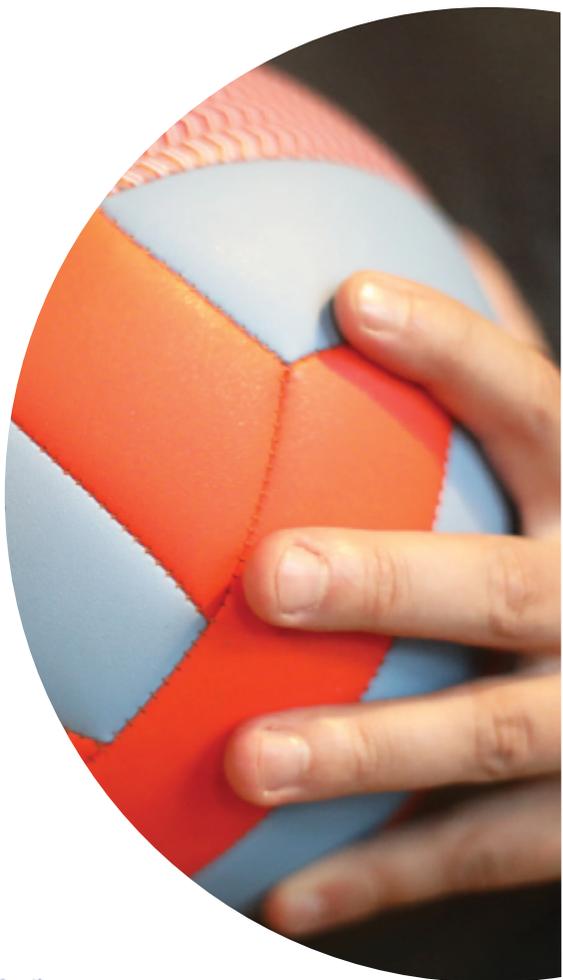
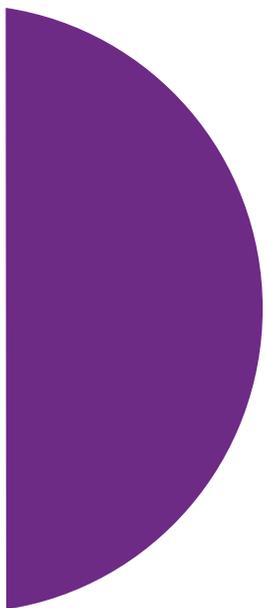


AETS TOOLBOX



*Manual
illustrating the use
of Education through
sport methodology
in Adult Education
and Lifelong Learning*



Adult Education Through Sport

aETS



Erasmus+

2019-1-PL01-KA204-065787



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GENERAL INFORMATION

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AETS PROJECT



The “Adult Education Through Sport (aETS)” is a Strategic Partnership project designed to support adult educators, to extend and develop their competences and to assist staff members of various organizations, who support adult learners. The project also seeks to promote open education and innovative practices in a digital era.

The “aETS” project aims to provide educators and staff members working with adult learners, new tools, previously used exclusively by youth workers using the Education Through Sport methodology. The project will equip the target group with new

ideas in sets of working methods and exercises, giving them the opportunity to extend competences and enlarge the range of tools they usually explore. The project also promotes new education practice using the latest tools in Virtual Reality Technology.

PROJECT OBJECTIVES:

To build up competences of adult education practitioners in using Education Through Sport (ETS) methodology

To explore ETS methodology in terms of practical examples and promote and improve its use in adult education all around Europe

To share best practices in using sport in adult education

To develop new and relevant innovative outputs in ETS Methodology and improve the range of existing ones

To enable the participants of the project, to act as multipliers of the ETS approach within their local communities and foster its use around Europe and the world

To create long term cross – sectorial collaboration among diverse entities with the aim of working to support policy reforms in the field of adult education and sport at the local level

Introduction to the project
and to this manual



AETS MANUAL



In the last decades the non-formal educational approach has proven highly effective in terms of development of competences and brings added value to lifelong learning in Europe. The methods are highly efficient in supporting the development of a wide range of competences relevant in enhancing employability and improving social skills for adult learners across the EU.

Many European organizations use such approaches in their activities with adult learners, in order to develop competences, especially when teaching soft skills related to inclusion, attitudes against discrimination and promotion of human rights. Several organizations use non formal education methods in teaching entrepreneurship (including social entrepreneurship), and practice this approach to enhance employability of adult learners.

The activities which are based on experiential learning and active participation, involve participants in a collective practical experience. The process uses review and reflection of participants' experiences (practical and emotional) during the exercises themselves. This learning model seeks to examine actions, common in daily life, and by comparing the learning points translates them into new patterns.

Sport for all organisations (sport clubs or local sport associations) involve a large numbers of people and communities across Europe. Most individuals involved in such organisations do not become professional sports practitioners, but gain implicit benefits from the sport practices they participate in. In this sense, beyond the regular practice of sports, many participants have the potential to form learning communities, develop competencies and broaden the perspectives of other learners.

Sport coaches who train people in different sports can easily turn sport activities into experiential learning programmes and through such actions create significant educational added value.



THEREFORE

This manual aims to outline

a practical approach in the form of tools and materials through which lifelong learning processes are linked to sport activities, by adding in an educational and life skills dimension. The manual is produced for and aimed at educational practitioners, trainers, sport coaches and professionals working with adult learners looking to integrate sport activities in their daily work using non formal education methods.

The manual presents the Education Through Sport learning approach, referred also as ETS, in the context of adult educational, lifelong learning and through grassroots sports. The combination of sport and learning in such context provides an excellent opportunity to experience new ways to learn away from traditional educational approaches, based on high levels of activity and full commitment of participants. Such an approach results in powerful learning outcomes that learners are able to explore further and integrate into their daily lives.

The manual details several exercises that can be used in adult education, lifelong learning and sports for all group practices. The exercises are described step-by-step, so that educational practitioners can easily facilitate the process within their work with groups of learners. The exercises can easily be adapted to the target groups or the sport which is played and are convenient for being used also by PE teachers or sport coaches, willing to integrate more educational aspects within the sport activities they lead. Although the exercises are designed for groups of adult learners they can be adapted to younger target groups such as children or teenagers.

The aim of this publication is to contribute to the growth and understanding of the wide variation of non-formal education methods in Europe and beyond. The idea is to promote the expansion of ETS Methodology which as yet is not well known. It is hoped that this will stimulate more educational and sport practitioners to use it and then be able to devise their own exercises and come up with creative solutions for promoting it in the future.

➤➤ *Historical aspect of the use of sport*

Sport occupies a primary place in today's society. It promotes the pursuit of wellbeing and body worship. Sociology which looks at social facts as a whole is only interested in the highest point of the "sports system" and we can not call it a total social fact. This is to encourage the viewer to watch sport with a critical eye and to provide references which allow deepening of knowledge. Sport is a generic term covering a range of activities (leisure, entertainment, competition, education) and various representations. All these activities have historical roots.

According to an article explaining sport practices from a sociological point of view from the nineteenth century to the mid-twentieth century, the use of sport has been set out in terms of a "fight against the degeneration of the race", preparation of the workers or soldiers, pacification and control of violence. By examining historical research we can determine that two modalities for physical exercise exist in Ancient Times: sport in the education of young aristocratic warriors and professional athletes. In Ancient Greece sport was valued to cultivate the body and the mind. Athletes were paid to defend their cities in wars. In the Middle Ages, the caste of knights was created. They mainly participated in the departure for wars but later became elite figures. Courtesy and bravery formed their mindset. The tournaments were practices for war. In research, physical activities appear in the ancient times and the Middle Ages as elite training.

Sport officially took an important role in England during the 19th century when countrymen organised boxing matches to settle domestic conflicts. The Olympics promoted the success of sport in 20th century while television proclaims the advent of sports entertainment. Nowadays, the focus of sport shifts more to health, personal development, access to culture and citizenship. From this perspective, sports practices today are closely connected with Coubertin's Olympic values. The definition of sport has also evolved with technological progress. Hence, the ideas of risk-taking and courage are also present in many sport practices.

PART I *Education Through Sport as a learning approach*

»» *Introduction*

According to the words of Douglas Hartmann¹, sports are extremely powerful tools for development, especially within international communities. This particular chapter of the Manual aims at achieving understanding of what the educational aspect of sport is when used in non-formal learning practice. In order to better understand the concept, a first focus will be given on the pedagogical dimension of sport used in a non-formal educational context, in order to provoke positive social changes.

Since the beginning of the 21st century the priority guidelines of the European model of development include the spirit of innovation, the development of a knowledge - based society and improving economic competitiveness for better social cohesion. In this context, education plays an important role and involves reflections concerning better complementarities between different educational patterns so as to achieve the objectives set up by the European strategies. The educational institutions and system need to offer tailor-made learning forms to citizens in order to enable them to develop new competences; the idea being to explore new educational forms which complement each other, as new qualifications are essential for achieving economic competitiveness.

The concept of lifelong learning is one of the tools for achieving these objectives. The idea of lifelong learning is to have an impact on the development of a knowledge - based society by enabling citizens to

improve their knowledge, skills and attitudes. Therefore, the approach of **Education Through Sport (ETS)** is fully part of the lifelong learning process.

