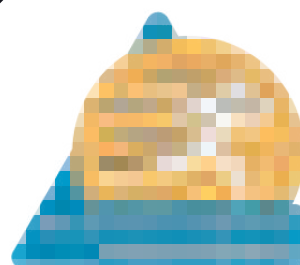


# ***Building Healthy Communities, Changing Opportunities***

590548-EPP-1-2017-1-BG-SPO-SSCP

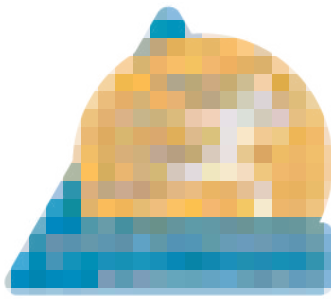
ERASMUS+ SPORT



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Organizations





# Contents

<b>Main Project Aim</b>	<b>5</b>
<b>What is Education through sport?</b>	<b>6</b>
<b>Education through sport</b>	<b>7</b>
<b>Main ETS Exercises</b>	<b>9</b>
Ultimate Frisbee	10
Dodgeball	12
<b>Energizers</b>	<b>14</b>
Volleyball with no hands	15
The blindfold game	16
The pyramid	17
<b>Team exercises</b>	<b>18</b>
Multicultural Volleyball	19
Privilege Tag	21
ETS - Put Yourself in Other People's Shoes	23
We will rock it	25
Basketball mix	27
Siamese football	29

# Main Project Aim

To promote voluntary activities in sport, together with social inclusion and equal opportunities through increased participation and equal access to sport for all.



## What it is about?

The main working phases, dedicated to local actions, include:

- selection of a team of local delegates
- organization and implementation of local training and workshop dedicated to the use of ETS methodology for them.
- Local presentations, workshops and awareness raising actions, led by partner organizations and the teams of local delegates, in view of involving the local youth populations and youngsters with fewer opportunities in sport activities and in lifelong learning processes.

Documentation of the implemented local activities is planned, in view of publication of best practices, that shall serve to fellow structures and educational practitioners willing to expand their competences for promoting sport and volunteering across Europe.

## Expected results and impact

### FOR PARTNERS

- Stronger involvement on local level for promoting volunteering and the use of sport for work with young people
- Put in practice ETS methodology for work with youth, so to strengthen youth participation, volunteering in sports and sport as a tool for achieving social change
- Improved capacities to advocate for enhancing the sporting culture, sport for all and volunteering.

### FOR PARTICIPANTS

- Increased level of competences for promoting the sporting culture, ETS and active involvement in sports while working with youth
- Higher abilities to perform in the sport and youth field thanks to understanding of ETS Methodology
- Better awareness of the use of sports as tools for achieving life changes and sustainable social transformations such as healthy behaviour, youth participation, etc.

### EXPECTED IMPACT FOR SOCIETY

- Better involvement of young people in sport activities
- Better promotion of sports culture
- Increased physical activeness and frequent sport practice, thus healthy behaviours thanks to stronger participation in sports
- Strengthened volunteering involvement in sports, its better image and increased understanding of its values
- Better engagement of young people in community actions related to sports

# What is Education through sport?

ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

## What does it mean?

The ETS methodology intends exclusively to use sport as educational tool. This is why components such as **education, mentorship, skills, training, reflection and intervention, not directly related to sport, remain very important** and have to be taken into consideration when sport is used for an educational purpose. All of these elements play a significant role in the learning process. They actually become the central focus which stimulates development and social transformation, rather than the sport program itself.

## What is important then...?

- To make good use of the previously mentioned non sport components
- To be aware and use non formal education in planning and designing a learning process while using sport
- The educational objectives and the function of pursuing educational goal while using sport are crucial in the ETS methodology
- There are 3 types of learning drawing to different objectives to be distinguished Education FOR, BY and THROUGH SPORT

WHAT IS THEN THE DIFFERENCE BETWEEN THEM?

### EDUCATION FOR SPORT

ALMOST ALL sport clubs are mobilised by sports performance goals as their priority. THEREFORE WE TALK ABOUT the concept of **Education FOR Sport**, which main aim is to develop competences in terms of sport performance.

**Education for Sport** addresses the improvement of skills related to the sport itself. Thus, its purpose is only to serve the development of individual competences to improve physical performance.

The concept of Education for Sport is normally related to diverse disciplines of competitive sport and therefore has limited interest in the context of non-formal education.

### EDUCATION BY SPORT

The concept of Education BY Sport is more complex process and includes specific learning objectives such as the aim to address health issues and wellbeing.

The aim is to combine the sporting goals with the wellbeing of society, so its educational goals are at second plan. It uses sport exercises and physical activity to work towards social causes such as raising awareness about health and wellbeing.

Ex: The "Sport for all" movements are very close to this approach. By playing different sports, it is expected that people learn more about healthy lifestyles and in this way raise awareness about the mentioned issue.





# Education through sport

The approach of Education Through Sport consists of the integration of sport elements within an activity that is used for educational purpose.

