for oneself and others. These values contribute to the personal and social development of participants.
6. **Life Skills Acquisition:** Education through Sport recognizes the importance of developing transferable life skills. Participants acquire skills such as teamwork, communication, problem-solving, leadership, adaptability, and goal-setting. These skills are not only applicable in sports but also have practical applications in academic, professional, and personal contexts.
7. **Fun and Enjoyment:** Education through Sport creates a positive and enjoyable learning environment. It recognizes that when individuals are engaged in activities they find enjoyable, they are more motivated to learn and develop. By promoting fun and enjoyment, the methodology enhances participants' well-being, fosters a positive attitude towards physical activity, and encourages lifelong engagement in sports.
8. **Collaboration and Cooperation:** Education through Sport encourages collaboration and cooperation among participants. It emphasizes the



importance of working together, supporting one another, and valuing the contributions of each team member. Through collaborative efforts, individuals learn to appreciate diversity, manage conflicts, and achieve common goals.

- 9. Transferability of Learning: Education through Sport seeks to ensure that the skills and knowledge acquired through sports activities can be transferred to other areas of life. Participants are encouraged to reflect on their experiences, identify connections to real-life situations, and apply the lessons learned to different contexts, such as academics, careers, and personal relationships.

Education through Sport methodology provides a unique and effective approach to learning and personal development. By integrating sports with non-formal education principles, it creates an engaging and empowering environment that nurtures physical fitness, cognitive abilities, social skills, and personal growth. Through this methodology, individuals not only improve their sports performance but also develop essential life skills that positively impact various aspects of their lives.

Module 1

1. Get to know you Bingo	
Introduction/ Aim	Ice-breaker for members of the group to get to know each other
Number of participants	20-30



Materials	<ul style="list-style-type: none">● Bingo cards / A4 paper: Create or print out Bingo cards with a 4x4 grid, each square containing a different description.● Pens or markers: Provide participants with writing utensils to mark the squares on their Bingo cards.● Descriptions: Prepare a list of 16 descriptions that participants will use to find matching individuals (below are examples but those can be made more specific at the discretion of the trainer)
Duration	20-40 min depending on group size
Step-by-step description	<ol style="list-style-type: none">1. Distribute Bingo cards: Give each participant a Bingo card and a pen or marker.2. Explain the rules: Briefly explain the rules of the game. Let participants know that their task is to find two people who match the description in each of the 16 squares on their Bingo card.3. Provide the descriptions: Read out or display the 16 descriptions one by one. Allow participants some time to consider and identify individuals who match each description. Examples of descriptions could include:<ul style="list-style-type: none">● Speaks more than two languages● Has traveled to more than three countries● Has a pet● Enjoys playing a musical instrument● Loves outdoor activities● Has a birthday in the same month as you● Is wearing blue shoes● Is left-handed● Is wearing glasses● Has a sibling● Has read a book in the past month● Enjoys cooking or baking4. Participants find matches: Participants mingle and interact with others to find individuals who fit the descriptions on their Bingo cards. Encourage them to strike up conversations, introduce themselves, and ask questions to find matching individuals. Participants can write down the names of the people they find in the corresponding squares on their Bingo cards.5. Achieving a Bingo: Participants continue searching until someone completes a row of four squares either horizontally, vertically, or



	<p>diagonally. When a participant achieves a Bingo, they should call it out to get the attention of the group.</p> <ol style="list-style-type: none"> 6. Verify the Bingo: Once a participant calls out Bingo, verify their card to ensure that they have indeed matched the descriptions correctly. If the Bingo is valid, acknowledge the winner and, if desired, provide a small prize or recognition. 7. Continue playing: If time allows, continue the game by allowing participants to reset their cards and play again for additional rounds. You can change the descriptions or use the same ones for a different round. 8. Wrap up the activity: Thank the participants for their participation and congratulate any winners. Use the opportunity to encourage further interaction and engagement among participants throughout the rest of the event or session. <p>By following these step-by-step instructions, you can facilitate an engaging ice-breaker game that promotes interaction, conversation, and the formation of connections among participants.</p>
Learning Outcomes	<p>Peer-to-peer communication</p> <p>Team-building</p>

2. Teamwork Obstacle Course	
Introduction/ Aim	A great game for team-building and physical activity with tailored obstacles courses depending on the available materials.
Number of participants	10-30
Materials	<ul style="list-style-type: none"> ● Cones or markers to define the course ● Ropes or hurdles for jumping or crawling ● Tires or hoops for stepping or hopping activities ● Any other objects that can be used as obstacles or challenges



Duration	<p>A suggested timeframe for this activity, including the introduction, planning, execution, and debriefing, would be around 60 to 90 minutes. Here's a breakdown of the approximate time allocation:</p> <ul style="list-style-type: none">Introduction and Explanation: 5-10 minutes<ul style="list-style-type: none">● Introduce the activity, explain the objective, and clarify the rules and safety guidelines.Planning and Strategy: 10-15 minutes<ul style="list-style-type: none">● Allow teams to gather, discuss strategies, assign roles, and plan their approach to the obstacle course.Execution of the Activity: 30-45 minutes<ul style="list-style-type: none">● Teams take turns navigating the obstacle course, with each team completing the course within a designated time frame. The time per team can vary based on the complexity of the course and the number of obstacles.Debriefing and Discussion: 10-15 minutes<ul style="list-style-type: none">● Gather all participants for a debriefing session. Discuss the challenges faced, successes achieved, and lessons learned. Facilitate a discussion on teamwork, communication, problem-solving, and individual/team experiences.
Step-by-step description	<ul style="list-style-type: none">● Set up an obstacle course in an outdoor space using available resources such as cones, ropes, tires, hula hoops, and any other objects that can serve as obstacles or markers.● Divide participants into teams of 4-6 members.● Explain the objective of the activity: Teams must navigate the obstacle course together, ensuring that every team member successfully completes each challenge. They must communicate, strategize, and support each other throughout the course.● Provide a demonstration of how to tackle each obstacle and emphasize safety guidelines.● Allow teams to plan their approach and assign roles within their team, such as a leader, navigator, and encourager.● Start the activity, with teams taking turns to navigate the course. Encourage teams to work together, communicate effectively, and problem-solve as they face the obstacles.● Monitor and facilitate the activity, providing guidance and support where needed.● Once all teams have completed the course, gather everyone for a debriefing session.



<p>Learning Outcomes</p>	<ul style="list-style-type: none"> ● Teamwork: Participants learn the value of collaboration and effective teamwork. They develop communication skills, cooperation, and the ability to work towards a common goal. ● Problem-solving: Participants encounter obstacles and challenges that require creative thinking and problem-solving skills. They learn to analyze situations, adapt their approach, and find solutions collectively. ● Leadership and Followership: Participants have the opportunity to assume leadership roles within their teams and practice effective followership. They learn to lead, delegate, and support their teammates based on their strengths and abilities. ● Communication: Participants practice clear and effective communication, both verbal and non-verbal. They learn to listen actively, give and receive instructions, and provide encouragement and feedback to their teammates. ● Trust and Support: Through the activity, participants build trust and develop a supportive atmosphere within their teams. They learn to rely on and encourage each other, fostering a sense of unity and camaraderie. ● Physical Fitness: The obstacle course challenges participants' physical abilities, improving their fitness levels, coordination, balance, and overall motor skills. ● Resilience and Perseverance: Participants face obstacles that may require multiple attempts to overcome. They learn the importance of resilience, perseverance, and a positive mindset in the face of challenges.
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<p>3. Neighborhood Scavenger Hunt Challenge</p>	
<p>Introduction/ Aim</p>	<p>This exercise promotes teamwork, navigation skills, time management, problem-solving, and technology usage. It also encourages exploration of the neighbourhood and fosters engagement with the local community.</p>
<p>Number of participants</p>	<p>20-30</p>



Materials	<ol style="list-style-type: none">1. Maps: Prepare printed maps of the neighborhood with marked locations for each team. Ensure that each team receives a map with the same set of locations but in a different order.2. QR Codes: Create QR codes for each location using an online QR code generator. Each QR code should be linked to a specific picture of the corresponding location uploaded to Google Drive or a similar file hosting service.3. Smartphones or QR Code Scanners: Participants will need smartphones or QR code scanners to scan the QR codes and access the pictures associated with each location. Ensure that participants have access to a smartphone or provide them with QR code scanners for the duration of the activity.4. Cameras or Smartphones with Cameras: Each team should have access to a camera or a smartphone with a camera to take pictures at each location as evidence of their visit.5. Printed Instructions: Prepare printed instructions or guidelines for participants that explain the rules of the scavenger hunt, including the objectives, guidelines for scanning QR codes, and any specific instructions related to the neighborhood or locations.6. Writing Materials: Provide pens or markers for teams to mark their progress on their maps as they visit each location.7. Stopwatch or Timer (optional): If you want to track the duration of the challenge, have a stopwatch or timer to record the time taken by each team.
Duration	<p>The duration of the exercise will depend on the distance between the locations and the participants' speed. On average, it can range from 60 minutes to 90 minutes, including the time spent on navigation, scanning QR codes, taking pictures, and returning to the starting point.</p>
Step-by-step description	<ol style="list-style-type: none">1. Team Formation: Split the participants into teams of equal size. Ensure that each team has an equal number of members. Ideally, each team should have a minimum of 3-5 participants for effective collaboration and engagement.2. Map and Location Distribution: Provide each team with a map of the neighborhood. On the map, mark seven different locations using distinct symbols or numbers. Ensure that each team receives the same set of locations but in a different order.3. Explanation and Rules: Gather all the teams together and explain the exercise. Clearly communicate the objective, which is to visit each of the seven locations and take a picture by each spot.