Through this chapter, a definition of ETS as a concept will be introduced, answering to the question **“What is ETS as an educational/learning approach?”** In addition, the chapter will present what the pedagogical approach refers to, and what are its benefits. Potential learning outcomes that could be developed through the use ETS approach will also be stated. In the last part of this chapter, the use of sport as an educational tool will be presented. The focus will be placed on how sport has been used in the history in order to educate and develop diverse competences. The question of what ETS is NOT will also be raised, showing a clear distinction between the use of sport for purposes that are outside the concept of ETS.

PART I *Education Through Sport as a learning approach*

»» *Definition*

Before providing a definition of what ETS is, it is important to introduce a definition for the concept of non - formal education, which implicitly includes ETS.

NON FORMAL EDUCATION

According to UNESCO, ISCED 2011

“Education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development.”²

EDUCATION THROUGH SPORT

The present definition introducing the concept of ETS has been developed by educational and sport practitioners that have elaborated on the first official publication dedicated to this subject “ Move and Learn Manual” (2013). According to this official publication Education through sport can be defined as follows:

“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. It aims to enable empowerment and seeks to a sustainable social transformation. ETS requires many elements which go from using sport and physical exercise in order to enable a strong lifelong learning outcome such as improvement of tolerance, solidarity or trust among nations.”³

² <http://uis.unesco.org/en/glossary-term/non-formal-education>

³ *Move and Learn Manual 2013* - <https://www.moveandlearn.org>

PART I *Education Through Sport as a learning approach*

»» *Benefits of practicing ETS*

This section explains the benefits of using sport, mainly in adult education contexts. The potential effects of ETS practice are defined and further explanation of the added value, brought by ETS to adult education sector is presented.

The United Nations states that, *“By its very nature sport is about participation. It is about inclusion and citizenship. Sport brings individuals and communities together, highlighting commonalities and bridging cultural or ethnic divides. Sport provides a forum to learn skills such as discipline, confidence, and leadership and teaches core principles such as tolerance, cooperation, and respect. Sport teaches the value of effort and how to manage victory as well as defeat. When these positive aspects of sport are emphasized, sport becomes a powerful vehicle through which the United Nations can work towards achieving its goals”*⁴

Many non-formal educational practitioners consider sport a powerful learning tool and know that ETS can bring strong added value to the sport sector within adult education and non-formal learning contexts. Sport practice may have a structural impact on education and socialisation. It is natural, therefore that the main actors involved in ETS practice analyse sport beyond its borders, to build projects where sport becomes a tool for social transformation. To better understand the context of ETS and its potential effects, it is important to see both sport and educational sectors separately at first, to be able to make the link and combine them later on.

Consider first the sport component. It is needed to refer to many pieces of research which have already been done. It is proven that sport and physical exercise have a variety of positive effects on health. They help people to stay physically fit, to reduce body fat, to control weight, to increase stamina, to strengthen bones and improve balance and flexibility. Engaging in regular physical activity reduces coronary mortality. It also reduces the likelihood of Type 2 Diabetes and Alzheimer’s disease in older age. Sport and physical exercises also help to prevent other chronic conditions including cardiovascular disease, cancer, hypertension and osteoporosis. Regular physical activity is also helpful when addressing a number of psychological disorders. Studies have shown that moderate intensity exercise can have a positive influence on depression, anxiety, self-worth, self-esteem and body image. Physical activity reduces stress, improves mood and helps in general wellbeing.

On the other hand, adult education focuses on the learning needs of every learner, allowing adult learners to identify their own needs and to propose solutions. The adult educational approach sees learners as a resource and respects their values and contributions. Learners share experiences to be able to learn from each other. The approach combines relevant activities adapted to the needs of the learners and aimed at achieving practical outcomes.

Within their manual, The Peace Corps provide a very good explanation of non-formal education, as an approach to adult and general education. It is distinct from formal education by its methods. Learners exercise varying degrees of control over the process, from designing their own learning and using the facilitator as a resource person, to attending a learning activity where the content is planned in advance. In a nutshell, non-formal education is an approach to education that can be used with adults, youth, or children, within the working room or outside of it. An integral part of non-formal education is that learners participate in the design, development, implementation and evaluation of their own learning.

According to Hartmann and Kwauk's research, alongside the visible physical and psychological effects, participation in sport also has positive social and economic effects. Sporting activity helps to combat poverty, unemployment and to prevent crime and segregation. It can enhance empowerment and social connection, especially for those from disadvantaged backgrounds. Hartmann and Kwauk say that participation in sport and physical exercise improves social behaviour and helps social relationships to be consolidated. It can serve as a vehicle to improve social and professional skills and also as a tool to increase educational attainment.⁶

In other words, if sport is to be used with an educational purpose, it is essential to make effective use of the aforementioned non-sport components. This should be done in a structured, reflective and well-planned way. In the context of adult education, the methodology provides insight in planning and designing the learning process while using sport. This is beneficial to all practitioners who regularly use sport as a tool for adult education and are aware of the positive effects that it brings to their communities.

According to the same article, sport is considered a strong and highly effective tool for development, education and learning. It is believed that it confers life skills, social knowledge, values and leadership qualities. Further research in this field shows that there are some key elements required in order to make the sport-based interventions more efficient.

In their article, Hartmann and Kwauk state ***“The success of any sport-based social intervention program is largely determined by the strength of its non-sport components – of what it does within participants they are brought into the program through sport.”***⁷ So the 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.

⁵ *Non-formal Education Manual, Peace Corps, 2004, INFORMATION COLLECTION AND EXCHANGE, ICE NO. M0042*

⁶ *Hartmann and Kwauk (2011) Sport and development: Critique and Reconstruction: Journal of sport and social issues*

⁷ *IBID*

PART I *Education Through Sport as a learning approach*

>> *Understanding the different concepts of Education FOR, BY and THROUGH Sport in the context of adult learning*

Many researchers in sociology define sport as a “global social factor” which carries and produces values. It is important to distinguish what “sport” is as a social factor and what “sport and physical activity” are as potential educational tools. It is needed first to set up educational objectives, which the actors involved in such action will share. The implementation of the educational function of sport means to pursue in priority an educational goal. Therefore, a clear distinction should be made between **Education FOR, BY and THROUGH Sport** in the context of adult learning, drawing on the different objectives which those approaches address. In this section, these aspects are explained in a detailed way. This approach was first elaborated by Henning Eichberg and explains the main differences of the three ways of working with sport in adult education.

EDUCATION FOR SPORT

Traditional sports clubs are mainly motivated by sports performance goals as their priority. Therefore, in this context, we refer to the concept of Education FOR Sport, whose main aim is to develop competences in terms of sport performance. Education for Sport addresses the improvement of skills related to the sport itself and its purpose is only to serve the development of individual competences to improve physical performance. The concept of Education for Sport is usually related to diverse disciplines of competitive sport and therefore has limited interest in the context of adult learning and non-formal education.

EDUCATION BY SPORT

The concept of Education BY Sport is a more complex process and includes specific objectives such as addressing health issues and wellbeing. In this case, the educational goals are not abandoned, but they often relegated to secondary importance. The aim is therefore to reconcile sporting goals and the wellbeing of the society. Through the concept of Education BY Sport, sport is used to work towards social causes, and mainly to raise awareness about health, wellbeing, public welfare or social inclusion. Many “sport for all” movements follow this approach very closely. By involving many people in playing different sports, it is expected that the community learns more about healthy lifestyles. Generally this approach is used to raise awareness of sport in society.

EDUCATION THROUGH SPORT (ETS) IN ADULT LEARNING CONTEXT

The adult Education Through Sport (aETS) concept is much deeper in terms of its aims and expected outcomes and should be seen from a holistic perspective, compared to the other two approaches. The approach of aETS itself consists of integrating sport elements within a planned learning process. In this case, sport elements are used for an educational purpose in a way to address a social issue, to develop social competences and provoke lasting social transformation. The whole educational process is planned and prepared, and realistic and measurable outcomes are expected after it happens.

aETS creates existential learning between people. Through aETS lasting social change can be achieved. For example, the practice of a martial arts without any specific objective, led only by the desire for technical progress, remains an education FOR sport involvement, but it may also develop self-control and respect for others. The important matter here is to conduct a process where sport becomes a tool for support to achieve the educational goals first, where the sport itself becomes secondary to the educational purpose. It aims to enable empowerment and provoke a sustainable social transformation. aETS requires many elements which go from using sport and physical exercise in order to provoke a strong lifelong learning outcome such as improving tolerance, solidarity or trust among nations. aETS should be seen more as a plan for reflection than for a field action.

Hartmann and Kwauk's article explains: *"We distinguish between two different, ideal types that appear in the field: a dominant vision, in which sport essentially functions to maintain and reproduce established social relations, and a more radical interventionist approach, in which sport is intended to contribute to fundamental changes and transformations in social life."*⁸ This could be considered as different explanation of Education BY and THROUGH Sport. The differences between the three concepts are already explicit, but the aim of this chapter is to present aETS in a very detailed way so that its use and purpose are not misunderstood.