It is done to address social issues, to develop social competences and seeks to provoke lasting social transformations. The whole educational process is planned and prepared, and clear educational outcomes are expected after it happens.

## To what does ETS leads us..?

As a result ETS shall ideally enable:

- Empowerment
- Lasting social changes
- Improving tolerance and trust
- TS works towards achievement of social inclusion and solidarity among nations

**“ETS should be seen more as a plan for reflection, than for a field action.”**

## What does ETS consists of..?

1. From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of a planned learning process.
2. What characterizes ETS approach is the use of sport elements in regards of tackling a specific social problem and having clear educational objectives to be achieved.
3. ETS does not propose actions where sport is central, so sport remains secondary after the educational purpose
4. The important matter in ETS is to conduct a process where sport is only a supporting tool helping for the achievement of educational goals first

## How do I do ETS..?

1. To do ETS it is needed to prepare a realistic project based on feasible educational objectives.
2. Professionals leading such processes plan first the social function of sport by designing a non-formal learning program, focused on social issues such as social integration, fight against racism, etc.
3. In the first part of the learning process the trainer proposes a simple sport experience to learners...

## Then what..?

1. For a better understanding of the ETS process, it is needed to make the link between the sport exercise and Kolb's experiential learning cycle.
2. The participants reflect together in a guided debriefing process, after which they go through the change and plan the use of the new competencies they have learnt.



## What is KOLB's cycle?

### 1. Concrete Experience

Doing something/having the experience

*Provoking an experience using sport for learning - a new situation is encountered.*

### 2. Reflective Observation

Reviewing/reflecting on the experience

*Debriefing the sport practice in a non-formal educational context.*

### 3. Abstract Conceptualisation

Concluding/learning from the experience.

*Achieving understanding on what was meant/realising the learning points. Reflection gives rise to a new idea, or a modification of an existing abstract concept or attitude.*

### 4. Active Experimentation

Planning or trying out what has been learned

*Implementation of the learning outcomes - the learner applies them in order to achieve change.*



## What ETS is not?

1. Competition

2. Simple practice of sport activity where performance is important

3. Activity in which the Educational objectives relate to sport performance itself or gain of physical skills needed for improvement of sport performance

IN ETS IT IS NEEDED TO CONDUCT AND BRING AN EDUCATIONAL DIMENSION TO A SPORT OR PHYSICAL ACTION

## So what about the long term benefits of this project?

The project is expected to have positive impact on local level in terms of:

- Inclusion of those at risk of social exclusion through involvement in sport for all and through use of ETS methodology by educators for such purposes
- Better social integration of young people, especially those coming from disadvantaged background through sport practices
- Life education towards healthy lifestyle habits and the development of better sport culture towards social integration and stronger social cohesion

The project strives to pursue **the promotion of EU values such as active citizenship, volunteering and healthy behavior** through the practice of grassroots sports and in this way foster social inclusion and youth participation in society. Its effect is directly connected with the EU priorities and provides valuable outcomes to be used at large scale after its end.





**Main  
ETS  
Exercises**



# Ultimate frisbee

*This exercise is a simple three-step introduction to non-formal education and shows the difference between using education by, for and through sport. The session is an eye-opener about how sport can be used as a tool to develop social competencies. The issues addressed include conflict resolution, inclusion and participation.*

<b>Number of people to be involved</b>	2 teams of not more than 10 people in each
<b>Date and time</b>	Indicate the date and time when session has been done
<b>Space and Technical requirements (materials)</b>	Frisbee Big sport hall or enough outside space to play
<b>Session Objectives (expected learning outcomes)</b>	<ul style="list-style-type: none"> <li>• To develop social competences</li> <li>• To understand and reflect upon our own behavior and behaviour of others</li> <li>• To understand team work</li> </ul>

## The session step by step (with timing and responsibilities)

TIME	DESCRIPTION	RESPONSIBLE
15 – 20 min	<p>Usually a ETS session start with short warm up – In this case you can start with usual frisbee play for some minutes</p> <p>Then the facilitator introduces that there will be a play of Ultimate Frisbee game in which there will be 3 parts of playing the game all of them for 10 minutes.</p> <p><b>Education for sport</b></p> <p>The idea is that participants learn what is the game of ultimate Frisbee and to play in 2 teams against each other. The time of playing is 10 minutes.</p> <p><b>Facilitator explains the technique of throwing and catching the Frisbee:</b></p> <p>The rules of Ultimate Frisbee say that the teams play against each other and the team that scores is the one that has passed the Frisbee 10 times inside the team without letting it go on the ground.</p>	-
15 min	<p><b>Education by sport</b></p> <p>The objective is the same but participants need to make sure that each team member has touched the Frisbee at least once in view of having the 10 passes. Time of play is 10 min.</p>	-
15 min	<p><b>Education through Sport</b></p> <p>The aim of the game is still the same but before the play each participant from both teams takes a card given by facilitator and shall act according to the assignment written on the card. Also participants shall not say to others what there is written on their card.</p> <p>The assignments are the following:</p> <ul style="list-style-type: none"> <li>- Pass to the other team</li> <li>- Try to include everyone</li> <li>- Pass only to one person</li> <li>- Lead your team</li> <li>- Play normal</li> </ul>	-

**TIME****DESCRIPTION****RESPONSIBLE**

30 – 40 min

**Debriefing according to KOLB's cycle**

*Facilitator starts by reviewing what was happening during the activity.  
Following questions can be used:*

**1. Reflective observation**

What was happening during the first part?