	<p>Emphasize that the team that completes all locations and returns to the starting point first will be the winner.</p> <ol style="list-style-type: none">4. QR Code Setup: Prepare QR codes for each location. Each QR code should be linked to a specific picture of the corresponding location uploaded to Google Drive. Ensure that the QR codes are easily scannable and accessible to the participants.5. Start and Location Visits: Once the teams have received their maps and QR code scanners (such as smartphones), begin the exercise. Teams start from a designated starting point and navigate their way to the locations marked on the map. They can use any means of transportation allowed for the activity.6. Scanning QR Codes and Taking Pictures: At each location, teams must scan the corresponding QR code using their smartphones. After scanning, the team members can view the picture of the location on Google Drive. They should then take a group picture or selfie at that spot as evidence of their visit.7. Progress Tracking: As teams visit each location, they can mark the visited locations on their maps to keep track of their progress. This helps them navigate to the remaining locations efficiently.8. Return to Starting Point: After visiting all seven locations and taking pictures, teams make their way back to the starting point following their planned route or the most direct path. Encourage teams to strategize and collaborate on the most efficient way to return.9. Winner Announcement: Once a team returns to the starting point, verify their completed locations and review the pictures they have taken. Declare the team that finished all locations and returned first as the winner. Acknowledge the efforts of all teams and provide positive feedback.
<p>Learning Outcomes</p>	<ul style="list-style-type: none">● Collaboration and Teamwork: Participants learn to work together in a team, communicate effectively, and coordinate their efforts to navigate the neighborhood, locate the designated spots, and complete the challenge.● Problem-solving and Decision-making: Teams face navigational challenges, requiring them to analyze the map, plan routes, and make decisions on the most efficient paths to visit all locations. They also need to problem-solve in case of any obstacles or unexpected changes.● Time Management and Prioritization: Participants must manage their time effectively, prioritize their actions, and optimize their routes to visit all locations within the given time frame. They learn to make strategic decisions to maximize their efficiency.● Orientation and Spatial Awareness: The exercise enhances participants' orientation skills as they navigate through the



	<p>neighborhood using a map. They develop spatial awareness and the ability to read and interpret maps accurately.</p> <ul style="list-style-type: none"> ● Technology Integration: By using QR codes and smartphone scanners, participants engage with technology in a practical setting. They learn to utilize digital tools for information retrieval and multimedia access. ● Observation and Attention to Detail: Participants need to observe their surroundings carefully to identify the correct locations indicated on the map. They also develop attention to detail when comparing the actual locations with the pictures displayed after scanning the QR codes. ● Community Engagement and Cultural Awareness: Through visiting different locations within the neighborhood, participants gain a deeper understanding of the local community, landmarks, and cultural elements present in the area. ● Fun and Enjoyment: The exercise provides an exciting and engaging experience that fosters a sense of fun, competition, and camaraderie among the participants. It encourages active participation and promotes a positive and enjoyable learning environment.
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4. Color Quest Archery Challenge

Introduction/ Aim	By combining elements of teamwork, problem-solving, coordination, and competition, this activity aims to provide an engaging and interactive experience for large groups, fostering various learning outcomes in a fun and challenging outdoor setting.
Number of participants	20-30
Materials	<ul style="list-style-type: none"> ● Colored Stones: Prepare a bucket filled with stones of various colors. The number of stones should correspond to the number of couples participating. ● Envelopes: Prepare envelopes that match the colors of the stones. Each envelope should contain the corresponding colored stone. Make sure the envelopes are hidden in the yard before the activity starts. ● Wristbands or Ties: Provide wristbands or ties that can be used to physically connect the hands of each couple. These will ensure that the participants are tied together while completing the mission.



	<ul style="list-style-type: none">● Outdoor Space: Designate a yard or outdoor area where the activity will take place. Make sure it is spacious enough for the couples to move around comfortably.● Archery Setup: Set up an archery range with a bow and arrow. Include a target that couples can aim at to gain points. Ensure proper safety measures are in place, such as a safe shooting area and appropriate targets.● Scoreboard or Recording Sheet: Prepare a scoreboard or recording sheet to keep track of each couple's points during the archery challenge.● Flag/Meeting Point Marker: Set up a meeting point marker, such as a flag or visible marker, where couples will return after finding their colored stone.● Optional: If required for safety or organization, consider having additional materials such as cones or barriers to mark boundaries or define the archery range. <p>It's essential to ensure the safety and proper setup of the archery range, providing clear instructions and supervision to the participants throughout the game.</p>
Duration	60-90 min
Step-by-step description	<ol style="list-style-type: none">1. Group Split: Divide the large group into couples. Each couple will be tied together by a wristband, ensuring their hands are physically connected.2. Mission Explanation: Explain the objective of the activity to the participants. Their mission is to find different colored stones hidden in a designated yard or outdoor area. The color of the stone will be determined by each couple picking one from a bucket without looking.3. Color Identification: Provide a bucket filled with stones of various colors. Instruct each couple to pick a stone without looking, ensuring they do not reveal the color to other teams.4. Envelope Retrieval: Each couple, armed with the knowledge of their stone color, must search for an envelope hidden somewhere in the yard that contains the same colored stone they picked. The envelopes should be distributed and hidden before the activity begins.5. Stone Matching: Couples must locate their corresponding envelope by communicating and working together, still tied by the wristband.



	<p>They must carefully search for their colored stone within the envelopes hidden throughout the yard.</p> <ol style="list-style-type: none">6. Meeting Point: Once a couple finds their matching colored stone, they must return to a designated meeting point. It could be a specific location or a flag/mark in the yard.7. Archery Challenge: At the meeting point, provide a bow and arrow setup. Each couple takes turns shooting at a target to gain points for their team. The points can be awarded based on accuracy or proximity to the target.8. Scorekeeping and Winner Announcement: Keep track of each couple's points and determine the winning team based on the highest score.
Learning Outcomes	<ul style="list-style-type: none">● Communication and Collaboration: The activity requires couples to communicate effectively and work together to find their colored stone and navigate the yard while tied together. They must share information, plan their strategies, and coordinate their movements.● Problem-solving and Critical Thinking: Participants must use their problem-solving skills to locate their specific colored stone among the hidden envelopes. They need to analyze the situation, make decisions, and adapt their strategies as necessary.● Teamwork and Trust: Being physically tied together promotes trust and reliance on one another. Participants must trust their partner's judgment and work in harmony to achieve the shared objective.● Coordination and Adaptability: As couples move together while tied, they need to coordinate their movements and adjust their pace and direction to navigate the yard effectively. This enhances their adaptability and coordination skills.● Attention to Detail and Observation: Participants must pay attention to the details and carefully observe the colors of the stones they pick and the envelopes they search for. This develops their observation skills and attention to detail.● Hand-eye Coordination and Focus: The archery challenge at the end of the activity tests participants' hand-eye coordination and requires focus and concentration to aim accurately at the target.● Competition and Sportsmanship: The activity fosters a sense of healthy competition as couples compete to find their stone and earn points through archery. Participants learn about fair play, sportsmanship, and respecting the rules and decisions of the game.



5. "Jumping Hoops RPS Challenge"

Introduction/ Aim	The game encourages physical activity, coordination, and strategic thinking. It also adds an element of chance and decision-making with the "rock, paper, scissors" component. The track setup can be adjusted based on the available space and the age or ability level of the participants.
Number of participants	up to 30
Materials	up to 20 hoops
Duration	The duration of the game can vary based on the speed and skill level of the participants. However, to provide an estimate, considering 20 participants, the game could take approximately 15 to 30 minutes to complete, depending on the number of rounds and the frequency of encounters between players on the track.
Step-by-step description	<ul style="list-style-type: none">● Team Formation: Divide the participants into two teams of equal size and designate a starting point for each team.● Track Setup: Lay out a meandering track using hoops placed on the ground. The track should have enough space for players to jump from one hoop to another.● Game Start: Two players from each team start at opposite ends of the track. They jump from hoop to hoop, following the designated path towards the center.● Meeting and Rock, Paper, Scissors: When two players from opposite teams meet on the track, they stop and play a round of "rock, paper, scissors" to determine the winner. The winner proceeds forward on the track, while the other player returns to their starting point.● Next Team Member: Once a player wins and continues on the track, the next team member from the opposing team begins their journey on the track, following the same path. They continue jumping from hoop to hoop until they meet the advancing player from the other team.



	<ul style="list-style-type: none">● Repeat Steps 4-5: When the two players meet, they play "rock, paper, scissors" again. The winner continues forward on the track, and the loser goes back to their starting point.● Team Completion: The game continues in this manner until all the players from one team successfully reach the opposite side of the track by winning their "rock, paper, scissors" encounters.● Winning Team: The team that manages to get all their players through the track and reach the other side first is declared the winner.
Learning Outcomes	<ul style="list-style-type: none">● Physical Fitness: Promotes physical activity, coordination, and balance.● Teamwork and Cooperation: Encourages collaboration and effective communication.● Decision-Making: Enhances quick decision-making and analysis skills.● Sportsmanship and Fair Play: Instills good sportsmanship and respect for opponents.● Problem-Solving: Stimulates strategic thinking and planning.● Resilience and Perseverance: Teaches resilience and the value of perseverance.● Focus and Concentration: Sharpens focus and concentration skills.● Adaptability and Flexibility: Fosters adaptability and flexibility in adjusting strategies.

Module 2

TITLE: SESSION 1 - Introduction and Setting the Context



Introduction/ Aim	<ul style="list-style-type: none">• Intro and icebreaker activities• Understanding the importance of inclusion in promoting diversity and ethnic minority engagement• Introducing the "Education Through Sport" methodology as a tool for fostering connections and communication
Number of participants	1-30
Materials	Flipchart paper, pens, paper
Duration	1 hour



Step-by-step description

Watch your back!

Step 1: Split the group into equal small teams of around 5 people. Then get them to line up in their groups all facing forward (This is important - they must not look back or to the side only forward), one behind each other. Then take the last participant from each line and at the back of the lines show them a drawing of simple star. Then when you say go they have to draw this shape without speaking on the back of the first person, then that person draws the same on the one in front and so in until it reaches the front person. They will then run to the front of the room where there a flip chart paper (in front of each team) and they have to draw the shape that they think was drawn on their back. Once all teams have finished - reveal the shape to see which team was correct or closest. Now the first person becomes the last and everyone moves down one place. Repeat the process with different shapes (House, Tree with fruit, a person, an animal etc)

Step 2: Now you can change it up a little and replace the drawing of an object with 3 colours (Red, Yellow and Blue). The procedure is the same but this time the teams will have some time to prepare how they will transmit the message of what colour they see to the next person. Again there is no speaking. When the message gets to the front they have to run to the facilitator and grab the colour they think it is. First team to grab the correct colour wins that round. Give them 2 mins to decide their strategy and then run the game. First few rounds show only one colour. Then mix it up by showing 2 colours at once.

The human knot

- **Group Formation:** Participants form a circle, standing shoulder to shoulder, facing inward. They should stand close enough to ensure physical contact with the people next to them.
- **Hand Holding:** Each participant extends their right hand into the centre of the circle and grabs the right hand of someone standing across from them. Similarly, they extend their left hand and hold the left hand of another person across from them. The objective is for each person to hold hands with two different individuals who are not standing next to them.
- **Human Knot Formation:** Once everyone is holding hands, the challenge begins. The group must work together to untangle themselves without releasing their hands. They need to communicate, coordinate movements, and find creative ways to manoeuvre through the "knot" they have formed.



- Untangling Process: Participants can step over or under each other's arms, twist and turn, duck and pass through gaps, or make any other movement without breaking the holding of hands.

Lotus Blossom Activity

Step 1: Put 2 flipchart papers on the wall side by side together and then at the top of each write the words '**Inclusion**' and '**Education though Sport**'. Now the facilitator asks the group to randomly shout out what 1 single words describe these two, what words come to your mind when you see these. The facilitator will randomly write these shouted words down on the 2 flip charts. When you feel you have enough (or the group is stuck) go round the room and ask each person to give you their top 2 words that they see. Mark on the flipchart each word that is voted and at the end of this tally the votes up and select the top 5 words.

Step 2: Divide the group into 5 smaller groups and each give them one of the top 5 words that was just voted for. Now they need to go away and repeat this process with their word. Each group must come back with 7 associated new words for their word and present back in a creative way to the rest of the groups.

Step 3: Each group will present their word, and associate words in a creative manner. Once all groups have presented you can facilitate a whole group discussion on what they have discussed, what they found out.