From a methodological perspective, aETS consists of adapting sport exercises to the objectives of the planned learning program. The process of adaptation of sporting exercises, in terms of expression and representation, characterises specifically the aETS approach. It does not propose any action where sport becomes the central objective.

ETS is a non-formal educational approach used in adult education and lifelong learning and works with sport and physical activities. It refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

Aiming at a better understanding of this process, it is necessary to make the link between aETS and Kolb's experiential learning cycle (Kolb, David (1984). *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs).

In aETS the concrete experience is the sport (or physical) activity that is adapted to the learning objectives of the planned program. The learners reflect together in a guided debriefing process, after which they go through a change themselves, in view of becoming able to use the new competencies they have developed.

The expression of will is not enough to design and implement a learning process which is based on aETS. It is needed to prepare a realistic exercise based on feasible and measurable objectives, presenting a clear educational intention, as well as specific priorities in the chosen working field as for the implementation of educational and social functions of sport, will design non-formal educational programs for lifelong learning focused on social issues, such as employability, social integration, the fight against racism and many others. This is the first part of the learning cycle, when the adult educator proposes the experience to the adult learners.

➤➤ Kolb's Experiential learning cycle linked with aETS

ACTIVE EXPERIMENTATION

Planning, trying out what has been learned

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

CONCRETE EXPERIENCE

Doing something/having the experience

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

REFLECTIVE OBSERVATION

Reviewing/reflecting on the experience

Debriefing the sport and physical activity practice in an adult educational context. Any inconsistencies between experience and understanding are of particular importance

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

In this section, the concept of adult education will be seen, analysed and explained as general non formal educational approach. This is due to the fact that the Kolb's learning cycle which we use for explanations of ETS methodology refers mainly to non-formal education principles. Both perspectives could be referred and used in adult education though.

The formalisation of learning intentions is not enough to ensure the educational and social function of sport. The education act must be continuous in time. This continuity aims to construct and implement reflections enabling the achievement of the main educational goal. This is the second and third stage of the Kolb's learning cycle. The specific objectives of each stage must serve the main aim of the planned learning process and be realistic to evaluate. It is the coherence of the different stages or phases of this process and their relationship with its overall aim, which will ensure the continuity of the educational aspect in it. On the other hand, the continuity and also sustainability of the educational process using sport and physical activity, exists also in time to observe

changes in behaviour and attitudes of people (Applying the learning outcomes in real life – stage 4). The basis of a draft educational process through sport is that actions undertaken are performed in line with other activities, beyond the simple sport exercise. The educational and social function of sport is also to act within the framework of overall social and educational policies which is a longer term development process. This approach takes into account the entire dimension of human beings and their environment.

The question of evaluation is important and rises naturally at that point. Implementation of the educational function of sport involves an evaluation process. From the perspective of methodology and according to different criteria, attitudes and behaviours are not measured in the same manner or with the same indicators as athletic performances. Indeed, it is not always easy for a sport club to define indicators of sociability and socialisation, or even less in the context of a preventive approach. It is difficult to measure the real impact of educational action carried

out in the field of sport. It is also difficult to determine the place and role played by the sport in the process. These factors should not compromise the commitment of the sports movement to contribute to furthering educational opportunities for participants. The question that arises is "How do you evaluate sporting actions from an educational angle, with reference to specific and realistic educational goals?"

This is where the development of key competences achievable through an aETS approach, become relevant. The key competences, introduced in the chart below refer to the document "Basic Concepts and Core Competencies for Education for Democratic Citizenship", published by Council of Europe, as well as "Key Competences for Lifelong Learning" published by the EU Commission. According to those references, the key competences present a combination of skills, knowledge and attitudes which are needed by adult learners in society to achieve personal and professional development, to be active democratic citizens and to respect human rights. The competences developed by learners contribute to

the achievement of a sustainable social change – for example, combating unemployment, discrimination and racism, social exclusion or poverty and marginalisation.

The chart below clearly shows the competences related to the sports and physical activities most effective in developing potential learning outcomes. Those are needed to achieve social transformation and a lasting change of attitudes among individuals or communities. Through these competences the evaluation of the lifelong learning educational impact using aETS is realistic and measurable although it refers to self-evaluation.

Development of mutual respect, solidarity and tolerance are educational objectives that can be addressed through a specific sport or physical activity. Motor performance must not be prioritised exclusively in this case. It should be placed in a mixed system in order to allow the evaluation of the social and behavioural performance indicators, prior to the ones of the motor performance. It is necessary to measure all aspects in order to perceive the indicators for the level of solidarity and mutual aid.

»» *Appreciative Inquiry Theory* *Reform is the new education*

The debate between theoretical and practical Education possibly resonates in the minds of each of us. Both sides are supposed to give us concrete keys to make a change and stimulate vision and creativity. The debate between theory and practice, however, has no foundation. It is by intelligently combining them that we design relevant training.

Appreciative Inquiry (AI) introduces a revolutionary approach to educational change based on positive psychology. Appreciative Inquiry is a strengths-based approach to learning, change, planning, and implementation. This positive approach seeks, in concrete experience, individual and collective strengths, factors of success, in order to build the future.

The adult experiential learning cycle strategy, focused on the learning process rather than on the results, places learners directly in situations that reflect reality as closely as possible to help them achieve their learning objectives. Adult learners are fully involved in their learning process and feel responsible for their actions.

After deeply analysing the experiential learning cycle of David Kolb and its relation with ETS (p13), we are looking at interesting methodology which is the Appreciative Inquiry Concept, initiated by David Cooperrider and Suresh Srivastva.

“At its heart, Appreciative Inquiry is about the search for the best in people, their organizations, and the strengths-filled, opportunity-rich world around them. Appreciative Inquiry is not so much a shift in the methods and models of organizational change, but Appreciative Inquiry is a fundamental shift in the overall perspective taken throughout the entire change process to ‘see’ the wholeness of the human system and to “inquire” into that system’s strengths, possibilities, and successes.”

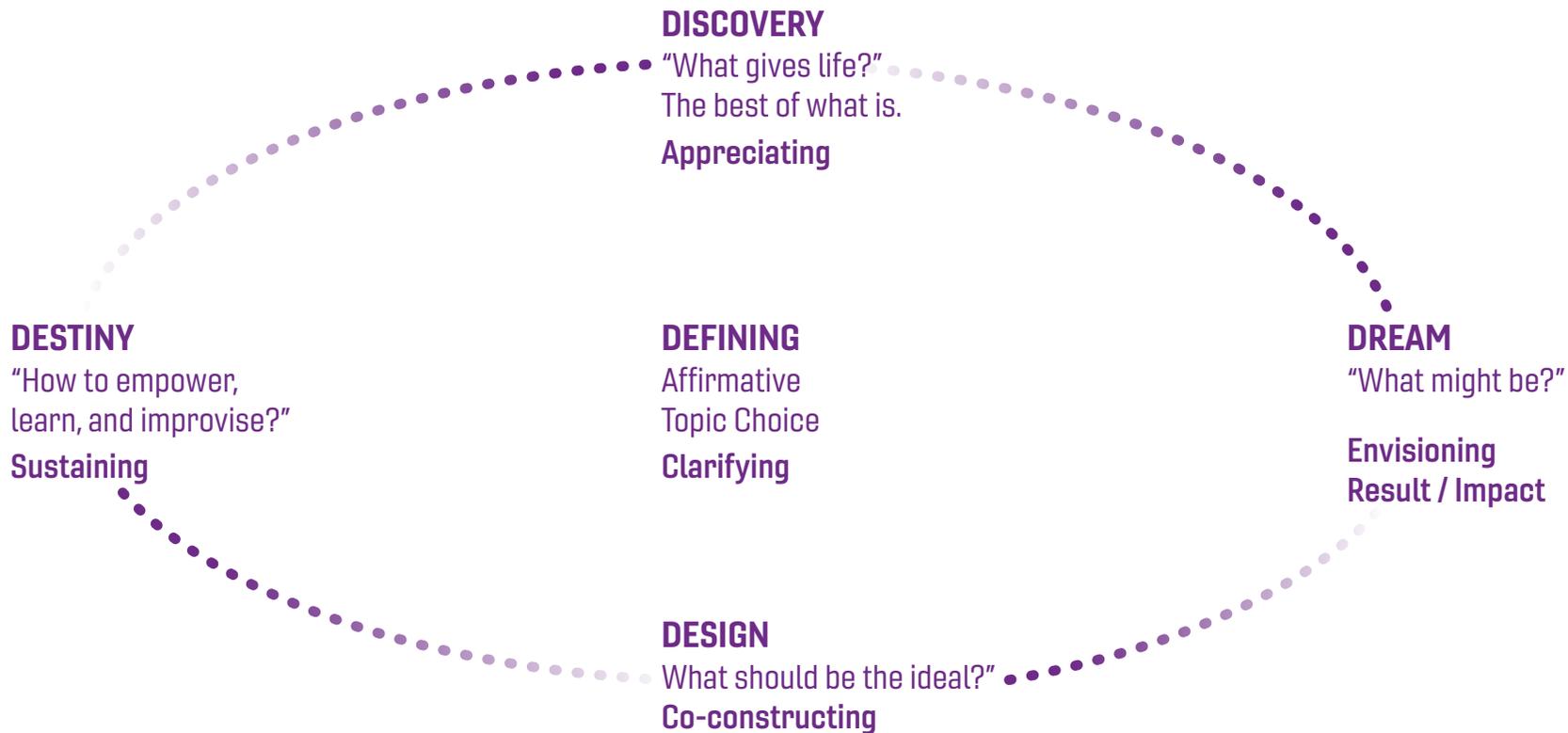
– Excerpt from: Stavros, Jacqueline, Godwin, Lindsey, & Cooperrider, David. (2015). *Appreciative Inquiry: Organization Development and the Strengths Revolution*. In *Practicing Organization Development: A guide to leading change and transformation (4th Edition)*, William Rothwell, Roland Sullivan, and Jacqueline Stavros (Eds). Wiley

Regarding this, David Cooperrider said:

“Individuals and organizations thrive when people see the best in themselves, when they share their dreams & concerns in a positive way, and when they bring their voices together in one direction to create, not only new worlds, but better worlds”.