Were the instructions clear and did you learn how to play ultimate Frisbee?

Do you feel you can perform Ultimate Frisbee in terms of sport performance?

How was the 2nd part?

How did you cope with the limitations?

How did you feel? Did you feel more included in the game than the 1st part?

Did the team work functioned well?

Were you under pressure because everyone shall touch the Frisbee?

What happened in the last part?

How did you feel in your roles?

How did you perceive the behavior of others?

Do you think it happens to behave like this in some everyday life situations?

**2. Abstract conceptualization:**

What did you learn out of this experience?

**3. Active experimentation**

Can you apply this experience and what you have learned out of it in reality ?

How will you do it?

**NOTES:**

# Dodge Ball

The activity is suitable to teach leadership.

<b>Number of people to be involved</b>	2 teams of 8 to 12 participants in each
<b>Date and time</b>	Indicate the date and time when session has been done
<b>Space and Technical requirements (materials)</b>	A Sport hall or a pitch Ball for volleyball or some other not very heavy 2 Equal teams of people not more than 10 in each
<b>Session Objectives (expected learning outcomes)</b>	<ul style="list-style-type: none"> <li>• To raise awareness and teach leadership</li> <li>• To discuss matters of different leadership styles</li> </ul>

## The session step by step (with timing and responsibilities)

TIME	DESCRIPTION	RESPONSIBLE
10 – 15 min	<p>Usually a ETS session start with short warm up, then trainer can explain to the participants the following rules:</p> <p>The group is split in 2 equal teams who play against each other ( A and B)</p> <p>The aim is by throwing the ball to touch a person from the other team without that he catches the ball</p> <p>If team A throws the ball and a person from opposite team B is touched by the ball, he goes behind the line of the team A</p> <p>If the person from the team B catches the ball he has the right to throw.</p> <p>If team A didn't manage to touch anyone or ball has been caught by someone from team B, then person who threw goes behind the back line of the team A. People from both teams standing behind the backline have the right to catch and throw the ball on the opposite team.</p> <p>Persons behind the line can be saved and come back inside the field in case if someone from their team catches the ball</p> <p>This are the basic rules of the game called Ball of the prisoner or Matar in Spanish (in order to be more clear for you if I missed something in the explanation)</p>	-
10 – 15 min	<p><b>Part One</b></p> <p>Explain the rules to participants and let them play 10 – 15 min. Then introduce that second round there is one more new rule. Each team should chose a representative (captain). When they choose him, tell that the rule is that only this person from both teams is allowed to speak. If somebody else speaks is same, as the ball has hit him so goes behind the line of the opposite team. Let play 10 – 15 min</p>	-

**TIME****DESCRIPTION****RESPONSIBLE**

10 – 15 min

**Part two**

Next last part of the game everybody from each team receive and assignments on a little paper which should not be shown to others when they play. The assignments are:

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

You can write the assignments several times according to number of participants so that everyone received one. It is ok to have several people in the same role

Then let a new play for 10 – 15 min

-

30 min

**Debriefing**

This exercise raise awareness about leadership and how we act as leaders and how this is helping us to coordinate volunteers. Sport is the best way to see those effects and connect them to reality. For debriefing then you can ask the following questions:

- How was the game? How do the participants feel after it?
  - What happened? ( 1<sup>st</sup>/2<sup>nd</sup> /3<sup>rd</sup> part) Were there any differences between the different parts and what were they?
  - How easy/ difficult was to play in the different parts of the game?
  - Which one they like most and why?
  - Regarding the 2<sup>nd</sup> part – how was to play as a leader and how was to play without speak? What was more easy/ difficult and why?
  - Regarding the 3<sup>rd</sup> part how easy/difficult was to play in the given role (usually this is the strongest part because for some people it is hard to not be interested if they like to play, and for some it is hard to be super involved especially if they are shy and so on. A hint might be that you give the assignments to people according to their personalities and not let them choose randomly in order to make it even more powerful). So ask to speak about the roles and how was each role.
  - Next: Ask did participants learn something out of the game and what they have learned?
  - Can they connect this game to a real life situation and which one?
- How usually we could connect such play to reality?
- Can they reuse the results of this exercise in their real life and how?

-

**REPORT**

(Synthesis of emerging key issues, most important outputs, results of the session – that will be included in the report)

Then according to how the discussion goes ( f they manage to have some learning outcomes or they do not speak much) you may conclude telling that leadership is needed when you coordinate volunteers, especially if you work with a lot of them (ex: organizing a festival or campaign with hundreds of volunteers, etc) so they should be aware that there might be people who are over enthusiastic and super motivated, others less or they should look for them and make them interested, try to involve everyone in the same way etc.