Step 4: This is the start of the discussion and it can bring a lot of topics out and a lot of emotion so be aware to debrief and discuss after.

- What did they learn?
- What was important for them?
- How do they feel about the topics?
- Do they feel/think different now?



Learning Outcomes

1. **Understanding the Importance of Inclusion:** Participants will grasp the significance of inclusion in promoting diversity and ethnic minority engagement. They will recognize that inclusion is a key element in fostering a sense of belonging and equity within a community.
2. **Communication and Teamwork:** Through activities like the "Watch Your Back" game and the "Human Knot," participants will enhance their communication and teamwork skills. They will learn to work together effectively, even in challenging situations where verbal communication is restricted.
3. **Creative Problem Solving:** Participants will develop creative problem-solving skills by finding innovative ways to communicate without words in the "Watch Your Back" game and by untangling themselves in the "Human Knot" activity. These skills are transferable to real-life situations.
4. **Brainstorming and Idea Generation:** Through the "Lotus Blossom" activity, participants will learn a structured approach to brainstorming and idea generation. They will understand how to break down complex topics into sub-themes and explore ideas collaboratively.
5. **Empathy and Emotional Awareness:** The session encourages participants to reflect on their feelings and thoughts regarding inclusion, diversity, and ethnic engagement. This self-awareness fosters empathy and a deeper understanding of these topics.
6. **Presentation Skills:** During the "Lotus Blossom" activity, participants will have the opportunity to enhance their presentation and communication skills as they creatively present their assigned words and associated concepts to their peers.



Group Contract (How do we work together)	
Introduction/ Aim	To generate a safer environment by developing a group agreement based on the requirements of each member.
Number of participants	5-30
Materials	· Flipchart paper, pens, sticky notes/sticky notes.
Duration	30-40 mins



Step-by-step description

Step 1: Explain to the group that you want to establish a setting where everyone feels valued, secure, and able to speak and be heard. Ask the individuals to break off into smaller groups of three or four and discuss the following issues.

- What is required for effective group participation?
- What should you learn in a group environment? What do you need to be able to learn in a group?
- What are the requirements for feeling respected and a part of a group?

Step 2: Request feedback from each group. On a flipchart, note the responses they presented. You can ask the group, "How can we all try to meet these needs?" to clarify the group's understanding of how to collaborate.

Step 3: Add some of the crucial rules for ensuring a safer environment if necessary. (Ask the group of some 'rules' they believe the group must have)

Step 4: The list becomes the Group Contract that everyone will abide by if everyone is satisfied with it. When the contract is breached, the group and/or the youth worker must remind everyone of the group's decision to select this approach of working that satisfied the requirements of all group members. Make clear that anything can be added to the agreement at any time if necessary. When the participants agree get them to all sign the flipchart - this gives them ownership of their own rules and makes them more likely to follow them.



Learning Outcomes

1. **Effective Communication:** Participants will develop effective communication skills by discussing and articulating their needs and expectations in a group setting. They will learn to express themselves clearly and listen actively to others.
2. **Collaboration and Cooperation:** Through group discussions and the creation of a group contract, participants will understand the importance of collaboration and cooperation in fostering a safer and more inclusive environment. They will recognize the value of working together to establish common ground.
3. **Conflict Resolution:** Participants will gain insight into conflict resolution strategies as they work together to establish rules and guidelines for the group. They will learn how to address potential conflicts and find mutually acceptable solutions.
4. **Active Participation:** This activity encourages active participation from all group members. Participants will recognize the importance of active engagement in group discussions and decision-making processes.
5. **Empowerment:** By allowing participants to contribute to the creation of the group contract, this activity empowers individuals to take ownership of the rules and expectations within the group. It promotes a sense of responsibility and accountability.
6. **Respect for Diverse Perspectives:** Through discussions about what is required for effective group participation and feeling respected within a group, participants will develop a greater appreciation for diverse perspectives and needs. They will learn to respect and accommodate different viewpoints.
7. **Ownership of Rules:** Participants will understand the concept of collective ownership of rules and guidelines. By signing the group contract, they commit to upholding the agreed-upon standards, fostering a sense of ownership and commitment to the group's values.
8. **Safer Environment:** The primary outcome is the establishment of a safer environment where all group members feel valued and secure. Participants will recognize the direct link between their input



	<p>in the group contract and the overall atmosphere of trust and inclusion.</p> <p>9. Flexibility and Adaptability: Participants will learn that the group contract is not static and can be modified as needed. This promotes adaptability and the willingness to revisit and adjust rules when necessary.</p> <p>10. Accountability: Through the signing of the group contract, participants acknowledge their responsibility for maintaining the agreed-upon standards. This reinforces accountability within the group.</p> <p>11. Ownership of Decision-Making: Participants will experience a sense of ownership in the decision-making process, which can lead to increased engagement and commitment to the group's goals and objectives</p>
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Exploring Inclusion and Understanding Diversity - Privilege & Race	
Introduction/ Aim	<p>Defining inclusion and diversity within the context of ethnic minorities</p> <ul style="list-style-type: none"> • Recognising common barriers to inclusion and understanding their impact • Interactive group discussion • Sharing personal experiences and insights on working with ethnic minority communities <p>To raise awareness of the many different forms of privilege; understand the interconnected nature of race, gender, socioeconomic class and other demographic variables that shape individuals; value the diversity of individual backgrounds; and team-building</p>
Number of participants	5-30



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Materials	Room or large area to be able to spread out participants, paper and pens.
Duration	1 hour



Step-by-step description

Step 1: The facilitator will prior to the activity write out different characters on small bits of paper (one for every participant) for example;

- An immigrant who came to the country illegally
- A white rich kid who has a sports scholarship and no financial problems
- An ex-offender just released from prison
- A female wheelchair user

*Instead of characters you can ask the participants to think and answer as themselves (be aware this can put participants in a position where they are either forced to experience trauma for the sake of education or they see legitimate issues in their lives used as educational bait - so it needs to be a safe environment with no judgement)

Step 2: Everyone will stand in a horizontal line in the designated place of the room (Start A). All participants will have their eyes closed until the end of the activity. As the facilitator reads a statement or question, the participant will step forward or step back if it applies to them as their character. If anyone feels too uncomfortable to take a step, they have the option to remain still.

*Facilitator should give participants a heads up about the intensity of the exercise that could provoke certain emotions. Ensure them that room is a safe space (mentally and emotionally) for conversations to develop at the end of the activity.

Step 3: Ask the questions and give the participants a few seconds to process and decide what action to do.

Step Forward and step back questions:

Start with some statements first:

If you are right handed - step forward

If your sex or race is widely represented in your political leaders - step forward
If you had to flee your country because of war - step back

1. If your parents went to university - Step Forward
2. If you can go anywhere you want with no issues - step forward
3. If you were picked first for the sports team - step forward
4. If your parents are still married - step forward



5. If walking alone at night you never have to worry about feeling threatened because of who you are or your situation - step forward
6. If you feel that society accepts you and who you are - step forward
7. If you feel that you can be involved in all sports - step forward
8. If you have any issues communicating - step back
9. If you have been ashamed about your clothes/car etc - step back
10. If you've ever been called a name or bullied because of your race, gender, sexual orientation or disability - step back
11. If you have to worry about gangs, drugs and violence in your neighbourhood - step back
12. If you have financial barriers that prevent you from doing something - step back
13. If your parents are divorced - step back
14. If you feel that your language skills have stopped you from participating - step back

Step 4: Once all the questions have been asked and people have moved forward and back - get everyone to open their eyes. They will acknowledge where they are in the line up and how their character has certain privileges and how that moved them in their starting position in the race. Everyone is still running the same race but with privileges and inclusion/exclusion everyone has a different position, and either head start or disadvantage. You can run the race or end it here depending on the group.

Step 5: Bring the group together and start the discussion and debrief. What was the purpose of this exercise?

- What did you learn from it?
- What happened during the exercise? Were you surprised by anything?
- How did it feel to be in the group that took a step forward or a step back?
- How did it feel to be in the front or back of the room?
- Was there a time when you wanted to be a part of the group moving forward?
- What might we draw from this exercise that can help us in our everyday lives?
- How can you apply what you have learned here to the work you will do as a leader?



Learning Outcomes

1. **Effective Communication:** Participants will develop effective communication skills by discussing and articulating their needs and expectations in a group setting. They will learn to express themselves clearly and listen actively to others.
2. **Collaboration and Cooperation:** Through group discussions and the creation of a group contract, participants will understand the importance of collaboration and cooperation in fostering a safer and more inclusive environment. They will recognize the value of working together to establish common ground.
3. **Conflict Resolution:** Participants will gain insight into conflict resolution strategies as they work together to establish rules and guidelines for the group. They will learn how to address potential conflicts and find mutually acceptable solutions.
4. **Active Participation:** This activity encourages active participation from all group members. Participants will recognize the importance of active engagement in group discussions and decision-making processes.
5. **Empowerment:** By allowing participants to contribute to the creation of the group contract, this activity empowers individuals to take ownership of the rules and expectations within the group. It promotes a sense of responsibility and accountability.
6. **Respect for Diverse Perspectives:** Through discussions about what is required for effective group participation and feeling respected within a group, participants will develop a greater appreciation for diverse perspectives and needs. They will learn to respect and accommodate different viewpoints.
7. **Ownership of Rules:** Participants will understand the concept of collective ownership of rules and guidelines. By signing the group contract, they commit to upholding the agreed-upon standards, fostering a sense of ownership and commitment to the group's values.
8. **Safer Environment:** The primary outcome is the establishment of a safer environment where all group members feel valued and secure. Participants will recognize the direct link



	<p>between their input in the group contract and the overall atmosphere of trust and inclusion.</p> <p>9. Flexibility and Adaptability: Participants will learn that the group contract is not static and can be modified as needed. This promotes adaptability and the willingness to revisit and adjust rules when necessary.</p> <p>10. Accountability: Through the signing of the group contract, participants acknowledge their responsibility for maintaining the agreed-upon standards. This reinforces accountability within the group.</p> <p>11. Ownership of Decision-Making: Participants will experience a sense of ownership in the decision-making process, which can lead to increased engagement and commitment to the group's goals and objectives.</p>
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SESSION 4 - Group Contract (How do we work together)	
Introduction/ Aim	To raise awareness and reflection of the many different forms of privilege; challenging assumptions and stereotypes by emphasizing that privilege is not a fixed character but rather varies depending on the context, intersectionality such as race, gender, socioeconomic status, sexuality, and more; value the diversity of individual backgrounds, empathy and solidarity; and team-building
Number of participants	5-30



Materials	Room or large area to be able to spread out participants, paper, pens, some pre-made fake paper money (20 x 100 Euro notes, 10x200 Euro, 10x 500 Euro and 20x 20 Euro) and pre prepared list of 'privileges'
Duration	1 hour



Step-by-step description

Step 1: Split the group into smaller groups with around 4-5 people in each group (depending on the overall group size) then give them all a list of the Pre-prepared privileges. Here are some examples:

1. Financial security
2. Access to quality education
3. Good physical health
4. Citizenship in a stable country
5. Having a supportive family
6. Gender identity matching societal norms
7. Racial or ethnic majority status
8. Being able-bodied
9. Language fluency in the dominant language(s)
10. Living in a safe neighborhood
11. Having a stable and loving relationship
12. Easy access to healthcare
13. Mental well-being and emotional stability
14. Strong social network and connections
15. Freedom from religious discrimination
16. Cultural acceptance and representation
17. Being heterosexual in a heteronormative society
18. Employment opportunities and job security
19. Ability to travel freely without restrictions
20. Freedom from gender-based violence
21. Legal protection and equal rights
22. Access to clean water and sanitation
23. Having reliable transportation
24. Political stability and peaceful environment
25. Media representation and positive portrayal
26. Ability to express oneself without fear of judgment
27. Freedom from age-related discrimination
28. Social recognition and validation of accomplishments
29. Access to nutritious food and a balanced diet
30. Personal safety and security
31. Having role models of your gender and sexual orientation

First, individually each participant will all be given a specific amount of (imaginary) money based on the first letter of their last name.