In comparison with the Kolb's Experiential Learning Cycle, the appreciative process:

- builds on what is already working, on the results, the strengths, the talents that have already been implemented
- identifies your strength and success DNA from your past successes. Gets you to project "attractive" dreams and desires to accomplish
- encourage exchange and collaboration



The most common model utilizes a cycle of four processes, which focus on what it calls:

- 1. DISCOVER: The identification of organizational processes that work well*
- 2. DREAM: The envisioning of processes that would work well in the future*
- 3. DESIGN: Planning and prioritizing processes that would work well*
- 4. DESTINY (or DEPLOY): The implementation (execution) of the proposed design*

The Appreciative Inquiry marks a break with the traditional problem-solving approach to focus attention and base change on the successes, achievements and positive energies.

The applications of Appreciative Exploration are numerous; they range from social or organizational diagnosis, to team cohesion and innovation for better organization.

With Appreciative Inquiry problems are not ignored, but they are faced with a solution-centric approach for achieving success, rather than solutions for removing a problem. It is therefore about looking for the causes of success and not those of the failures in order to conceive and build the future of the team.



The highlights of Appreciative Inquiry are:

- carrying out investigations to uncover mysteries of success*
- defining a motivating future*
- making engaging decisions*
- acting to achieve the desired results*

CATEGORY OF LIFELONG LEARNING COMPETENCES

SPORTS THROUGH WHICH IT IS ACHIEVABLE

POTENTIAL LEARNING OUTCOMES

Communication in mothertongue/ foreign language

All kinds of collective sports, physical exercises played in team, especially activities which need an establishment of a strategy

Ability to understand a message given by another person and to respond accordingly; ability to explain and to be understood. This refers also to the category of the cognitive competences presented by CoE such as ability to take part in a public debate or the ability to cooperate with others as it sometimes involves a communication in foreign language.

Learning to learn

All sports and physical activities without any exception

This competence refers to each individual's awareness of their own learning process and style. This means that every sport practice and physical activity could develop this competence, of course, to a different extent depending on the different practices. Nevertheless it is the most important potential learning outcome as it involves motivation and being able to reflect critically in terms of attitudes, which are extremely important in achieving a successful learning process.

Social and civic competences

Mostly collectively played sports but also some individual sport practices such as swimming, hiking or extreme sports

The potential outcome in terms of skills is the ability to cope with stress and frustration or also to create confidence and to feel empathy. In terms of attitudes it involves the assertiveness, collaboration and integrity. Potential outcome could be also some conflict transformation/resolution skills. The social and civic competences can be seen from another perspective. The potential learning outcomes involve also some ethic competences and values in terms of attitudes such as freedom, solidarity, tolerance, equity and sense of belonging, democratic participatory attitude as well as team work and cooperation.

Cultural awareness

Collectively played sports and physical activities exercised in a team, traditional national sports, martial arts

The potential learning outcomes concerning the competence of cultural awareness involve understanding and respect of each one's cultural background, also implies self-respect and respect for others, as well as different opinions and points of view, acceptance of differences and diversity, respect for human rights, tolerance, equity as well as overcoming stereotypes and prejudices.

Digital competences

Sport practices which requires strategy

Potential educational aspects are the ability to elaborate strategy as well as creative, innovative and critical thinking, active participation, ability to reflect on the direction and limits of possible action.

PART I *Education Through Sport as a learning approach*

>> *What Education through Sport is not?*

This section aims to raise the question of what aETS is not, so it is not misunderstood or used in a wrong way. The objective is to understand where confusion could be made and suggest how to avoid it.

People are educated to participate in sports, but there are different dimensions of how sports could be used for educational purposes in lifelong learning. aETS cannot be evoked when educational objectives such as the development of social skills, health, nutrition and citizenship are relegated to the sole purpose of the sport performance itself.

Many consider the sports club in its primary sense enough to fulfill an educational act. The fact that a person exercises regularly, does not necessarily mean that playing sport is a good educational process with a positive impact on the learner's development as a citizen. In general, the requirements of the technical staff are focused primarily on the initiation and progression of sport performances and physical skills. This process does not involve aETS. Many other skills could be brought in when sport practice happens.

In aETS it is needed to conduct and bring an educational dimension to a sport or physical action. It is often a matter of socialisation, integration or rehabilitation. Furthermore, in case competition becomes a priority, this could have some controversial effect on the educational outcomes. Therefore, competition in sports could limit learning efficiency in aETS.

The above written statements could be summed up as follows:



ETS is not:

- 1. Competition***
- 2. A simple practice of sport activity where performance is important***
- 3. An activity in which the educational objectives relate to sport performance itself or gain of physical skills needed for improvement of sport performance***

IN aETS IT IS STRICTLY NECESSARY TO CONDUCT AND BRING AN EDUCATIONAL DIMENSION TO SPORT

PART 2 *The ETS Methodology in the context of adult education and its basic principles*

>> *Introduction to the chapter*

After explaining ETS as a pedagogical approach we will now give a clear idea about the implementation of this process and its specific conditions. This chapter closely connects to the pedagogical approach in adult education because the mutual exchange between theory and practice is always part of the process itself.

>> *Definition of methodology and its link to social competencies*

In this manual we use different terms for the implementation of the adult Education through Sport (aETS) methodology. Methodology is a broader term that includes not only one exercise, but the way in which objectives are reached. Activity is the actual action that is delivered in reality, whereas exercise stands for a concrete description of a potential activity that can be realised. The exercise is a detailed description of what and how you facilitate while referring to the methodology as the mental framework.

Methodology is usually connected to the adult or lifelong learning educational approaches because it implies all conceptual ideas to deliver aETS. The emphasis here is put on the specificity of Education Through Sport concept and methodology and its benefits regarding social competencies in lifelong learning situations.

The first part of this manual gives a detailed description of the main objectives of aETS. We will now look at the links that adult education and aETS have to social competences.

We will also see its specific benefits and differences from other approaches.

Here, there are two perspectives that have to be taken into account: on one hand are the addressed competencies, and on the other hand - the actual ones that have been developed. What does that mean? aETS aims to develop social skills and foster personal development for both target groups of trainers, educators and sport coaches as well for the learners.

The addressed competencies are defined by matching the exercise with its topic, e.g. discrimination/inclusion, and drawing a connection to concrete social skills eg: to be able to include everyone among others, you need the following skills: team work, fair play and empathy.

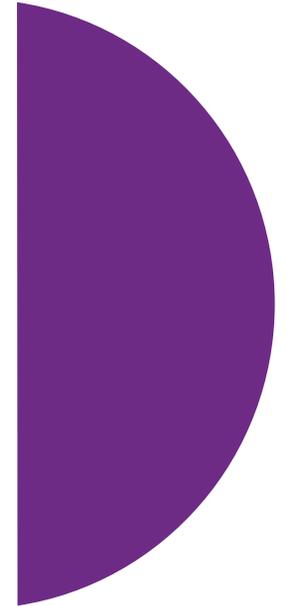
aETS is an individual and collective learning experience and is closely connected to personal development (mainly in changes of attitude, behavior and perception), its precise outcome cannot be foreseen in all cases and for all participants. Skills developed, however, are those which come along the way and are, in many cases, even hidden or not yet revealed. This means that developed skills will either show themselves during the debriefing part or, more likely, will be realised and recognised in future activities or real situations by the learners (and also educators/facilitators) themselves.

The learning process does not stop with the activity. In many cases a self-assessment process just starts there and it evolves with time and new experience, either real or simulated. At this point the process can contribute to a societal transformation as well.

You can say that addressed skills are those you try to develop with the adult learners and you put them down as implied learning objectives, but the developed ones are those which are actually reached and may surprise both the adult educational practitioner and even the learners themselves. Only by welcoming all kinds of development, including the ones you did not pursue, we can extract aETS's true benefit.