# ***Energizers***



# Volleyball with no hands

Activity suitable to be used for teambuilding and inclusion

<b>Number of people to be involved</b>	2 teams of 5-6 people in each
<b>Date and time</b>	Indicate the date and time when it will be held
<b>Space and Technical requirements (materials)</b>	Sport hall, volleyball, sashes
<b>Session Objectives (expected learning outcomes)</b>	Teambuilding, team work, communication, see how disabled works

## The session step by step (with timing and responsibilities)

TIME	DESCRIPTION	RESPONSIBLE
Indicate precisely the times	<i>Short warm up, running, some stretch</i>	-
15 min	<b>Part One</b> We set teams, which will take part in a volleyball match, firstly, on ordinary rules. Later on, the team picks up one person, not knowing the task yet. They have to choose a place where this person will be standing. Only after that learn they that the person can't locomote.	-
15 min	<b>Part two</b> The teams continue the game, at each strife, they need to take into account that the non-moving person has to push off the ball, at least once. If they don't do this, the team will not get a point.	-
25 min	<b>Debriefing</b> How did you feel? How did group feel? What could we learn from that exercise? How did that one person feel? What could that person symbolize?	-

### REPORT

(Synthesis of emerging key issues, most important outputs, results of the session – that will be included in the report)

### Reflexions:

The person, who can't move symbolizes the handicapped person we are discussing it after the game, we ask how the person and the rest of the team felt etc.

This task symbolizes that handicapped persons are not quite included in the social life, they have defined difficulties, which are incomprehensible for the society. Such game is the first step of showing to include invalid people

# The blindfold game

Game suitable to build trust, as well to tackle issues of inclusion of handicaps/differences

<b>Number of people to be involved</b>	2 teams of not more of 5 participants in each
<b>Date and time</b>	Indicate date and time when activity will happen
<b>Space and Technical requirements (materials)</b>	Depends on you for obstacle course, for sure scarf or sth to close eyes, balls, etc. and a sport hall
<b>Session Objectives (expected learning outcomes)</b>	Teambuilding, team work, trust building, see how disabled works



## The session step by step (with timing and responsibilities)

TIME	DESCRIPTION	RESPONSIBLE
Indicate precisely the times	<i>Short warm up, running, some stretch</i>	-
15 min	We create an obstacle course with various hurdles, going across the band, slalom, going up and next to the bench etc (at will). The last task is to kick the ball towards the goal. We set teams, comprising of 2-3 people in one team. One of them is "the blind", which is defined as putting the blindfold on his/her eyes. The mission of "the blind" is to pass through the whole obstacle course with his/her eyes covered.	-
15 min	The rest of the players are to help "the blind" to accomplish the task. They must not touch him/her, however, they can conduct the person with the voice. Nonetheless, there's an inconvenience. The others must use only several words for instance hot/cold and the amount of steps. We set at least 2 teams which are passing the obstacle course in a hurry.	-
15 min	How did you feel? How did group feel? How did blind feel? What could we learn from that exercise?	All group

### REPORT

(Synthesis of emerging key issues, most important outputs, results of the session – that will be included in the report)

The blind – feels odd, uncomfortable, has limited senses, needs to trust the rest of the team  
 The team – has an important and difficult task, is in charge of somebody else, feels the responsibility due to the task  
 What they might learn: tolerance, communication, self-confidence, reliance, empathy.

# The pyramid

Activity suitable for team and trust building

<b>Number of people to be involved</b>	2 teams of 3 or 4 participants in each
<b>Date and time</b>	Indicate date and time when activity will happen
<b>Space and Technical requirements (materials)</b>	Sport hall or pitch, basketball ball, bibs
<b>Session Objectives (expected learning outcomes)</b>	Teambuilding, team work, trust building, basic sports competition

## The session step by step (with timing and responsibilities)

TIME	DESCRIPTION	RESPONSIBLE
Indicate precisely the times	<i>Short warm up, running, some stretch</i>	-
5min	We set teams, 3 people per one team. The task is to build up a pyramid in order that 2 people make the base up, whereas the third one in being lifted by them. The third person needs to toss the ball to the basket The group which gets 3 points as first, wins.	-
15 min	Playing the game and following rules.	-
15 min	How did you feel? How did group feel? What could we learn from that exercise? Was it easy for you to do this exercise?	-

<b>REPORT</b> (Synthesis of emerging key issues, most important outputs, results of the session – that will be included in the report)	Reflexions: Trust Communication and collaboration Body balance Getting into the role Stepping out of the comfort zone
---	--



# ***Team Exercises***

# Multicultural Volleyball

This activity is suitable for teaching communication and equality



**Number of people to be involved**

2 teams of 10 pers. Max. Total of 20 participants

**Date and time**

Indicate the date and time when session has been done

**Space and Technical requirements (materials)**

A simple volleyball pitch, whether in a school yard or on a beach or sport-hall. At least one volleyball in order for the participants to play with. The activity is to be played with even numbers (total of around 10-12) of people from two different communities.