For example:

- A: 200 Euro
- B: 400 Euro
- C: 700 Euro



- D: 1,500 Euro
- E: 300 Euro and so on.

Now that the participants know how much money they have, they look at the list of privileges. Each privilege costs 100 Euro to purchase. The participants will be given 5/10 minutes to decide which privileges they want to buy with the money they are allocated due to their name. The groups can discuss their individual choices between themselves.

Step 2: Once the first round has been completed discuss as a whole some of the top privileges that individuals decided to 'buy' and why. You can see if there were any common 'top privileges' in the group. Record this on a flip chart.

Step 3: Now take all the money away from the groups, and redistribute it but this time it is not individual it is as a group.

For example:

- Group 1: 500 Euro
- Group 2: 1000 Euro
- Group 3: 1500 Euro
- Group 4: 200 Euro

Now that the groups know how much money they have, they look at the list of privileges again and have to come up with a group decision on the shared commons privileges that they would like to buy. Each privilege costs 100 Euro to purchase. The participants will be given 5/10 minutes to decide which privileges they want to buy with the money they are allocated.

Step 4: Once the second round has been completed discuss as a whole some of the top privileges that the groups decided to 'buy' and why. You can see if there were any common 'top privileges' in the group and if these changed from when it was each individually choosing. Record this on a flip chart.

Step 5: Bring the group together and reflect and debrief

1. How did this activity make you feel?
2. How did you pick your privileges?
3. What were some things on this list that surprised you? Why?
4. Why do you think this activity specifically assigns money? For example, we could have easily said each privilege is worth 1 ticket and everyone has 5 tickets. What does money represent?
5. Why do you think the amount of money you were given was randomly assigned?
6. Did the amount of money change your mind on what privileges you chose?
7. What have you learned from this activity?



Learning Outcomes	<ul style="list-style-type: none">• Students will be able to identify various forms of privilege in different contexts, including but not limited to race, gender, socioeconomic status, and sexuality.• Students will be able to comprehend that privilege is not fixed but context-dependent.• Students will develop an understanding of the concept of intersectionality and how it related to privilege.• Students will be able to develop their team-building skills.• Students will apply their knowledge and awareness of privilege and diversity in real-life situations.
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Education Through Sport: Shoot the basket	
Introduction/ Aim	Shoot the basket activity demonstrates the impact of systemic issues on individuals and highlights the benefits of inclusive principles in promoting collective success.
Number of participants	5-30
Materials	· Bucket, Tennis balls or other balls (scrunched up paper balls)



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Duration

30-45 mins



Step-by-step description

Step 1: Place a bucket in the middle of the room or against a wall, then distribute scrunched-up paper balls/tennis balls to everyone (1 per person). Randomly spread participants out, disregarding physical or potential skillset, with some positioned very close to the basket and others farther away (while ensuring everyone stays within 10 meters of the bucket but at different angles). Explain that the objective of the game is to get all the balls into the bucket. Emphasize that it is a team sport rather than an individual game. However, there's a catch - no one is allowed to assist others. Each person has one attempt to throw their ball into the bucket without moving from their spot.

Count the number of balls that successfully land in the bucket, noting the individuals who succeeded and those who did not.

Participants play without any movement to demonstrate how privilege for some can negatively affect others. (Alternatively, players can choose to move out of the way after taking their shot if they are blocking others standing right in front of the bucket)

Step 2: After the activity, inquire about participants' feelings and experiences. Determine if some felt comfortable, while the others might have required more attempts or desired to be closer to the bucket. Explore if anyone felt they were too close and wanted to increase the challenge by moving farther away. Reiterate that the goal is to have all the balls in the basket and highlight that this is a team effort with individual contributions. This time allow everyone two minutes to "**coach**" those who did not succeed initially, offering ideas, tips, and tricks for them to improve their chances of getting the ball in the basket from their current position, without moving. Maintain everyone in their original positions and let them try again after discussing their challenges and receiving coaching from the team. Tally the number of successful throws, noting the individuals who improved.

Step 3: Inquire again about participants' feelings and experiences, particularly regarding the impact of coaching. Determine if the guidance provided helped them perform better.

Offer individuals who failed in both attempts the option to move closer to the bucket. If they accept, allow them to move no more than halfway closer from their original position (e.g., if they were 10 meters away, move them to 5 meters away).

Allow everyone to attempt throwing the balls again. Hopefully, most or all of the balls will land in the basket.



Step 4: Debrief and reflection:

Talk about the 3 steps of this activity and what happened.

Then use some example questions:

1. How did you feel?
2. Did the group help you succeed or hold you back?
3. Did it work when in steps 2/3 better?
4. What did you learn?



**Learning
Outcomes**

Step 1 of this activity illustrates the concept of privilege, demonstrating how some individuals may not have the same resources as others.

Step 2 showcases the power of a society composed of individual contributors who support and assist each other. Despite their individual roles, society succeeds when everyone can effectively fulfil their tasks.

Step 3 demonstrates the positive effects of inclusive actions on team productivity. When accommodations were provided to those who needed them, their success improved.

Importantly, this did not hinder the success of others, and the team, as a whole, accomplished more through simple adjustments tailored to individual needs.

Module 3

Introduction and Setting the Context



Introduction/ Aim	<ul style="list-style-type: none">• Intro and icebreaker activities
Number of participants	--
Materials	. --
Duration	--



**Step-by-step
description**

IAM, IAM NOT

This activity empowers individuals without creating divisions between participants. In a group of 5-6 people, each person receives a paper with two columns. The left column is labeled "I Am..." and the right column is labeled "...But I Am Not."

The objective is to fill out the left column with personal identities or characteristics that resonate with each individual. Simultaneously, they are encouraged to acknowledge and dispel any insults, stereotypes, or misconceptions that they have encountered or feel have affected them in the right column.

Subsequently, each person presents their filled-out sheet to the group, sharing who they are and explaining who they are not. It is important to note that this activity requires a high level of trust and patience within the group (hence on the second day). Some participants may bring up sensitive stereotypes or perceptions others may have held towards them. The key here is to present the information as individuals taking ownership of their own identities without engaging in confrontations or singling out specific individuals.

As the moderator, it is essential to remind participants that this activity focuses on active listening rather than engaging in conversations or debates.

Cross-Cultural Sports Exhibition

Split the group into small teams and assign each team a specific culture or country. Teams must research and choose a traditional sport or activity from their assigned culture. They then prepare a presentation or demonstration showcasing the sport/activity, including its history, rules, and significance. Encourage teams to embrace the cultural aspects and engage in friendly competition to learn from and appreciate each other's traditions.



Learning Outcomes	Respect for Diverse Perspectives: Through discussions about divisions between participants, participants will develop a greater appreciation for diverse perspectives and needs. They will learn to respect and accommodate different viewpoints.
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Planning Inclusive Activities - No rules ball	
Introduction/ Aim	<ul style="list-style-type: none">• Designing inclusive activities and programs using the "Education Through Sport" approach• Tailoring activities to specific cultural contexts and needs of ethnic minority communities• Collaborative activity planning and group discussions on effective strategies
Number of participants	5-30
Materials	Large room or outdoor space, a football or equivalent, masking tape, some cones or something to represent 2 'goals'



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Duration	1 hour
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Step-by-step description

Step 1: Mark out a large rectangle space on the floor, or if there is a really large group just mark out a center line and the goal lines.

Step 2: Divide the group into 2 teams (if you have a very large group divide into 3 teams).

Step 3: ask the 2 teams to step on to the 'field of play' give them the ball and just say 'Game on'. There is no other instructions/rules at first so the teams just start playing how they like, let them naturally develop a rhythm and which game they are playing (Naturally the teams tend to play football as they respond to the surroundings -playing area- you have created). Let it go on for a couple of minutes until there have been a few goals, and then stop the play. Now introduce a rule it could be anything for example;

- Only use your hands to touch the ball
- To score the ball must be passed between each member of the team before scoring (you must shout your name when you receive the ball or count a number)
- Males v Females (doesn't matter if the teams are not even)
- The ball must be bounced, kicked, thrown and rolled before scoring

Let them play again with the new rule for a few minutes and then add in roles for different people (These roles can be switched each round or kept the same throughout) these are just some examples:

- Can only hop on one leg
- Only has one arm
- Is blindfolded
- Doesn't speak and can't understand the language (Headphones on)
- Is only allowed to pass the ball to the opposition (if they receive the ball)
- Is stuck to the same spot on the ground can't move

Step 4: Once they have played a few more minutes with the new rules - stop the game and ask the 2 teams to nominate a captain (they have 1 min max), then ask team 1 captain to make and introduce some new rules for the game (they can be fair or biased towards their team) Then play on for a few minutes.

Step 5: Stop the play and now ask team 2 captain to make and introduce some new rules for the game (again they can be fair or biased towards their team) Then play on for a few minutes.

Step 6: Stop the play and bring the 2 captains together - they have 3 mins to agree on 4 rules for the game that they will implement for the



next round. They can confer with their teams but the 4 rules must be agreed upon by both sides. Once they have done let them play on for the final time for a few minutes or until one side scores a couple more points than the other team

Step 7: Bring the group together and reflect and debrief

- How did this activity make you feel?
- How did you know what to play in the first round with no rules?
- How and why did you pick your captain?
- Was anyone left out? Did anyone feel victimized or was everyone included?
- What is the importance of rules?
- How does this apply to real life and the topic of integration and inclusion?
- What have you learned from this activity?