A list of particular competencies is not mentioned on purpose, as every topic and situation creates a necessity to tackle specific competencies. However, the whole aETS framework is linked to the key competencies in the framework of EU programmes explained in the previous chapter.

Regardless of the background being sport or in adult education, there is a need to reflect on the implicit competencies already addressed and the ones which the educator in lifelong learning might want to add to its work consciously by using aETS as the pedagogical approach.



PART 2 *The ETS Methodology in the context of adult education and its basic principles*

>> *The basic principles of the aETS approach*

Sport is a tool only! Learning takes time!

Debriefing is essential!

Sport involves lots of emotions! The building blocks of aETS are the educational exercises!

1 **EDUCATION THROUGH SPORT IS EDUCATION
IN THE FIRST INSTANCE**

2 **REFLECTION IS AN INEVITABLE AND ESSENTIAL
PART OF THE LEARNING PROCESS**

3 **aETS RESPECTS VALUES OF SPORTS AS WELL AS
NON-FORMAL EDUCATION AND LIFELONG LEARNING**

The above table lists three important features which are the basic principles of aETS methodology. This manual reflects a process of creating, inventing and developing new exercises that integrate the values and ideas of aETS.

Within this process the lifelong learning approach was defined and individual and common practices were shared. It is crucial to understand the educational approach explained previously as its background provides help in understanding the exercises and how they are meant to be facilitated. In this sense, copying the exercises will not automatically enable the educator to deliver aETS learning sessions successfully, because the situations which are created might change and develop in an unexpected way. Therefore, adult educators are encouraged to adapt the exercises to the different contexts they work with. The following basic principles connected to aETS will clarify our core idea that only the combination of theory and practice will give you a clear picture of what aETS can really offer.

➤➤ **Principle 1:** *Connection of the ETS methodology to the lifelong learning approach*

*Do you know exactly what your educational objectives are?
What is the social change you want to aim at?*

The first basic principle of aETS, in order to deliver true aETS activities, refers to the importance of full understanding of the ETS methodology in a context of adult education and relating it to your own experience as an educational practitioner in lifelong learning or non- formal education. It means that you will be able to reflect on the benefits from your own perspective in either a sport for all or lifelong learning setting. The background of this educational approach will make you understand what opportunities you might have overlooked in your own work until now, making hidden values visible and working with them more consciously than before. That will also enable you to adapt the exercises as much as needed for your own target groups of learners and the specific context you work in. This manual is therefore not just a collection of tried and tested exercises that anybody can deliver in the way they were meant to be delivered. The true impact and effect that aETS exercises can offer will only evolve to their full potential if you connect them to an overall aim of desired social change and a set of realistic learning objectives within the context of adult education.

➤➤ **Principle 2:** *Debriefing as the core element of the aETS practice*

That leads us to **the second basic principle** we outline in this manual, which is strongly connected to the most important element of aETS: the debriefing part of the learning process linked to the KOLB's circle explained previously.

Why do we think this is the most important part? – Because it gives adult learners not only a chance to reflect on their own behavior, but also to reflect on the whole situation and connect it to their own realities, their everyday lives and to society itself. This depends on what topic you aim to address with the exercise and how far you go into the reflection process itself.

How do you facilitate the debriefing part of an exercise successfully?

An important element is to prepare the questions thoughtfully and to discuss them if possible with other educational practitioners or reflect on them in advance. This will ensure a discussion by asking the right questions. The main educational objectives help in that process but it is important to match them with the level and experience of the target group and the setting in general. Furthermore, the educator still should be flexible enough to react to the given situation in the reflective practice itself.

The debriefing part is not only about asking questions, but also about moderating/leading the discussion and giving a clear structure to it. It always helps to tell to the learners what they can expect of this part of the exercise. If they are totally new to debriefing or evaluation, they should be introduced to it properly. The adult educational practitioner have to tell them what to expect and what role they play in it.

First of all and the most important one is giving and receiving feedback. Learners contribute to the discussion by observing what they saw, what they felt and what they conclude from these experiences. You might add observations during or at the end, but the biggest part should come from the adult learners themselves. This determines the actual degree of active participation and should not be blocked by the educational practitioner giving too many observations or conclusions. It is absolutely important to stick to the rules of a constructive feedback to create a positive and appreciative atmosphere within the group. It comes with experience to see when it is needed to be a strong and/or strict discussion leader and when it is more helpful to step back and let the flow of the discussion take over.

Moderation skills in general help to control the situation and the atmosphere within the group. Summing up arguments or observations will support the learners to focus their attention back on the “red thread” of a discussion. Putting down key words or making results visible will support everyone to follow the discussion and to be able to participate as well at any point, even if learners do not pay attention the whole time. The educational practitioner can also interpret some statements, not with the intention to manipulate the learners, but only in a way to open up a discussion in the direction which needs to be pursued. To ensure the understanding within the whole group the facilitator can repeat statements with other words and make sure everyone gets the intended meaning. Repeating is also really helpful when some participants have difficulties to follow and they do not dare to ask for themselves. All these tools help to give a general structure to the discussion, setting it as open and transparent for the learners which actually turns it into a learning experience.

Another tool that helps to trigger an interesting discussion is the role of “devil’s advocate” by provoking arguments with a strong or radical opinion. It is a tool which should be applied with caution, because it can lead to heated quarrels and turn into an experience some learners won’t appreciate as a learning activity.

If it happens that an argument is not well understood by the educator, then it is needed to clarify it in order to lead the discussion further, but also to give participants the example treating a situation where mutual understanding is looked for.

The right attitude is not to block, but to really understand it. It will show to learners how they can discuss successfully with each other as well. It is not enough to establish a common understanding for everyone; the educator needs to truly accept all opinions and to be open for discussion. The role of the educator does not include to agree with all opinions, but should be able to truly “hear” them. This might be really hard if the opinion is controversial to the educators’ own values or attitudes.

If the methodology is used in a team of educators it is necessary to talk about the style of leading the discussion in advance. This way interference between colleagues could be avoided. It is absolutely important to make sure all team members understand each other during the debriefing process as well, because it might cause irritation within the group if educators do lead the process into different directions.

The reflection is the moment where learning CAN take place, because it is where the learners understand that even if the situation may seem “artificial” it still shows us our own and others’ attitudes, behaviours and perceptions that we can find in “real” situations as well and in daily life. To make these simple connections understood by everyone while experiencing them will help learners change their perception or at least start to reassess them on specific topics in their everyday lives, e.g. discrimination, conflict resolution. It might trigger learners to challenge societal structures and make them see what they can change by being active citizens.

aETS’s learning effect could be also stronger than an ordinary lifelong learning session since the situation is experienced by learners in both their bodies and minds, and therefore offers a setting where different learning styles are employed. Keeping in mind that both sports and adult education use different learning styles, it is beneficial to see how the combination of the two can increase the learning effect and make it valuable to more learners by combining several learning styles at once.

Learners in adult education settings are highly responsive to the visual, aural and verbal style and in sport are responsive to the physical, social and verbal style. Matching them increases the number of learners who achieve a true learning experience according to their own preferred style and rhythm¹⁰.

Then there is the side of debriefing that is the educators’ own experience. If educators are able to challenge their own exercises and develop them further they will be able to understand how the exercises, presented in this Manual can be delivered to their highest potential. The reflection process within aETS should always apply to the educational practitioner so to enable him/her to reflect on the whole impact of the exercise, on the learners’ reactions and the process itself. This includes all parts: preparation, announcements, logistics, moderating the discussions and the debriefing part, giving and receiving feedback and co-working with team members. That enables the practitioner to be open for the possible challenges during an aETS session which is led.

➤➤ **Principle 3:** *The “missing link” between sports and adult education*

How can I best use the resources of both sport and lifelong learning?

The third basic principle is closely connected to the previous ones. We believe that aETS gives an advantage to both types of practitioners, within the sport for all context and those in adult and non-formal education. There is a match of two sets of values that add up to a new dimension of learning possibilities. On the one hand the implicit values of sport (e.g. fairplay, team work and responsibility); on the other hand the implicit values related to lifelong learning (e.g. participation, taking initiative and inclusion). We will elaborate the implicit values of sports in detail, because it will show how the match of two sets generate new opportunities to both sport trainers/coaches and adult and non-formal education practitioners.

We believe that the match of the two sets of values not only merges both, but creates a new way of individual learning opportunities that exceeds the two separate ones. aETS creates a new dimension of developing social skills because it combines the learning experience with a conscious personal reflection process.



»» Sum up of the aETS Methodology

What does aETS consists of..?

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

How do I do aETS..?

1. To do aETS you need to prepare a realistic lifelong learning session based on feasible educational objectives.
2. Leaders in the process (adult and non-formal education practitioners) first plan 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 adult educator proposes a simple sport experience to learners...

Then what..?

1. For a better understanding of the aETS process and approach, you need to make the link between the sporting exercise and Kolb's experiential learning learning cycle.
2. Adult learners 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.