**Session Objectives (expected learning outcomes)**

The objectives of this activity is to prevent discrimination and promote communications between different communities/nationalities living in one place, through communication in a common language and learning of each other's languages

## The session step by step (with timing and responsibilities)

TIME	DESCRIPTION	RESPONSIBLE
Indicate precisely the times	<i>Short warm up, running, some stretch</i>	-
10 min	A simple warm up consisting of stretches and a short jog takes place.	-
10 min	<b>Part One</b> The trainer should split the teams according to nationality at first and then let a short session of volleyball (where the usual rules of volleyball apply)	-
15 min	<b>Part two</b> Now the trainer should mix the participants so there is an even (or near even) number of people from both nationalities on both teams, and should tell the participants that they can only communicate in a common language (ideally neither one's mother-tongue), and there should be a points penalty when this rule is breached	-
30 min	<b>Part three</b> Next the trainer should instruct the participants to teach each other phrases useful in the game to each other in each nationality's mother-tongue, and both teams should use one of the mother-tongues for short periods of the game (for example one team Turkish and one team Greek), and then switch and use the other mother-tongue	-

**TIME****DESCRIPTION****RESPONSIBLE**

30 min

**Debriefing**

Trainer should ask questions to the participants about their thoughts on the topic what they learnt in the activity.

*For example:*

Have you communicated much with this community before?

Do you think you will be able to communicate better with this other community now?

Have you been at all encouraged to communicate more with this community?

Did this activity help change your perspective on people from this community at all? Etc.

**REPORT**

(Synthesis of emerging key issues, most important outputs, results of the session – that will be included in the report)

Beware for any tension between participants of different communities/nationalities (i.e. of any discrimination), and if you notice any maybe change the teams of one of these participants. If someone isn't being involved much try changing the position they are playing in. Also make sure you give the participants plenty of time to communicate between parts 2 and 3, so they can learn new phrases of another language (this period can also be used as a water break for example). Do also note that realistically this activity can be done with many team sports (like football, basketball) if volleyball isn't popular in your country.

**NOTES:**



# Privilege Tag

Activity suitable to be used for tackles social issues and matters of inclusion

<b>Number of people to be involved</b>	2 teams of 6-7 people
<b>Date and time</b>	Indicate date and time when activity will happen
<b>Space and Technical requirements (materials)</b>	Space big enough to play tag Materials to signify what team is each participant in (bibs, hats, pieces of fabrics,... in 4 colours)
<b>Session Objectives (expected learning outcomes)</b>	<ul style="list-style-type: none"><li>• To develop social competences</li><li>• To consider privilege and what does it mean</li><li>• To tackles issues of inequality and inclusion</li></ul>

## The session step by step (with timing and responsibilities)

TIME	DESCRIPTION	RESPONSIBLE
10 min	<p>Usually a ETS session start with short warm up</p> <p>One way to warm up and to make the teams is to put all the marking elements on the other side of the playing field.</p> <p>Choose one participant to be the catcher (This person does not need to run).</p> <p>People will have to run there and grab one of the marking elements.</p> <p><i>Alternative:</i> everyone runs and there is n-1 marking elements. So the person that does not have a marking element is the catcher.</p>	-
15 min	<p><b>Part One</b></p> <p>Here give all the necessary indications on what participants to do. Trainer has to explain the rules of the game shall be explained here</p> <p>So, the trainer chooses one participant to be the catcher and divide the rest of the participants in 4 different groups: Blue, Yellow, Green and Red. (to connect with the warming activity that can be used for this).</p> <p>This is a tag game. The catcher has to "catch" the rest of the participants. If one person is caught stays "freezed" in the spot standing with the arms extended. They can be liberated if another participant touches them.</p> <p>If the group is very big there can be several catchers.</p>	-

**TIME****DESCRIPTION****RESPONSIBLE**

15 min

**Part Two**

Indicate, as in the previous section how trainer instructs participants. Do not forget there will be some rules changing in this part. In this part of the game there is a hierarchy represented by the colours:

Blues can be saved by anyone  
 Yellows by yellows, greens and reds.  
 Greens by greens and reds.  
 And Reds by reds.  
 You play again but under this new rules.

-

30 min

**Debriefing**

You might include some debriefing questions relevant to your game and exercise  
 Of course those should be connected to the topic that you have tackled and to the session objectives stated in prior

- How do you feel?
- What have you seen?
- When was more difficult to play?
- What was the issue with having different groups?
- Can you relate this to any situations in your life? And in the life of others?
- What can be done?

-

**REPORT**

(Synthesis of emerging key issues, most important outputs, results of the session – that will be included in the report)

As the activity is colour based ensure that there is also other ways of recognising the groups in case of having someone colour blind.

**NOTES:**

# ETS - Put Yourself in Other People's Shoes

Activity suitable to use for teamwork and cooperation, also issues as inclusion, disability, etc.