Learning Outcomes	This activity is meant to get the participants thinking of how important it is when organizing and planning an activity to set some rules, some instructions and to make sure everyone is integrated and made to feel part of the activity. Sometimes with ethnic minorities this isn't always the case and so this activity showcases this with the different roles and rules and the conclusion of working together to make a better 'game' or society.
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Facilitating Inclusive Interactions - Role Play Activity: Exploring Inclusion and Ethnicity	
Introduction/ Aim	The objective of this role-play activity is to deepen the understanding of inclusion and ethnicity among youth workers while incorporating non-formal educational methodologies. The activity will involve problem-solving, conflict management, storytelling, sports, and provide an opportunity for reflection and debriefing.
Number of participants	10-30
Materials	<ul style="list-style-type: none">- Flipchart or whiteboard- Markers- Role play scenarios (prepared in advance)- Storytelling prompts (prepared in advance)- Reflection sheets or journals- Pens/pencils- Paper



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Duration	1.5 hours
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**Step-by-step
description**

Step 1: Introduction and Warm-up. Begin the session by introducing the topic of inclusion and ethnicity. Engage participants in a warm-up activity to create a positive and inclusive atmosphere, such as a group icebreaker or a quick energizer game;

‘Our Cultural Mosaic crowd’

Objective: To foster a sense of inclusion, celebrate diversity, and promote understanding of different ethnic backgrounds within a group.

Begin by explaining the purpose of the activity, emphasizing the importance of embracing diversity and creating an inclusive environment. Ask each participant to think about their ethnic background and choose one aspect they would like to share with the group. It can be a cultural tradition, a favorite food, a meaningful symbol, or any other element that holds significance to their ethnicity/culture. Divide the participants into pairs, ensuring that each pair consists of individuals from different ethnic/cultural backgrounds if possible. Instruct them to take turns sharing their chosen aspect of their culture with each other. Encourage active listening and respectful engagement. Bring the participants back together as a whole group and invite a few volunteers to share what they learned about their partner's culture during the pair sharing activity. Encourage an atmosphere of curiosity and appreciation. Provide each participant with a sheet of paper and pens and ask them to create a visual representation of the diverse cultural elements shared during the activity. They can draw symbols, write keywords, or create a collage using pictures from magazines. Each paper will be put on the wall side by side, on top and next to each other to form a mosaic which will be the cultural crowd. Our fans in the stadium.

During the process of the next days you can invite the participants to take strength and inspiration from the crowd. Remember, it's essential to create a safe and respectful environment throughout the activity, ensuring that participants feel comfortable sharing their cultural experiences.

Step 2: Problem-Solving Role Play. Divide participants into small groups of 4-6 members and provide each group with a role-play scenario related to inclusion and ethnicity.



Instruct the groups to act out the scenario, incorporating problem-solving and conflict-management skills. Encourage participants to explore different perspectives and approaches to resolving the conflicts presented in the scenarios. Examples of scenarios are:

- **Community Integration:**

Situation: A group of immigrants has recently moved to a new neighborhood. They are facing challenges in integrating into the local community due to language barriers, cultural differences, and stereotypes.

Role Play Objective: Explore ways to bridge cultural gaps, foster positive interactions, and promote acceptance and inclusion within the community.

- **Sports Team Diversity:**

Situation: A sports team consists of players from diverse ethnic backgrounds. However, there is a lack of cohesion and teamwork due to cultural differences, stereotypes, and language barriers.

Role Play Objective: Explore strategies to foster inclusivity, teamwork, and effective communication within the sports team, highlighting the value of diversity in achieving success.

- **Inclusive Sports Event:**

Situation: An upcoming sports event aims to promote inclusivity and diversity. However, there are challenges in ensuring equal participation, addressing potential discrimination, and creating a welcoming atmosphere for participants of all ethnic backgrounds.

Role Play Objective: Develop approaches to organize and manage an inclusive sports event, considering accessibility, cultural sensitivity, and the celebration of diversity.

Step 3: Group Reflection. Gather the groups together for a reflection session.

- How did you feel during the role play?
- What challenges did you encounter?
- What strategies did you use to manage conflicts?
- How did you approach inclusion and diversity in the scenario?
- Allow participants to share their thoughts and experiences.

Step 4: Storytelling Activity. Back in small groups (could be the same or different it's down to you) Introduce a storytelling activity related to inclusion and ethnicity. Provide prompts or themes for participants to base their stories on and then allow each participant individually to share their story within their



small group. Encourage active listening and create a safe space for sharing personal experiences and perspectives. Such prompts could be:

- **Overcoming Barriers:** Share a personal story about a time when you faced a challenge or barrier related to inclusion or ethnicity. How did you overcome it, and what did you learn from the experience?
- **Unity in Sports:** Tell a story about a memorable sports event or team experience that showcased the power of inclusivity and diversity. How did different backgrounds and perspectives contribute to the success of the team or event?
- **Sports and Friendship:** Share a story about a meaningful friendship or connection you made through sports with someone from a different ethnic background. How did sports help bridge the gap and foster understanding between you?
- **Cultural Celebration:** Describe a story where you witnessed or participated in a sports event or activity that celebrated different cultures and ethnicities. How did this event promote inclusivity, appreciation, and cultural exchange?
- **Sports for Social Change:** Share a story about a sports initiative or project that aimed to address social issues related to inclusion or ethnicity. How did sports serve as a catalyst for change, empowerment, or community development?

Step 5: Group Reflection. Gather the groups together for a reflection session.

- How did storytelling contribute to understanding inclusion and ethnicity?
- What common themes or experiences emerged from the stories?
- How can these stories influence our work as youth workers?
- Encourage participants to reflect on the power of storytelling in promoting empathy, understanding, and fostering inclusive environments.

Step 6: Debrief and Conclusion: Encourage participants to share their reflections and any changes in their perspective or understanding. Provide closing remarks and express appreciation for the participants' engagement and willingness to explore the topic of inclusion and ethnicity.



Learning Outcomes	<ul style="list-style-type: none">• Power of storytelling in promoting empathy, understanding, and fostering inclusive environments.
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Planning Inclusive Activities - No rules ball	
Introduction/ Aim	The objective of this group activity is to engage the participants in the process of planning a sports event that promotes inclusion, using non-formal educational methodologies, problem-solving, conflict resolution, project management, and group collaboration.
Number of participants	10-30
Materials	<ul style="list-style-type: none">- Flipchart or whiteboard- Markers- Sticky notes- Pens/pencils- Scenario brief (prepared in advance)- Reflection sheets or journals



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Duration	2 hours
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Step-by-step description

Step 1: Scenario Introduction; Provide the participants with a scenario brief describing the purpose and objectives of the sports event. Explain the target audience, theme, and desired outcomes related to promoting inclusion and diversity. Encourage participants to ask questions and seek clarifications about the scenario. Example scenario briefs:

1. "Sports for All"

Purpose: The sports event aims to create an inclusive environment where individuals of all abilities, including those with disabilities, can actively participate and enjoy sports.

Objectives:

- Provide adaptive sports activities and equipment to ensure equal participation.
- Promote teamwork, respect, and empathy among participants.
- Raise awareness about the importance of inclusive sports and challenge societal stereotypes about disabilities.

2. "Breaking Barriers"

Purpose: The sports event seeks to foster social integration and promote inclusivity by bringing together individuals from different cultural backgrounds.

Objectives:

- Organise sports activities that celebrate diverse cultures and traditions.
- Encourage dialogue and interaction between participants from different ethnic communities.
- Challenge stereotypes, promote cultural understanding, and cultivate a sense of unity and respect.

3. "Gender Equality through Sports"

Purpose: The sports event aims to address gender disparities and promote equal opportunities in sports by empowering girls and women.

Objectives:

- Organise sports activities that encourage female participation and showcase their talents and abilities.
- Provide workshops and discussions on gender equality, challenging gender stereotypes, and promoting female leadership in sports.
- Inspire girls and women to pursue sports and break barriers, both on and off the field.

4. "Sports for Social Change"

Purpose: The sports event aims to leverage the power of sports to address social issues and promote positive change within the community.

Objectives:

- Collaborate with local organizations to raise awareness about a specific social cause (e.g., environmental sustainability, mental health).



- Engage participants in sports activities that highlight the importance of social responsibility and collective action.
- Inspire participants to become agents of change in their communities through sports-related initiatives.

5. "Youth Empowerment and Leadership"

Purpose: The sports event seeks to empower and develop leadership skills among young people, enabling them to become active contributors to society.

Objectives:

- Organise sports activities that promote teamwork, communication, and problem-solving skills.
- Provide workshops on leadership development, goal setting, and decision-making.
- Foster a supportive environment that encourages youth to take on leadership roles and initiatives within the sports event and beyond.

Step 3: Group Discussion and Brainstorming; Divide participants into small groups of 5-6 participants and instruct each group to discuss and brainstorm ideas for their sports event, focusing on activities, logistics, promotion, and strategies for fostering inclusion. Encourage creativity, critical thinking, and active participation.

Step 4: Problem-Solving and Conflict Resolution; Present each group with a potential challenge or conflict that may arise during the planning process (e.g., limited budget, conflicting schedules) and instruct the groups to identify and discuss possible solutions to overcome the challenges and conflicts. Example challenges could be:

1. *Language Barriers:* Participants come from diverse linguistic backgrounds, leading to communication challenges and potential misunderstandings during the event.
2. *Accessibility Issues:* The event venue lacks proper accessibility features, making it difficult for individuals with disabilities to fully participate and enjoy the activities.
3. *Cultural Sensitivity:* Organisers need to navigate cultural differences and ensure that all activities and interactions respect and celebrate the diverse backgrounds of participants.
4. *Sustainability Practices:* Incorporating sustainable practices, such as waste management, eco-friendly materials, and energy conservation, to align the event with environmental values and minimize its ecological impact.

Step 5: Project Planning and Management: Instruct each group to create a project plan for organizing the sports event, provide flipchart paper and markers for each group to outline the key steps, timelines,



roles, and responsibilities. Encourage participants to consider resources, budget, marketing, volunteer management, and other essential elements of event planning.

Example framework for the group project plan:

1. Introduction
 - Project Overview
 - Project Objectives
 - Target Audience
2. Project Scope
 - Activities and Events
 - Timeline and Milestones
 - Budget and Resources
3. Team and Roles
 - Team Members and Responsibilities
 - Communication and Coordination
4. Stakeholder Engagement
 - Identify Stakeholders
 - Stakeholder Engagement Strategy
 - Partnerships and Collaborations
5. Venue and Logistics
 - Venue Selection and Booking
 - Equipment and Supplies
 - Permits and Permissions
6. Programming and Activities
 - Sports Activities and Workshops
 - Inclusion and Diversity Initiatives
 - Cultural Celebrations and Performances
7. Volunteer Management
 - Recruitment and Selection
 - Training and Orientation
 - Volunteer Roles and Responsibilities
8. Promotion and Marketing
 - Branding and Design
 - Advertising and Communication Channels
 - Social Media and Online Presence
9. Risk Assessment and Mitigation
 - Identify Potential Risks
 - Risk Management Strategies
 - Contingency Planning
10. Evaluation and Impact Assessment
 - Data Collection Methods
 - Evaluation Criteria and Metrics



- Impact Assessment and Reporting
- 11. Sustainability and Legacy
 - Sustainability Practices
 - Legacy Initiatives and Follow-up Actions
 - Knowledge Sharing and Documentation
- 12. Reflection and Learning
 - Reflection Sessions
 - Lessons Learned
 - Recommendations for Future Events

Step 6: Ask each group to present their project plan to the whole group. Allow time for questions, feedback, and constructive suggestions from other participants. Facilitate a discussion on the strengths and potential improvements of each plan.