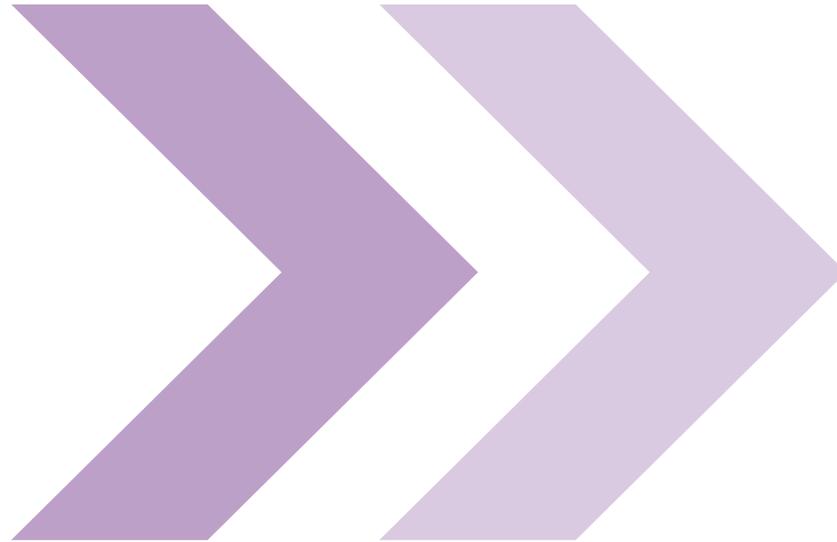
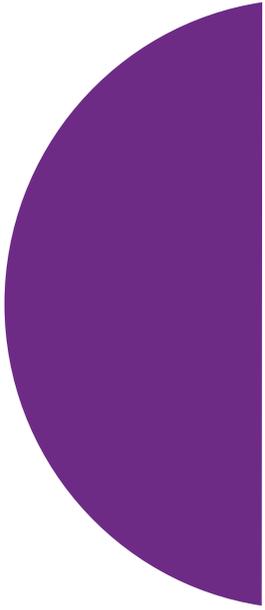
Therefore, this manual is a guide which includes a collection of field-tested exercises for both target groups and shows the benefits you get by matching the expertise in both sides and developing a specific understanding and successful way of delivering aETS. Such a learning approach fills a gap between these two perspectives, but that does not mean that it is a fixed point which can be defined in that way. The link between sport, non-formal education and lifelong learning has to be seen as something to experience and evolve together and in line with the capabilities of the group of learners in the given situation. The matching gives the possibility to find an individual understanding what aETS can add to your work.

To what does aETS leads us..?

As a result aETS shall ideally enable:

- Empowerment
- Lasting social changes
- Improving tolerance and trust
- aETS 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.”



PART 3 *aETS practical exercises*



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ULTIMATE FRISBEE TEAM EXERCISE

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 could also include conflict resolution, inclusion and participation.

NUMBER OF PARTICIPANTS TO BE INVOLVED

10 - 16 participants

SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)

- Frisbee
- Big sport hall or enough outside space to play

SESSION OBJECTIVES (EXPECTED LEARNING OUTCOMES)

- To develop social competences
- To understand and reflect upon our own behavior and behavior of others
- To understand teamwork

THE SESSION STEP BY STEP



5-10 min

Before training begins, participants need to make a short warm up. In this case you can start with usual frisbee play



15-20 min

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.

Education for sport

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.

Facilitator explains the technique of throwing and catching the Frisbee:

- no running with the Frisbee
- no physical contact
- no referee (spirit of the game, everything has to be discussed within the group)
- team scores by passing the Frisbee 10 times between each other

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.



15 min

Education by sport:

The objective is the same, but participants need to make sure that each team member has touched the Frisbee at least once while having the 10 passes that have to be counted out loud.

- The Frisbee has to be passed within 5/10 seconds, otherwise other team gets the Frisbee.
- If the Frisbee falls - the other team gets it and takes over (even if it falls afterwards) is allowed and the Frisbee stays with that team.
- No back and forth of the Frisbee is allowed



15 min

Education through Sport

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.

The assignments are the following:

- Pass to the other team
- Try to include everyone
- Pass only to one person
- Lead your team
- Play normal



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 then 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?



TIPS FOR THE TRAINER

Synthesis of most important key notes, outputs, results of the session, etc

The trainer shall carefully read the explicative part of this manual in order to be able to value the difference between Education FOR, BY and Through Sport, and so as to transfer it to participants in the right way.



THE SNAKE

NUMBER OF PARTICIPANTS TO BE INVOLVED

Minimum 12 participants but could be up to 20

SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)

- Bibs or scarves
- A safe space for running the activity according to
- Flipchart papers & markers

SESSION OBJECTIVES (EXPECTED LEARNING OUTCOMES)

- To introduce the concept of Education through sport
- To underline the differences between education for, by and through sport
- To develop skills of communication, cooperation and team work
- To raise awareness on the topic of discrimination

THE SESSION STEP BY STEP



5-10 min

Before training begins, participants need to make a short warm up.



5-10 min

Separate the group into 3-4 teams (the teams should be of around 4-5 people). Each team will be given a bib or a scarf. The participants should stay in line and put their hand on the shoulders of the others in order to act like a SNAKE. The bibs are tucked into the trousers or the shorts at the back of the last person from each team (the back of the SNAKE).

The aim of the exercise is to get the tails of the other teams without losing their own.

The participants must have at least half of the bib on show for others in order to make it catch by the others.



15 min

Round 1

The trainer gives the instructions to the learners. They are supposed to act as a snake with the aim of stealing the bib/scarf which is attached to the last member of the other team (example tucked into the shorts).

Catching the bib/scarf will be awarded points only if the chain of people is not broken.

Round 2

The trainer introduces a new round in which the rules are the same as in the 1st one but the participants are allowed to decide on a strategy within their teams for 2-3 minutes, in order to get better results.

Learners play within their teams according to their newly elaborated strategies.



15 min

Round 3

In the 3rd part of the exercise, the participants play again with a strategy as in the 2nd round but the referee is introduced. The referee has to act according to some instructions. The role of the referee is to discriminate one of the teams in this part of the exercise.

This can be anywhere from subtle things like high-fiving the other teams and ignoring the discriminated one, giving points for

cheering/encouraging others/ team spirit to just the privileged team, taking points away for various reasons from the discriminated team, etc.

There should be a gradual transition from impartial to clearly helping some of the 3 teams while disadvantaging another one, the role of the referee is given to a person who can stay in character throughout this part of the exercise, thus keeping it realistic.



40 min

Debriefing

Ask the learners to describe the activity and their feelings, their learning:

- What happened during the game?
- How did you feel during the exercise?
- If any, what were the differences between the three stages/rounds?
- Did you learn anything new about yourself?
- Did you manage to work together?

***Help the group analyse how they worked together and what makes good group work.**

- What problems did you have getting organised?
- What responsibility did each group member have?
- How could they improve their performance?

- What skills did they need? Responsibility? Listening and responding skills? Cooperation?
- What else?

• What else?

***Learning outcomes**

- Who got the highest score out of all the teams? How did you play to win?
- Who has the lowest score? How do you feel? What happened?
- Where any agreements between teams made to cooperate? Why?
- How did the others (the ones left out of the agreement) feel?

***Feedback about the exercise**

- Did you enjoy the game? What did you like/dislike about it?
- Is it an activity you would use/adapt for others?



TIPS FOR THE TRAINER

Synthesis of most important key notes, outputs, results of the session, etc

- *Since this activity often demands a level of emotional involvement, there should be sufficient time for the participants to come out of character – especially the members of the discriminated team.*
- *Spend time at the end of the activity talking over what people learned and how they see it relating to their own lives and their communities.*
- *Make sure everyone gets a chance to speak so that they know that their opinion and participation is valued/ appreciated.*



DODGE BALL LEADERSHIP GAME

The activity is suitable to teach leadership

NUMBER OF PARTICIPANTS TO BE INVOLVED

6 v 6 or
2 teams of equal number
not more than 10 in a team

SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)

- 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

SESSION OBJECTIVES (EXPECTED LEARNING OUTCOMES)

- To raise awareness and teach leadership
- To discuss matters of different leadership styles

THE SESSION STEP BY STEP



5-10 min

Before training begins, participants need to make a short warm up.



10-15 min

Part 1

The following rules are presented to learners. This are the basic rules of the game called Ball of the prisoner or Matar in Spanish.

- The group is split in 2 equal teams who play against each other (A and B)
- The aim is by throwing the ball to touch a person from the other team without that he/she catches the ball
- If team A throws the ball and a person from opposite team B is touched by the ball, he/she goes behind the line of the team A
- If the person from the team B catches the ball he has the right to throw.

- If team A didn't manage to touch anyone or ball has been caught by someone from team B, then person who threw goes behind the back line of the team A. People from both teams standing behind the backline have the right to catch and throw the ball on the opposite team.
- Persons behind the line can be saved and come back inside the field in case if someone from their team catches the ball

Let the learners play for 10 - 15 min.