<b>Number of people to be involved</b>	10 – 16 participants
<b>Date and time</b>	Indicate date and time when activity will happen
<b>Space and Technical requirements (materials)</b>	A big sport hall or a proper open space, flipchart, paper, pens, sticky tape, sleeping belts, cones, stopwatch, chalk, training bibs of different colors.
<b>Session Objectives (expected learning outcomes)</b>	To raise awareness for people with disabilities by using sport as a tool to provoke teamwork & cooperation, problem solving, empathy, understanding, and citizenship by putting "in the other people's shoes".

## The session step by step (with timing and responsibilities)

TIME	DESCRIPTION	RESPONSIBLE
15 min	<p>A light workout to warm the body of the participants (stretching, running, various exercises for different parts of the body as head, neck, shoulders, abdomens, thighs, calves, feet).</p> <p>The aim is to avoid any possible traumas to the participants. The coach need to gain knowledge regarding the appreciative inquiry and prepare how to introduce the participants to this approach.</p>	-
45 min	<p><b>Part One</b> Divide participants into equal/ teams.</p> <p>At the beginning, the coach explains the rules of activity. The teams have 3 minutes for practicing and strategy. During the crossing of the obstacles, the participants from the other teams must keep silence.</p> <p>Each participant has to go through various obstacles with blindfolds. Each of the team members must pass at least once through the obstacles If the participant fails on an obstacle, he/she returns to the beginning of the obstacle until he/she pass it.</p> <p>Team time is a sum of the individual times of each team member. The time of the individual participant should not be displayed to the other participants. The time is counted from the facilitator, coach or trainer.</p> <p>The total time of the team is secret until the end of the activity.</p>	-

**TIME****DESCRIPTION****RESPONSIBLE****30 min****Part Two**

At the beginning, the coach explains the rules of activity. They are supposed to act as a snake (built from all members in the team) with the aim of pass without penalty by obstacles.

The teams have 5 minutes for training and strategy.

During the crossing of the obstacles, the participants from the other teams must keep silence.

The Snake has to go through various obstacles, each member of the team is blindfolded. If the team fails on an obstacle, the Snake returns to the beginning of the obstacle until pass it.

The time is counted from the facilitator, coach or trainer. The total time of the team is secret until the end of the activity. At the end of the activity, the time of each team in Part 1 and Part 2 is summed up and compared to the times of the other team.

The winner is the team with the shortest time.

-

**30 min****Debriefing**

-

**REPORT**

(Synthesis of emerging key issues, most important outputs, results of the session – that will be included in the report)

Secure the place of activity - safety is first!

Explain very well the rules of all participants; Make sure they understand them!

Take the time and attention needed for debriefing. The question may be:

What happened during the game?

How did you feel during the exercise?

do you know people in this state in the real life?

Did you learn anything new about yourself?

Did you manage to work together?

What problems did you have getting organised?

What responsibility did each group member have?

How could they improve their performance?

What skills did you need?

How do you feel?

Did you enjoy the game?

What did you like/dislike about it?

Is it an activity you would use/adapt for others?

**NOTES:**

# We will rock it

Activity suitable to be used for gender issues, awareness about inequalities and discrimination

<b>Number of people to be involved</b>	2 teams of 6 to 8 people in each
<b>Date and time</b>	Indicate date and time for the activity implementation
<b>Space and Technical requirements (materials)</b>	Sport hall or football pitch A ball (depending on the sport you play), equipment and sport materials such as t-shirts in 2 colours, cones or anything related to the sport you play. Flipcharts, markers or other materials (optional)
<b>Session Objectives (expected learning outcomes)</b>	This session is meant to contribute to: <ul style="list-style-type: none"> <li>• foster understanding about gender equality</li> <li>• raise awareness about gender issues in sports</li> <li>• raise awareness about discrimination issues and inequalities in society</li> <li>• foster inclusion through sport</li> <li>• apply techniques of Human rights education through sport</li> </ul>

## The session step by step (with timing and responsibilities)

TIME	DESCRIPTION	RESPONSIBLE
Indicate precisely the times	<i>This activity could be played with any team sport, so just choose your warm up according to the team sport which YOU PLAN to use in YOUR ACTIVITY</i>	-
10 - 15 min	<p><b>Round 1:</b> The 1<sup>st</sup> round of the game will be played normally with the normal rules and mixed teams. So explain the rules of the team sport which you have chosen to play during the session and tell participants that they will play a first round of the game within 10/15 min.</p> <p>Then just watch and observe their play in mixed teams. Choose time according to your session, the sport performed and the target group and do not make it longer than 15 min because it could be tiring of the participants</p>	-
10 - 15 min	<p><b>Round 2:</b> Once the 1<sup>st</sup> round is terminated then announce that there will be changes within the teams and make one team of men and one of women. They will now play against each other. Teams shall have equal number of participants. They have to choose a captain.</p> <p>Trainer is carefully observing the situation and notices whether or not there are differences in the play compared to the 1<sup>st</sup> round played in mixed teams. Also, trainer has to observe the behaviour and attitudes of participants and whether they seem or are affected by the newly applied rules in this round.</p> <p>This round is played in the mentioned timeframe but trainer needs to make sure there is a team – winner.</p>	-

**TIME****DESCRIPTION****RESPONSIBLE**

10 - 15 min

**Round 3**

Trainer announce to participants that now a 3<sup>rd</sup> round will be played. **In this round the ones who won the previous game shall play with one participant less in the team.** Captain shall choose whom to let go.