Step 7: Reflection and Debrief. Have the participants firstly reflect individually on their experience during the activity, then as a small group and then in the larger group. Facilitate a discussion on the importance of promoting inclusion through sports events and how this learning can be applied in their experiences.

- How did they feel?
- Where they successful?
- What did they do right/wrong?
- What did they learn?
- How did the process help them understand all the aspects of organising a sports event?



Learning Outcomes	<ol style="list-style-type: none">1) Problem-Solving and Conflict Resolution2) Project Planning and Management3) Overcoming the language barriers4) Cultural Sensitivity
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TITLE: SESSION 10 - Planning Inclusive Activities - No rules ball	
Introduction/ Aim	Develop critical thinking, problem-solving, and decision-making skills.
Number of participants	5-30
Materials	<ul style="list-style-type: none">- Paper- Pens or markers- Sports equipment (if applicable)- Space to play and test the game (if applicable)



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Duration	1-2 hours
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Step-by-step description

Step 1: Gather the participants and introduce the activity, explain that the goal is to design a new sports game to promote team building and collaboration. There are no limitations except that the game must be shown to be able to be played with the group and to show them at the end of the activity. The equipment they can use is provided by the facilitators (or what they can creatively use from their surroundings)

Step 2: Split the participants into small groups of 5/6 and give them time to brainstorm some ideas for a new sports game to enhance team building and collaboration in a multi-cultural society. Encourage participants to consider elements such as communication, cooperation, problem-solving, inclusion, and fair play. Once they have a few ideas they must select one idea and outline the specific rules, objectives, and mechanics of the new game.

Step 3: Presentation and Feedback. Ask each group to present their game to the entire group. Have them explain the concept, rules, and how it promotes team building, inclusion and collaboration. Allow other participants to ask questions and provide feedback on the proposed game or rule modifications.

Step 5: If you have access to a suitable space and equipment, allocate time for participants to test their games in action. Encourage groups to observe the gameplay, take notes, and identify areas that may require further adjustments or improvements.

Step 6: The groups will have a chance to refine their game based on the feedback received during the presentation or testing phase. Encourage them to make any necessary adjustments to ensure that the game or modified rules align with the objective

Step 7: Gather the participants for a group discussion. Ask each group to share their reflections on the design process, challenges faced, and how their game or rule modifications promote team building. Group discussions on ways to apply the knowledge and skills gained.



Learning Outcomes	<ul style="list-style-type: none">• Understanding the importance of evaluation in promoting inclusive practices• Identifying appropriate evaluation methods for measuring the impact of inclusion initiatives• Reflecting on personal growth and lessons learned throughout the process
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Planning Inclusive Activities - No rules ball	
Introduction/ Aim	Develop the skills of coaches, practitioners, teachers, and others involved in designing sports activities through STEP model.
Number of participants	--
Materials	--



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Duration	--
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**Step-by-step
description**

Space – Increase or decrease the size of the playing area to suit different abilities.

Task – Break down complex skills into smaller components that everyone can learn (ie. in basketball, give everyone the chance to learn to dribble). All participants should have equal opportunity to engage in all tasks associated with the sport (ie. Dribbling, passing, shooting, etc).

Equipment – Change equipment to suit the needs of all players.

People – Balance team numbers according to the overall ability to the group, gender etc

Action planning:

Creating action plans for implementing inclusive practices in real-life settings

- Identifying resources and support networks for further development
- Final reflections, feedback



**Learning
Outcomes**

1. **Critical Reflection:** Participants will engage in a discussion at the end of the session, reflecting on what they've learned, what was meaningful to them, and any changes in their perspectives or feelings. This promotes critical thinking and self-awareness.
2. **Group Dynamics:** Throughout the session, participants will experience different group dynamics, from competitive games to collaborative activities. They will learn to adapt and work effectively within various team settings. **Cultural Sensitivity:** As the session aims to promote diversity and ethnic engagement, participants will become more culturally sensitive and aware of the importance of respecting and valuing different backgrounds and perspectives.

Module 4

1. A game for everyone



Introduction/ Aim

"Fair play is defined as much more than playing with the rules. It incorporates the concepts of friendship, respect for others and always playing within the right spirit. Fair play is defined as a way of thinking, not just a way of behaving. It incorporates issues concerned with the elimination of cheating, gamesmanship, doping, violence (both physical and verbal), the sexual harassment and abuse of children, young people and women, exploitation, unequal opportunities, excessive commercialization and corruption.

Fair play is a positive concept. Sport is a social and cultural activity which, practiced fairly, enriches society and the friendship between nations. Sport is also recognized as an individual activity which, played fairly, offers the opportunity for self-knowledge, self-expression and fulfillment; personal achievement, skill acquisition and demonstration of ability; social interaction, enjoyment, good health and well-being. Sport promotes involvement and responsibility in society with its wide range of clubs and leaders working voluntarily. In addition, responsible involvement in some activities can help to promote sensitivity to the environment."

Code of Sports Ethics, Council of Europe, Committee of Ministers

Fair play is a multifaceted concept that involves and represents a number of essential values that are not only crucial to sport but applicable in everyday life.

The building blocks of fair play that can be experienced and learnt both on and off the pitch / field are - fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy.

- Friendship - rivalry on the field does not exclude friendship. On the contrary, friendship could grow from noble rivalries;
- Fair competition - to enjoy the fruits of success, it is not enough to win. Triumph must be measured by absolute fair means, honesty and just play;
- Team spirit - individuals can be strong on their own, but they are much stronger in a team. Sharing the moment of victory with your team is the ultimate pleasure;
- Equality - competing on equal terms is essential in sport. Otherwise, performance cannot be measured properly;
- Clean Sport - not cheating by taking drugs or doping. Anyone who does this ruins the game for everyone else;
- Integrity - being honest and having strong moral principles are essential to fair play.
- Solidarity - It is important to support each other and share feelings, aims and dreams. Mutual support brings mutual success on and off the field;
- Tolerance - the willingness to accept manners or decisions you may not agree with develops your self-control;



- Care - true champions care about each other as they are well aware that they could not be where they are without having been cared for by others.
- Respect - for every athlete, playing by the written rules is mandatory, and respecting the unwritten ones is a must. Fair play requires unconditional respect for opponents, fellow players, referees and fans.

THERE IS NO SPORT WITHOUT FAIR PLAY AND THERE ARE NO CHAMPIONS EITHER.

"THE IMPORTANT THING IN LIFE IS NOT THE TRIUMPH, BUT THE FIGHT; THE ESSENTIAL THING IS NOT TO HAVE WON, BUT TO HAVE FOUGHT WELL."

Baron Pierre de Coubertin



Number of participants	up to 30
Materials	<p>Materials for ETS session:</p> <ul style="list-style-type: none">· 30 training bibs / scarves (at least of two different colors);· Secret roles for each participants;· Handballs;· Training ground/ sport hall/ Handballs pitch according to the size / number of the group / participants;· Training bell;· Flipcharts;· Markers, sticky notes (different colors), white sheet of papers, enough pens for each participant.
Duration	120 min



Step-by-step description

The ETS session is a three-stage sport NFE activity that aims to encourage fair play, fair competition, and respect among participants.

ETS session – A game for everyone

Preparation and instruction – 10 minutes

- Divide the participants into two teams - let the distribution be random, but with an equal number of participants in each team. Each team has a separate color bibs;
- Distribute a different color of bibs to each of the team members;
- Explain the rules of the Handball - have them clearly stated or posted on a flipchart;
- The goal is to win the game.

Delivering the ETS Session – 65 minutes

- Play Handball - 10 minutes;
- Take a 5 minute break;
- Announce the new rules - the handball ball must pass through at least each of the team members so that the team can score a point. The player who receives the ball is not allowed to run / walk / take steps and has a maximum time of 10 seconds. to pass the ball to a teammate. if he fails to do so or loses the ball (bad pass or an opponent crosses a pass), the ball becomes the possession of the other team. Players are not allowed to approach less than 1 m from the player holding the ball;
- Play Handball with added rules - 10 minutes;
- Take a 5 minute break;
- Announce that you are adding new rules and assigning roles to different participants. The roles had to remain secret and hidden until the end of the session. If a participant in the session does not understand his / her role, he / she signals to the facilitator that he / she would like a deeper explanation and secret from the other participants his / her role is explained.
- Roles can be, for example:

Selfish person - you pass only to a specific person or shoot from any position to score a point;

A person with sensory defects blindfolded one eye;

Person with mental disabilities - not interested in the session;

A person with a physical disability - plays on one leg.

- Play Handball with added rules - 15 minutes;
- Debriefing and evaluation – 20 minutes.

Questions for the players:

- What happened during the game?
- How did you feel during this session?
- What were the differences between the three stages?
- Did you learn anything new about yourself / others?
- Did you manage to play fair?



- What would you change in your daily life?
- Do you see any connection between the sports session and real life?
- How did you feel when you were in the role? Why?
- Does it give you pleasure if you win a game / sport in a dishonest way?



**Learning
Outcomes**

- To encourage fair play, fair competition, respect, friendship, team spirit, and equality.
- To encourage and develop fair play, teamwork and empathy.

2. A Football coach



Introduction/ Aim

Communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject.

The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. The complexity is why good communication skills are considered so desirable by employers around the world: accurate, effective and unambiguous communication is actually extremely hard.

Categories of Communication

There are wide ranges of ways in which we communicate and more than one may be occurring at any given time.

The different categories of communication include:

- Spoken or Verbal Communication, which includes face-to-face, telephone, radio or television and other media;
- Non-Verbal Communication, covering body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message;
- Written Communication: which includes letters, e-mails, social media, books, magazines, the Internet and other media? Until recent times, a relatively small number of writers and publishers were very powerful when it came to communicating the written word. Today, we can all write and publish our ideas online, which have led to an explosion of information and communication possibilities;
- Visualizations: graphs and charts, maps, logos and other visualizations can all communicate messages.

Sport is a powerful tool to develop competencies and through sport activities young people can improve their communication knowledge and skills.



Number of participants	up to 30
Materials	Materials for ETS session: <ul style="list-style-type: none">· 30 training bibs / scarves (at least of two different colors);· Footballs;· Training ground/ sport hall/ football pitch according to the size / number of the group / participants;· Training bell;· Flipcharts;· Markers, sticky notes (different colors), white sheet of papers, enough pens for each participant
Duration	90 min



Step-by-step description

The ETS session is a three-stage sport NFE activity that aims to develop skills of communication and cooperation among participants.

ETS session – Football coach

Preparation and instruction – 10 minutes

- Divide the participants into two teams - let the distribution be random, but with an equal number of participants in each team. Each team has a separate color bibs;
- Distribute a different color of bibs to each of the team members;
- Choose one coach from each team (let the team choose / vote for their coach);
- Explain the rules of the football - have them clearly stated or posted on a flipchart.