10-15 min

Part 2

A second round is introduced where one new rule had been added. Each team should chose a representative (captain). When they choose him, tell that the rule is that only this person from both teams is allowed to

speak. If somebody else speaks is same, as the ball has hit him so goes behind the line of the opposite team. Let play 10 – 15 min



10-15 min

Part 3

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

- try to include everyone in the game
- be not interested in the game
- coach / lead the team

- be super enthusiastic and involved in the game
- play as normal

You can write the assignments several times according to number of participants so that everyone received one. It is ok to have several people in the same role
Then let 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? (1st/2nd /3rd part) Were there any differences between the different parts and what were they?
- How easy/ difficult was to play in the different parts of the game?
- Which one they like most and why?
- Regarding the 2nd part – how was to play as a leader and how was to play without speak? What was more easy/ difficult and why?

- Regarding the 3rd part how easy/difficult was to play in the given role (usually this is the strongest part because for some people it is hard to not be interested if they like to play, and for some it is hard to be super involved especially if they are shy. A hint might be that you give the assignments to people according or even opposite to their personalities and not let them choose randomly in order to make it even more powerful). So ask to speak about the roles and how was each role.
- Next: Ask did participants learn something out of the game and what they have learned?
- Can they connect this game to a real life situation and which one? How usually we could connect such play to reality?
- Can they reuse the results of this exercise in their real life and how?



TIPS FOR THE TRAINER

Synthesis of most important key notes, outputs, results of the session, etc

Then according to how the discussion goes (if they manage to have some learning outcomes or they do not speak much) you may conclude telling that leadership is needed when you coordinate teams, especially if you work with a lot of people, so learners 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

This exercises is also relevant if you speak about volunteering or organizing teams of volunteers, etc.



BASKETBALL AS A TOOL FOR COMMUNICATION

NUMBER OF PARTICIPANTS TO BE INVOLVED

2 – 16 participants

SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)

- Basketball court
- One basketball
- Flip chart, blackboard or something similar
- Bibs for one of the teams

SESSION OBJECTIVES (EXPECTED LEARNING OUTCOMES)

- To discover causal relations between different approaches to communication and the impact of these.
- To be aware of how our minds, feelings, focus, performance, cooperation, etc. are affected by how we communicate.
- To be aware of how difficult it is to penetrate with one's approach if someone else has chosen another/ reverse way of communication in the situation.
- To have a superficial knowledge of the appreciative inquiry.
- To reflect on how to communicate in everyday life in a way that makes both you and the people around you benefit from it.
- To reflect on how to communicate in everyday life in a way that creates development rather than stagnation and conflict.

THE SESSION STEP BY STEP



5-10 min

Before training begins, participants need to make a short warm up.



15-20 min

Part One Basketball (1):

- Play basketball
- Each team has a coach (one of the participants)
- On one team the coach is told to be exclusively positive and do a lot of complements

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



15-20 min

Introduction to the appreciative inquiry theory

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

I. Acknowledge the participants' efforts

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

III. Make the introduction visual and include concrete examples

Part two Basketball (2):

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



20 min

Debriefing

Basketball (1):

Questions for the coaches:

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

Questions for the players:

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

Basketball (2):

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

Summary of the whole exercise:

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



TIPS FOR THE TRAINER

Synthesis of most important key notes, outputs, results of the session, etc

Secure the place of activity - safety is first!

Explain very well the rules of all participants; Make sure they understand everything well and insist on the introduction of Appreciative Inquiry theory where necessary!

Take the time and attention needed for debriefing. It is the most important part of the exercise. Make sure you discuss all important learning points and you deepen the reflection of participants through facilitation where needed.

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



HUMAN FUSSBALL

NUMBER OF PARTICIPANTS TO BE INVOLVED

20 + participants

SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)

- Playing field
- Footballs
- Marker cones
- Bibs to segregate teams
- 6 long ropes, goals

SESSION OBJECTIVES (EXPECTED LEARNING OUTCOMES)

- To introduce themes: Inclusion, empathy, role distance and tolerance of ambiguity to participants.
- To reflect on themes: Inclusion, empathy, role distance and tolerance of ambiguity within the role of a trainer.

THE SESSION STEP BY STEP



5-10 min

Before training begins, participants need to make a short warm up.



10 min

Explain the rules of the game to the participants.
Set the teams up as 1 goalie, defenders, midfielders, strikers.

You can increase the numbers according to the number of learners participating in the session.



15 min

Part One

Players can only move in a line, from the right to the left and from the

left to the right trying to score a goal.



15 min

Part Two

Role Distance: Each player will be given a card that limits or enhances what they can do during the game such as, only jumps, can only pass to the right, can only pass to the left, must use hands etc.

Tolerance of Ambiguity: Once players have received their card the game will begin. Randomly rules will change such as scoring a goal will now be 2 points, more balls will be added or the goals will swap.



15 min

Part Three

Give all the players different roles as listed below and let them play again for another round.

- You may do anything
- You can only pass to the person on your right
- You can only pass the ball forward

- You can only pass with your left foot
- You may do anything
- You may not speak

Empathy: Once during the game, players will be instructed to change cards with another player on their team and to take up their role



20 min

Debriefing

Give one word to describe how you felt during the game

- What emotions did you experience and what roles did you play?
- Were there any major problems or conflicts during the game?
- What did you observe about the roles of the other players?

- When you played, what did you do? Did you adapt? Did you negotiate?
- How did others communicate with you? How did their communication techniques affect you and the game?
- What is the behaviour linked to empathy or intercultural learning?
- Is a sport a useful tool for education and how?



TIPS FOR THE TRAINER

Synthesis of most important key notes, outputs, results of the session, etc

It is an exercise which is quite strong and may provoke emotions so the the educational practitioner shall be aware of this and make sure there is no conflicts arising during the game.

Debriefing is extremely important and reflection should be stimulated at all levels.

Make sure all participants could talk and express their opinions and points of view in regards of the activity.

Make sure participants get all learning points and give additional information or explain them where needed.





ETS - PUT YOURSELF IN OTHER PEOPLE'S SHOES

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

NUMBER OF PARTICIPANTS TO BE INVOLVED

10 – 16 participants

SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)

A big sport hall or a proper open space, flipchart, paper, pens, sticky tape, sleeping bags, cones, stopwatch, chalk, training bibs of different colors.

SESSION OBJECTIVES (EXPECTED LEARNING OUTCOMES)

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



5-10 min

Before training begins, participants need to make a short warm up.



20-30 min

Part One

Divide participants into equal/ teams.
The coach explains the rules of activity.
Each participant has to go through various obstacles with a blindfold.
Each of the team members must pass at least once through the obstacles, guided by the voice of its team members.
If a participant fails on an obstacle, he/she returns to the beginning of the obstacle until he/she passes it. Team time is a sum of the individual times of each team member.

The teams have 3 minutes for elaborating a strategy.
During the crossing of the obstacles, the participants from the other teams must keep silence. Only team members of the playing team can talk.

The time of the individual participant should not be displayed to the other participants. The time is counted by the facilitator, coach or trainer. The total time of the team is secret until the end of the activity.



30 min

Part two

The coach explains that in this round the participants are supposed to act as a snake (built from all members in the team) with the aim of passing all together without penalty by the obstacles.

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

(might be a variation of this round in which the first member of the team is the only one not having a blindfold, and all the others have it)

During the crossing of the obstacles, the participants from the other teams must keep silence. Only team members of the playing team can talk.

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 idea is that the teams do the challenge with the shortest time



30 min

Debriefing

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

What happened?

How did you feel during the exercise?

How did you manage to work together?

What problems did you have getting organised?

What responsibility did each group member have?

How could they improve their performance?

What skills did you need?

What are the learning points that you got?

Did you learn anything new about yourself or the others?

How could you translate this exercise into a real life situation? Do you see any connections with?

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



TIPS FOR THE TRAINER

Synthesis of most important key notes, outputs, results of the session, etc

Secure the place of activity - safety is first!

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

In this activity it is very important that participants could feel empathy towards others.



PRIVILEGE TAG

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

NUMBER OF PARTICIPANTS TO BE INVOLVED

10 – 12 players

SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)

- space big enough to play tag
- materials to signify what team is each participant in (bibs, hats, pieces of fabrics,... in 4 colours)

SESSION OBJECTIVES (EXPECTED LEARNING OUTCOMES)

- To develop social competences
- To consider the meaning of privileges
- To tackle issues of inequality and inclusion

THE SESSION STEP BY STEP



5-10 min

Before training begins, participants need to make a short warm up.



15 min

Part One

The educational practitioner explains the rules of the game. This is a tag game.

One learner is chosen to be the catcher and the rest of the participants are divided in 4 different groups.: Blue, Yellow, Green and Red.

The catcher has to “catch” the rest of the participants. If one person is caught stays “frozen” in the spot standing with the arms extended. They can be liberated if another participant touches them.

If the group is very big there can be several catchers.



15 min

Part two

Indicate, as in the previous section how educator instructs participants. 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.
The game is played again under these 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?

What can be done differently to play better?

What did you learn?