Finally, the score of each round is counted.

Players do not know the rules changes in advance at each round, but learn them right before each of the rounds is played. So they do not have the time to think about strategies to prevent it from affecting their attitudes. At first, trainer may just say that the game is meant to be tricked 3 times.

-

30 - 40 min

**Debriefing questions to participants:**

How did they feel in each of the 3 rounds, and was there a difference in their feelings during the different stages of the game? If so, what was different and why? To better or worse?

What has changed as a result? It was harder / easier to play in some of the rounds and why?

Is there anyone who has not felt comfortable and for what reason? What is the role of the captain of the team? Was it difficult to choose who did not play even though the team won and by what criteria has been chosen the one who left? How was feeling the one who left while leaving although his team won?

If they could play the exercise again, what would they change (not in the rules of the game but in their own behavior while playing with the different rules) so that everyone will feels comfortable and engaging in the game?

What have they learned? how do they relate it to a situation in everyday life?

-

**REPORT**

(Synthesis of emerging key issues, most important outputs, results of the session – that will be included in the report)

In conclusion, trainer explains that the idea is through the game that the participants feel different and feel that sometimes even without thinking intuitively we react, for example, with neglect to the weaker, or that girls are sometimes discriminated not only in sports but also in other everyday situations and this should not be the case.

The idea of this exercise is to show solidarity through a sport play and it is the case only in the first round when everyone plays together in mixed team, but this does not always represent true everyday situations. This is what participants/ youngsters need to understand out of this game and pushing them to play with other rules emphasizes other situations that we rarely analyse and of which we think about in our everyday life.

Trainer shall keep in mind that this game (the changes of the rules within the 2<sup>nd</sup> and 3<sup>rd</sup> rounds) may provoke unpleasant feelings and frustration for some of the participants, depending on their personalities, temperament and personal characters and features, whether girls or boys. It is by provoking such feelings that they can realize that such issues exist often in everyday life but we tend to not noticing it or rarely do. That is why this exercise and the idea of such type of training is elaborated and structured in that way.



# Basketball mix

The activity is suitable to use for tackle awareness about tolerance and solidarity

**Number of people to be involved** 2 Equal teams of people not more than 10 in each

**Date and time** Indicate date and time when activity will be held

**Space and Technical requirements (materials)** A Sport hall or a pitch  
Ball for basket ball  
Bibs to separate the teams

**Session Objectives (expected learning outcomes)** Basketball Mix aims to teach learners about tolerance, solidarity and gender equality.  
The social importance of training is directed at non-discrimination, inclusion in the social group - a team where respect for human rights grows in a positive attitude towards people.



## The session step by step (with timing and responsibilities)

TIME	DESCRIPTION	RESPONSIBLE
15 - 20 min	<p>Before training begins, participants need to make a short warm up. Some specific basketball-related exercises could be done in this case</p> <p>Then the trainer divides the trainees into two teams, one consisting entirely of girls and the other only by boys. The game is entirely subject to the rules of normal basketball. The instructor instructs the teams of boys and girls to observe and observe the requirements of the Basketball Rules by monitoring the time (10 minutes) needed to complete the exercise.</p>	-
15 min	<p><b>Part 2</b></p> <p>In this part, the rules of the game are changed by the trainer. Each team chooses a captain who is required to include all players in his team in the next game in of 15 minutes. The trainer gives each team a small piece of paper with a specific instruction that should not be displayed to others when playing. The tasks that are placed on the participants are:</p> <p><b>For the boys:</b></p> <ol style="list-style-type: none"> <li>1. Be indifferent to the game.</li> <li>2. Bring the ball inaccurately to your partners.</li> <li>3. You can not catch the ball.</li> <li>4. Shoot in the basket from an uncomfortable position.</li> <li>5. Continually mutter and disconcert with your teammates.</li> <li>6. Play normally or walking.</li> </ol> <p><b>For girls:</b></p> <ol style="list-style-type: none"> <li>1. Be super enthusiastic.</li> <li>2. Encourage your teammates.</li> <li>3. Guide your teammates.</li> <li>4. Do not allow the opponent to shoot at the basket even at the cost of a violation.</li> <li>5. Play for the audience and look for their support</li> </ol> <p>Once everyone has received their assignments and understood the nature of the instructions, the game can begin. The trainer warns participants that they will be penalized if they do not perform the tasks assigned to them</p>	-

**TIME****DESCRIPTION****RESPONSIBLE**

15 min

**Part 3**

In this part both teams are made up of an equal number of boys and girls. The team captains determine which three boys and two girls will start the first half. The second part includes 3 girls and 2 boys in each team. The team captains monitor all players in the game and keep the status quo 3 + 2 or 2 + 3. The trainer again gives instructions to the participants, which they should not show to others. The tasks are:

1. Encourage your teammates
2. Be super enthusiastic
3. Guide the girls / boys
4. Play normally
5. Do not be selfish - give the ball on your teammates as quickly as possible
6. Congratulate your teammates and opponents for each labeled basket
7. Let them notice you - do not stop running, move.