Delivering the ETS Session – 50 minutes

- Play football - 15 minutes;
- On one team the coach is told to be totally and absolutely positive and do a lot of good comments and admiration to the team;
- The other team coach is told only to have an eye on to pay attention only to the mistakes and omissions of the team / players, commenting on them loudly and rudely;
- Play football - 15 minutes;
- This time the coaches switch their roles - the "negative" coach becomes "positive" and the "positive" coach becomes "negative";

Debriefing and evaluation – 20 minutes

Questions for the coaches:

- How do you feel?
- How did you feel in the role of a "negative" coach and how did you feel in the role of a "positive" coach? Why?
- Did you notice any differences in the way the players reacted to you?

Questions for the players:

- How did you feel playing for the positive/negative coach?
- Was your play affected by the type of coaching? How? Why?
- What positives and negatives do you see in the two models of coaching behavior?
- Do you find similarities with experiences or situations in everyday life?



Learning Outcomes	<ul style="list-style-type: none"> · Communication in mother/foreign languages, cooperation, strategic thinking, teamwork. To rise / develop communication skills among participants through sport / physical activity; · To learn how to communicate in everyday life in a way that creates conditions for mutual understanding and development instead of conflicts and challenges; · How to communicate better in our everyday life.
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3. "KUBB"

Introduction/ Aim	<p>Very popular in Sweden, the game of Kubb is a very old outdoor game. Combining precision and strategy, Kubb is sometimes referred to as the "Viking chess game". The object of the game is to knock over wooden blocks with the help of sticks.</p>
Number of participants	<p>up to 24</p>
Materials	<p>To play Kubb, it is needed:</p> <ul style="list-style-type: none"> · To form two teams (from two to twelve people). · Ten Kubbs (Rectangular Pieces of Wood). · A King (wooden block larger than the Kubbs). · Six sticks (cylindrical in shape). · Four stakes or markers to delimit the ground.
Duration	<p>About 45 min to 60 min depending on the group involvement.</p>



Step-by-step description

Start a game of Kubb:

To play kubb, you need to have space. Grass should be favored to avoid damaging the wooden parts. It is also possible to play on the sand.

To start a game, you have to form two teams of players. The ground must be demarcated by the four stakes. It is generally 5 meters in width and 8 meters in length.

The king, a piece common to both teams, is placed in the middle of the playing area. The players stand on either side of the field. We place 5 kubbs on each side, just in front of the camp line of each team.

How to place the kubbs on the ground:

- Red squares: these are the 10 kubbs (5 per team).
- The star: it's the king, a piece common to both teams.
- The pink pentagons: they represent the players.

How to play Kubb:

To determine which team to start the game, one player from each team must throw a stick as close as possible to the king, without touching him. The successful player starts the game first.

The object of the Kubb game is to overthrow the king first. But before you can overthrow the king, you have to bring down his soldiers, represented by the kubbs.

Team A begins the game by throwing all six sticks from their starting line with the aim of knocking down the opposing kubbs. The throwing of sticks must be done in a bell. Throwing them like a Frisbee is prohibited.

Kubbs knocked down by Team A are then thrown by Team B towards Team A's half of the field. Team A relieve the kubbs which then become "field kubbs". If a thrown kubb leaves the playing area, the player has a second chance to throw it into the opposing court. If they fail again, Team A can land the kubb where they want on their part of the field.

The game changes hands and it's up to Team B to throw their 6 sticks. If there are "field kubbs," Team B is forced to knock them down first before they can knock down the base kubbs on the opposing line. When a "field kubb" is knocked over it is taken out of play. After all the sticks have been thrown by Team B, Team A throws their knocked down kubbs into Team B's camp.

If a base kubb (located at a team's start line) is knocked down by a stick while a "field kubb" is still standing, the base kubb is lifted. If a kubb knocks down a "field kubb" we combine the two into a "tower" and it is thus easier to knock them down later.



Play continues and so on until a team successfully knocked out all of the opponent's kubbs (base kubbs and "field kubbs"). Once done, the team can finally tackle the king with the remaining staves.

Finally,

The first team to overthrow the king wins the game of kubb. Note that the king must never be overthrown before. If the king is knocked out by a team while there are kubbs left on the pitch, the team is out and the game is over.



Learning Outcomes

Active aging
Strategic thinking and precision skills
Teamwork skills
Initiation to education by sport and its benefits
To Stimulate active aging
To Stimulate strategic thinking and precision while playing
To improve teamwork skills among the players
Bringing adults together for discovering something new
To introduce adults in the concept of education by sport, its benefits and why it is important

Module 5

1. PETANQUE”



Introduction/ Aim	<p>Pétanque is the benchmark summer activity in South of France. The rules of pétanque are simple which makes this game accessible to everyone. Can be played on multiple surfaces, pétanque allows you to have a good time with family or friends.</p> <p>The object of the game is to throw the ball closest to the "goal". The "goal" is more commonly referred to as a jack or cub.</p>
Number of participants	Form two teams. Two against two (3 balls each) or three against three (2 balls each). Note that you can, of course, play one against one (3 boules each).
Materials	<ul style="list-style-type: none">· To Form two teams. Two against two (3 balls each) or three against three (2 balls each). Note that you can, of course, play one against one (3 boules each).· A pitch, preferably flat (about 13 to 15 meters long).· Draw a circle on the ground (starting point of the game) <p>Of course Pétanque balls (or a set of metal balls) and a small little colourful ball which is the jack.</p>
Duration	About 45 min to 60 min depending on the group involvement.



Step-by-step description

How to play Pétanque:

1. To start the game, one of the players draws a circle on the ground and stands inside. From there he throws the jack. The small one should be visible and be between 6 and 10 meters from the circle.
2. The player who threw the jack throws the first ball so as to be as close as possible to the "goal". Then the opposing player in his turn tries to get as close as possible to the little one by shooting or pointing the ball of the preceding player.
 - To shoot means to move the opposing ball away from the jack and take the point.
 - To point means to place the ball closer to the "goal" than the ball of his opponent.
 - The team with the boule closest to the small wins the point. The other team must then play their boules to regain the advantage. When one team has no more boules in hand the other team must play all of theirs.
3. Once all the balls have been thrown, you have to count the points. The winning team scores one point for each ball better placed (close to the jack) than the better ball of the opposing team.
4. The team that scores one or more points takes the small one and raises it to play a new round. A game of pétanque is generally played in 13 winning points.

Learning Outcomes

- Precision skills
- Teamwork skills / Fairplay
- Initiation to education by sport and its benefitsTo Stimulate active aging
- To Stimulate precision while playing
- To improve teamwork skills among the players
- Bringing adults together for discovering something new
- To introduce adults in the concept of education by sport, its benefits and why it is important



2. LEARN TO PLAY

Introduction/ Aim	<p>Who will escape the hawk? The children playing will have to show strategy in this game.</p> <p>The hawk is a game that combines sport and fun. The game involves crossing the entire field without getting hit by the hawk. The last free player wins the game.</p>
Number of participants	up to 30
Materials	<p>A big pitch where to play</p> <p>A Whistle</p> <p>A chalk to mark out the plot</p>
Duration	About 45 min to 60 min depending on the group size.



Step-by-step description

To play hawk, it is needed:

Be a minimum of players (minimum 5, a hawk and four players). Mark out a plot of about 20 meters long using chalk or objects. The ground must be wide enough to be able to avoid the hawk.

Obviously, the size of the playing surface depends on the number of players.

A whistle (optional, the start order of each wave may be given by voice).

Start playing hawk:

To start a game, you must designate a hawk. You can also let chance decide by drawing lots. Once chosen, the hawk is placed in the middle of the field.

The other players stand at one end of the field, behind the line.

When the signal to start is given the players must cross the field without being caught by the hawk. Players affected by the hawk are taken prisoner and no longer participate in the game.

Then, a new wave is launched and the players try to cross the field. And so on until there is only one free player left or the last player is hit by the hawk. That player is declared the winner and becomes the hawk for the next game.

Variant of the hawk game:

The basic rules are the same except that to harden the game the affected players become hawks in their turn. Thus, there are several hawks on the ground and their number only increases the further the game goes. It will therefore be necessary to be malicious to pass without being touched.

Hint on how to win at the hawk:

To win, you have to be the last free player on the field or the last player hit by the hawk.



Learning Outcomes	<ul style="list-style-type: none"> · Learning by playing · Learning by doing · Strategic thinking · Decision making · To reflect on learning by playing · To address learning in a funny manner · To get acquainted with strategic thinking · To be able to take decisions
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3. Fairplay	
Introduction/ Aim	The practice of fairplay and sportsmanship among participants that build up teamwork and cooperation as well as healthy competition and respect for the opponent in the game.
Number of participants	up to 30
Materials	Cones (8-10) - create boundary marks for the court and to mark where the goal point is. Handball/football (1/2)
Duration	Timeframe Pre-match briefing - 20 minutes Practice round – 15 minutes Match - 20 minutes Post-match discussion - 20 minutes 75 minutes in total



Step-by-step description

This game is divided into 3 parts:

- 1) Pre-match briefing
- 2) Match (no referee)
- 3) Post-match discussion

1) Pre-match briefing

This is the time when the coach explains the game to the players. He/She introduces that the game is about fair play, respect and equality, and that it is a game of handball without a referee (can be changed to a game of football depending on preference). See below for further instructions:

The game is played like a regular game of handball inside.

There will be 2 teams (team X and team O). Each team aims to pass the ball to the goal of the opposing team. The player that has the ball is not allowed to move with the ball, he/she is just allowed to pass to other players on their team. The opponents are not allowed to pull, push or hit the ball from the players hands. HOWEVER, this game is a game without a referee. The coach is just watching from the sidelines and is not monitoring the rules. This is the responsibility of the players playing the game. If the ball goes out-of-play, it is the players that have to decide who should have the ball. The players are also responsible for keeping track of the score. The special addition to this game is that during the 'Pre-match briefing', the players need to come up with an additional 2 rules before the start of the game. These are rules that they must abide by during their match. These additional rules are to ensure fair play, equality and respect. It is up to the players to decide these rules but the coach can offer suggestions. Examples can include:

Each player of a team must touch the ball before the team can score. If the team is mixed (boys and girls), each team must have at least 1 girl and 1 boy touch the ball before they can score. It can be a silly rule as well - such as every player has to play with their hands on their head unless they have the ball.

The only thing the coach must do is keep track of the time. The match should only run for 10 minutes. There is no half-time. The match will run for 10 minutes until the coach ends the game.

2) Match

This part is all about playing the game. The players play the game and manage the rules themselves. The coach just watches and keeps the time. While the game is playing, the coach should be watching to see if the players are following their rules but SHOULD NOT call anyone out for breaking the



rules. Reminder - there is no referee. When the 10 minutes are up, the referee should inform the players that the time is up and to regroup for the post-match discussion.

3) Post-match discussion

The coach asks each time to stand together in the training hall. The coach will ask each team to rank the opposing team on how fair they played- very fair, relatively fair and not fair at all. Each team has 1-2 minutes to decide as a group their answer. They need to explain their decision to the wider group when they share their answer. After each team has ranked the other, both teams have a chance to respond to the feedback on the fairness of their play. At the end of the discussion, the team that wins is the team with the highest rank of fair play. This indicates to the swimmers that it is not always about how many goals they score or winning, it is about playing fair.