Through the game the idea is to involve all participants so the trainer follows if all participants are included by their captains.

30 min

**Debriefing**

This training is geared towards inclusion in the social group-team, where there is no discrimination and raising awareness of gender equality. The game is a reflection of our surrounding reality, where tolerance, respect for human rights grows in a positive attitude towards others and others. To make sure we have achieved the desired learning effect, we ask the following questions to the participants:

1. How did you feel about the game at the start?
2. How do you feel?
3. Which part do you like the most and why?
4. Did you learn anything from the game?
5. What made you the most strong impression?
6. How do you link the game to reality?
7. What would you use from this game in reality?
8. If the game is life, can we say that life is a game?
9. Would you participate again in the game?
10. Would you recommend it to your friends?

**REPORT**

(Synthesis of emerging key issues, most important outputs, results of the session – that will be included in the report)

Secure the place of activity - safety is first! Explain very well the rules of all participants; Make sure they understand them!

Take the time and attention needed for debriefing. The question may be:

What happened during the game?

How did you feel during the exercise?

do you know people in this state in the real life?

Did you learn anything new about yourself?

Did you manage to work together?

What problems did you have getting organised?

What responsibility did each group member have?

How could they improve their performance?

What skills did you need?

How do you feel?

Did you enjoy the game?

What did you like/dislike about it?

Is it an activity you would use/adapt for others?

# Siamese football

Activity suitable to develop awareness of solidarity and empathy

<b>Number of people to be involved</b>	2 teams of 6 participants
<b>Date and time</b>	Indicate date and time when activity will happen
<b>Space and Technical requirements (materials)</b>	Football pitch (or a space big enough and something to mark the goalposts). Football ball Something to tie the legs together (Rope, cellotape, fabric). Fabric or something to blindfold half the participants
<b>Session Objectives (expected learning outcomes)</b>	<ul style="list-style-type: none"> <li>• To foster solidarity and motivation to work for justice</li> <li>• To develop skills of observation and coordination</li> <li>• To promote empathy and solidarity</li> </ul>



## The session step by step (with timing and responsibilities)

TIME	DESCRIPTION	RESPONSIBLE
15 min	<p>We ask participant to stand in couples, to look in the same direction and tied the legs that are closer together.</p> <p>As a warming up ask the participants to practice walking, running, jumping together. You could also use directions (jump, touch the floor, step forward, step back) and after they have done a few series ask them to do the contrary of your directions. If you say "jump", they "touch the floor"; if you say "step forward", they "step back" and so on.</p>	-
15 min	Make 2 teams and start the match.	-
15 min	Blindfold one person in each couple. Play again.	-
30 min	<p><b>Debriefing</b></p> <ul style="list-style-type: none"> <li>• How are you feeling?</li> <li>• What did happen?</li> </ul> <p>Evaluate both parts of the exercise, if possible separately.</p> <ul style="list-style-type: none"> <li>• How was the experience of being tied/blindfolded?</li> <li>• What strategies did you used?</li> <li>• Did you consider your partner's needs? How?</li> <li>• Can you think of how or when in life you act similarly (taken care of or not of people with difficulties)?</li> <li>• How can you act from now on?</li> </ul>	-

### REPORT

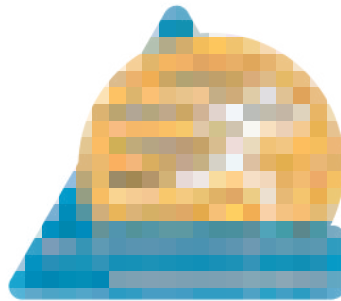
(Synthesis of emerging key issues, most important outputs, results of the session – that will be included in the report)

The warming up activity is key to avoid injuries and for people to adapt. The second part of the activity (the blindfolded part) is optional and can also be done in another session.

This small booklet has been inspired by the Move and Learn Manual and some of the information included inside keeps the same terms and tematics. However, the team has worked several years on the development of new ETS exercises that are now published in order to upgrade the Move and Learn Manual with new insights.

The booklet has been prepared by chief redactor and project manager Denitsa Andonova with the help of all partner organizations.

Disclaimer\*: **The content of this booklet does not reflect the official opinion of the European Union. Responsibility for the information and views expressed therein lies entirely with the author(s).**



## ***Building Healthy Communities, Changing Opportunities***

590548-EPP-1-2017-1-BG-SPO-SSCP



[www.sportlearning.eu](http://www.sportlearning.eu)