The debriefing part of the learning process is the most important element of ETS, as it gives all the participants a chance to reflect on their own behaviour and to reflect on the whole situation and connect it to their everyday lives and to society itself.

For the debriefing, sit the participants in a circle and lead the discussion in the following way:

- Start by identifying which roles the participants had and ask them what happened in the different phases of the game. The easiest start could be asking them if they liked the game and how they felt. Tell the participants to reveal their role when they are answering the questions if they do not do it themselves.
- You can ask the following questions: What did you experience? How did you react? What did you feel? How did you cope with your role? How did you cope with having to decide on freeing your team member from jail? Have you thought about others? How easy/difficult was it to play your role and play by the new rules? How easy/difficult was it to identify with your role?
- Draw a connection to everyday life by asking if the activity mirrors society and if they have encountered similar situations in their daily life, also giving examples. Did you behave differently in the game opposed to your daily life and can you see a connection between the exercise and your reality?



- Last part of the debriefing is the conclusion. What first steps could be taken to act more inclusive in your life, towards people with different backgrounds or abilities? What can you as an individual, as a group and as a society do to be more inclusive?



Learning Outcomes	<ul style="list-style-type: none"> · Players will learn the values of fair play, respect and equality. · Players can demonstrate good sportsmanship and take responsibility for your actions when an unfair play is made. · All the children will learn to treat everyone with respect during a game, and will learn the importance of respect. · Players will learn the consequences of unfair play and to recognize how unfair play and unequal treatment of plays affects the team.
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4. SILENT CASINO NIGHT	
Introduction/ Aim	It is a game of silent casino based on developing the skills of communication in adults
Number of participants	up to 30
Materials	5 Dice 5 Plastic cups Bag of plastic chips 5 rule sheets (with slight variations)
Duration	15 minutes – introduction to Silent Casino Night 20 minutes – Reading rules and practice round of actions 30 minutes - 10 rounds played x3 20 minutes – reflection of performance and discussion of importance of communication. 85 min



Step-by-step description

There are 5 tables, each table has a cup, a dice, a bag of chips and a rule sheet with instructions on how to play the game. This game is played in silence. Each table has 4-5 players. The facilitator should keep the introductions short. Say that each table is a casino table. The aim of the game is to get the most chips. The player with the most chips after 10 rounds will move to a new casino table.

Give all teams 10 minutes to read through the instructions in silence and test out the game so that everyone understands how to play. After 10 minutes, the facilitator will go around and take the rule sheet. Each player starts off with 10 chips. The round begins with each player placing 1 chip into the cup and a player rolling the dice. Based off the number on the dice – each player is expected to perform an action based off the number on the dice (explained on the rule sheet). The player that performs it the quickest takes the chips in the cup and adds it to their pile of chips. This is repeated for 10 rounds. After the 10 rounds the players count their chips and the player with the most chips then moves clockwise to a new table. Each player is then given 10 chips again and the 10 rounds begin again. The rule sheet is not handed out again at any point. Remind the players that this is a silent game and no one should speak.

HOWEVER! There is a trick, each table does not receive the same rule sheet. The action for each number on the dice rolled is different depending on the table – so the winner player that moves will likely begin to lose until they recognize that the rules are different. You will need to change the corresponding number for the corresponding action. For example for team 1, the number 3 means thumbs up, but for team 2 the number 3 means stick out tongue. Be sure that no one speaks in the second round. There should be 3 rotations in total. After the 3 rotations ask the players how they found the game and ask winners that moved if they noticed anything while they were playing.

Explain to the group that the rules were different for each group. This game demonstrates the importance of communication. Ask how this game might represent a real life scenario – can anyone think of any examples. You can explain that the game can be demonstrative of real life scenarios such as language barriers and cultural differences. This should take 10 minutes.

Example of the rule sheet
SILENT CASINO NIGHT



Welcome to silent casino night. Each player begins the game with 10 playing chips. Each table should have 1 cup and 1 dice. To enter the game, each player places 1 chip into the cup. To begin the game, a player rolls the dice and depending on the number on the dice, all players are required to perform an action as quick as they can. See list below to learn what action should be performed for what number. The player who performs the action the quickest gets to keep the playing chips from the cup.

To start another round, all players must place 1 chip into the cup again and the next player rolls the dice and the game continues until 10 rounds have been complete. After 10 rounds, each player should count all their chips and the player with the most chips is the winner and moves to the next casino table.

DICE NUMBER – ACTION

1. hand on your head
2. thumbs up
3. stick out tongue
4. one hand face down on the table
5. do a spin
6. hold your nose

Debriefing:

- Do you understand the importance of this exercise?
- What could have been done in a better way in order to improve this experience for you? Did you have fun?

What was your favourite round?



Learning Outcomes	<ul style="list-style-type: none"> · To recognize the important of clear instructions · To listen to body language of others · To follow instructions clearly · To be more mindful of other people’s behaviour · To identify what can happen when there isn’t clear communication
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5. BLIND	
Introduction/ Aim	<p>It was decided to focus on boccia sport activity.</p> <p>Indeed, such a sport is based on many aspects such as concentration and finesse, being an inclusive sport suitable for any level of activity, from amateur/family moments to international competitions (it is indeed recognized among Paralympic sports). A crucial aspect that differentiates it from the classic game of bowls, is that all participants must play sitting. Furthermore, it is played with a light, soft and easy-to-use ball. It is therefore thought to be very accessible for any people, also with a high degree of disability.</p>
Number of participants	up to 30
Materials	<p>2 obstacle courses using 10-12 chairs scattered</p> <p>Duct tape/masking tape to mark the finishing line</p> <p>Multiple scarves to use as blindfolds</p> <p>10 footballs</p> <p>Whistle to start and end the match</p> <p>Cones to mark the goals and court for the football match</p>



Duration	5 minutes – instructions of game and distribute blindfolds 20 minutes – trialing obstacle course (2-5 minutes per pair on 2 obstacle courses) 5 minutes for discussion 10 minutes for pairs to dribble ball together blindfolded 10 minutes for blind football 10 minutes for discussion of inclusive sports practice Total 60 minutes
Step-by-step description	<p>This game is played in pairs so each player must find a partner. One player in the partner must put on a blindfold. An obstacle course made with chairs is made. The player who is not blindfolded must guide their partner with verbal instructions on how to move through the obstacle course to the finish line without hitting into any of the chairs. Each pair takes turns going through the obstacle course.</p> <p>After every pair has went through the course, ask those that were blindfold how they felt while going through the obstacle course. What was difficult and what was it that their partner did to make it easier. Ask the players if there were extra things that they could do to make it easier for their partner to navigate the obstacle course. Examples include holding their partners hand, clapping in the direction that the partner should move so the player can follow the sound rather than think about the instructions.</p> <p>The partners will swap being blindfold and we will give each pair a ball. The pairs must support their partner to move the ball around the hall or the yard. Take 10 minutes to do this. After 10 minutes, break the team into 2 larger teams and ask for 2 nominees to be blindfolded. Each team will have 1 blindfolded player joining their team. Both teams will play a match that lasts 10 minutes. After the game, ask the blindfolded players about their experience of the game. Did they feel included in the game? How challenging was it to play as a team? Then ask the wider group what strategies they could have used to make their blindfolded players feel included.</p>



Learning Outcomes	<ul style="list-style-type: none"> · To help others better understand the challenges that people with disabilities might face when accessing sport · To recognize ways in which a team can make the game more inclusive · To identify easy strategies to communicate instructions more efficiently – making it more inclusive. · To recognize situations in which those with disabilities might not feel supported. · To recognize the additional needs of others.
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6. Catch the Flag	
Introduction/ Aim	Engagement and competition with fairplay, practising teamwork and communication
Number of participants	up to 30
Materials	<ul style="list-style-type: none"> · Two sets of “flags” of different colors (minimum of 3 flags per team). Alternatively, you can use a piece of cloth, old t-shirts etc. · Hula-hoops, marker cones, rope, or any other marker to divide the playing field evenly, create the “jail” areas, and the flag zones.



Duration

Average overall time: 90 minutes
Introduction: 15 minutes:
Implementation: 45 minutes
Debriefing and evaluation: 30 minutes

Breakdown of activity schedule:

Explanation of rules: 10 minutes
Practice round: 10 minutes
First round: 15 minutes
Second round: 15 minutes
Third round: 15 minutes
Debriefing: 25 minutes
Evaluation: 5 minutes



Step-by-step description

INSTRUCTIONS

- Set-up the playing area. This can be both indoors and outdoors, depending on the availability of your facility, natural obstacles, and the weather.
- Introduce the activity by explaining the basic principles and rules of the game Catch the Flag. You can complement this knowledge by showing the recommended videos or doing a practice round.
- Split the group into two teams. The number of players on each team should be even. Accordingly, the numbers of flag each team needs to catch should be the same for each team.

Rules of the game:

- The goal of the game is for each team to capture all the other team's flags and take them back to its own flag zone.
- Some players should try to capture the other team's flags, while other players should guard the team's flags. Allow each team to decide these roles themselves.
- When members of one team enter the other team's playing field or flag zone, they can be tagged. When a player is tagged, they are sent to "jail". Players can be freed from jail when a teammate touches them. A player can free as many teammates as possible at the same time from the jail.
- A team wins by capturing all the other team's flags and taking them back to the team's flag zone.
- **It is not allowed to:** pull, grab, push, kick, trip or sabotaging another team's player. It is also not allowed to tie the flag around a player's body. The flag should always be carried in the players hands. An external "judge" will be assigned only to check that these safety rules are not broken. For the rest, everything will be discussed and decided within the group.
- First round starts and standard rules apply (10/15 minutes).
- Evaluation of the activity.

DEBRIEFING AND EVALUATION

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whole situation and connect it to their everyday lives and to society itself.

For the debriefing, sit the participants in a circle and lead the discussion in the following way:

- Start by identifying which roles the participants had and ask them what happened in the different phases of the game. The easiest start could be asking them if they liked the game and how they felt. Tell the participants to reveal their role when they are answering the questions if they do not do it themselves.
- You can ask the following questions: What did you experience? How did you react? What did you feel? How did you cope with your role? How did you cope with having to decide on freeing your team member from jail? Have you thought about others? How easy/difficult was it to play your role and play by the new rules? How easy/difficult was it to identify with your role?
- Draw a connection to everyday life by asking if the activity mirrors society and if they have encountered similar situations in their daily life, also giving examples. Did you behave differently in the game opposed to your daily life and can you see a connection between the exercise and your reality?
- Last part of the debriefing is the conclusion. What first steps could be taken to act more inclusive in your life, towards people with different backgrounds or abilities? What can you as an individual, as a group and as a society do to be more inclusive?

Evaluation: filling the provided quiz. The evaluation component is **compulsory**.



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Learning Outcomes

- To encourage fair play, sportsmanship, teamwork and communication.
- To develop empathy and self-reflection.
- To discuss different aspects of inclusion.
- To understand the roles different people play in society.