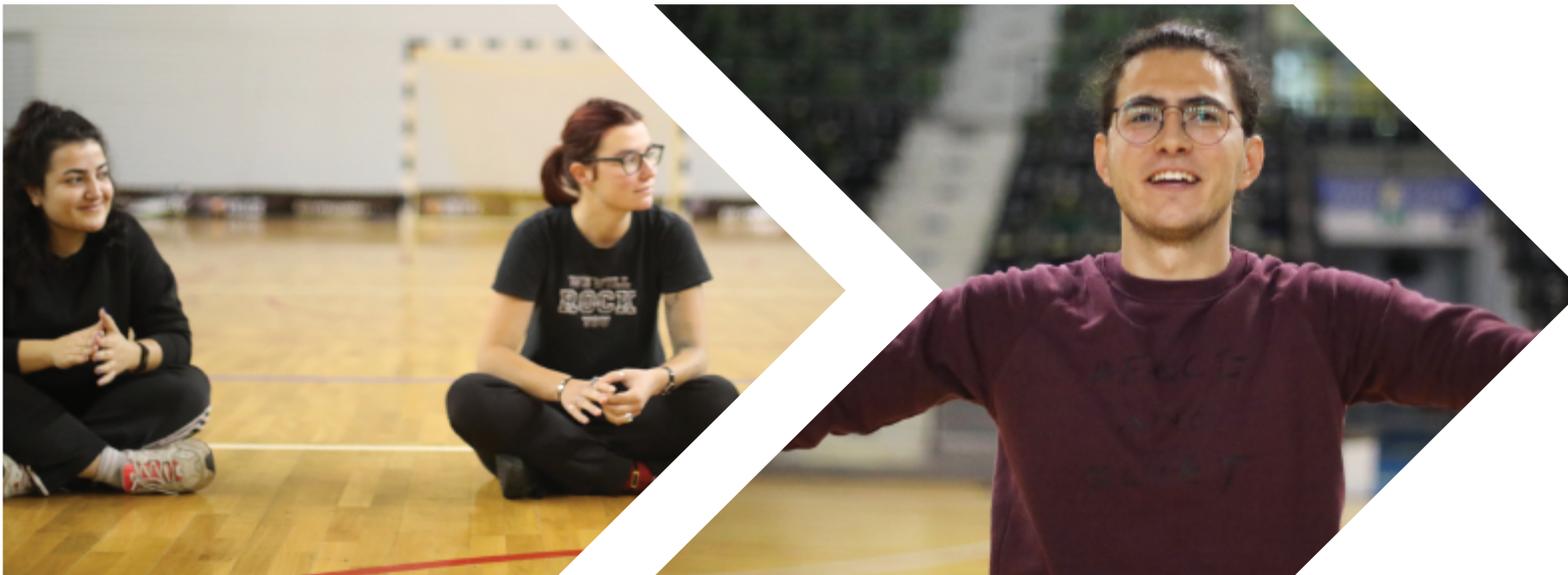
Can you relate this to any situations in your life? And in the life of others?



TIPS FOR THE TRAINER

Synthesis of most important key notes, outputs, results of the session, etc

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





THREE - LEG FOOTBALL

Activity suitable to develop awareness of solidarity and empathy

NUMBER OF PARTICIPANTS TO BE INVOLVED

10 – 12 players

SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)

- 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

SESSION OBJECTIVES (EXPECTED LEARNING OUTCOMES)

- To foster solidarity and motivation to work for justice
- To develop skills of observation and coordination
- To promote empathy and solidarity

THE SESSION STEP BY STEP



Before training begins, participants need to make a short warm up.

5-10 min



We ask participant to stand in couples, to look in the same direction and tied the legs that are closer together. 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

15 min

back) and after they have done a few series ask them to do the contrary of your directions. If you say "jump", they "touch the floor"; if you say "step forward", they "step back" and so on. Make 2 teams and start the match.



Blindfold one person in each couple. Play again.

15 min



Debriefing

How are you feeling?
What did happen?

30 min

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

How was the experience of being tied/blindfolded?

What strategies did you used?
Did you consider your partner's needs? How?
Can you think of how or when in life you act similarly (taken care of or not of people with difficulties)?

How can you act from now on?



TIPS FOR THE TRAINER

Synthesis of most important key notes, outputs, results of the session, etc

*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.*





CAN YOU HEAR ME?

Leadership and communication in sports

NUMBER OF PARTICIPANTS TO BE INVOLVED

10 v 10 or 15 v 15

if there are more people you can put on a tournament or set another field.

SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)

- Sports hall or football pitch
- A softball
- Sport bibs in 2 colors
- Cones
- Flipcharts, markers or other materials (optional)

SESSION OBJECTIVES (EXPECTED LEARNING OUTCOMES)

This session is meant to contribute to:

- Better understanding of the concept of leadership and its importance
- Foster understanding about communication mechanisms
- Raise awareness about the sense of responsibility
- Better understanding of the importance of teamwork and the pursuit of common objectives

THE SESSION STEP BY STEP



5-10 min

Before training begins, participants need to make a short warm up.



10 min

Round 1

Divide participants in two teams.

The purpose of the game is to bring the ball in the goal area;
you can move if you don't have the ball;
you can pass the ball to teammates;
participants can steal the ball from opponent's team only on the fly.

The participants will play a first round of the game within 10 - 15 min.

During this play the educator shall act as referee. At the end of this round, the facilitator needs to make sure there is a winning team.



10 min

Round 2

Once the 1st round is finished then announce that there will be some changes. In the second round they will be leaders (selected by drawing lots)

Restrictions:

- No one can talk during the game – only team leaders are able to do it.
- Team leaders must talk with a foreign language during the game or could use gestures. (non-verbal communication)

The trainer is carefully observing the situation and notices whether or not there are differences in the play compared to the 1st round played. Also, the trainer has to observe the behaviour and attitudes of participants and whether they seem affected by the newly applied rules in this round.



15 min

Round 3

In this round, participants have to choose a captain. After that the captain need to nominate a Team-leader. All participants can talk in this round.

Restriction:

In this round, participants can score with only one hand.



15 min

Debriefing questions to participants

Sitting in circle, try to analyze different moments of the game. Focus on the feelings of 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? Was it better or worse?

What has changed as a result? Was it 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 team-leader?

What is the role of the captain of the team? Was it difficult to choose a team-leader and by what criteria it has been chosen?

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?



TIPS FOR THE TRAINER

Synthesis of most important key notes, outputs, results of the session, etc

The idea of this exercise is to show the importance of communication and solidarity through a sport play. Participants need to understand out of this session that pushing them to play with other rules emphasizes other situations that we rarely analyze.

The trainer should keep in mind that this game (the changes of the rules within the 2nd and 3rd rounds) may provoke unpleasant feelings and frustration for some of the participants, depending on their personalities, temperament and personal characters and features.



THE BLINDFOLD GAME

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

NUMBER OF PARTICIPANTS TO BE INVOLVED

10 – 12 players

SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)

Depends on you for the obstacle course, for sure scarf or sth to close eyes, balls, etc. and a sport hall

SESSION OBJECTIVES (EXPECTED LEARNING OUTCOMES)

Teambuilding, team work, trust building, see how disabled works.

THE SESSION STEP BY STEP



5-10 min

Before training begins, participants need to make a short warm up.



10 min

Instructions and Play:

The trainers team creates an obstacle course with various hurdles, going across the band, slalom, going up and next to the bench etc.

Teams are set, comprising of 2-3 people in each (depending on the total number of learners) and their task is to dribble the ball and to bring it to the goal.

One of the team members is “the blind”, and is defined as putting the blindfold on his/her eyes.

The mission of “the blind” is to pass through the whole obstacle course with the eyes covered.

The rest of the players are there to help “the blind” to accomplish the task. They must not touch him/her, however, they can conduct the person with the voice. Team members can use only several words for instance hot/cold and the amount of steps.



15 min

The challenge starts and the participants are requested to perform the course according to the instructions that have been given.



15 min

Debriefing

How did you feel? How did group feel? How did blind feel?

Was the course successful and did the teams obtained successful results? Why?

If the results are not satisfactory, what could be done better to improve the performance?

What could we learn from that exercise?

Could the learning points be applied in a real life situation and HOW?



TIPS FOR THE TRAINER

Synthesis of most important key notes, outputs, results of the session, etc

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

The trainers must be very careful for the safety of the learners !!!

It is good if the debriefing is oriented to discuss issues of tolerance, communication, self-confidence, reliance, empathy.





SITTING VOLLEYBALL

Activity suitable to be used for teambuilding and inclusion

NUMBER OF PARTICIPANTS TO BE INVOLVED

10 to 16 participants

SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)

- Sport hall
- Volleyball

SESSION OBJECTIVES (EXPECTED LEARNING OUTCOMES)

Teambuilding, team work, communication, see how disabled works.

THE SESSION STEP BY STEP



5-10 min

Before training begins, participants need to make a short warm up.



10 min

Part 1

Trainers set 2 teams, which will take part in a volleyball match.

Trainers explain the ordinary rules of the game and the teams start playing the 1st round accordingly.



15 min

Part 2

Later on, trainers introduce a change of the rules. Each team is requested to pick up one person (or more people, depending on the number of players) from the team who will ignore the task that will be given.

The learners are requested to choose a place where the person chosen shall be standing. Only after that trainers reveal to the team that the chosen person can't move.

The teams continue the game, at each stage, 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.

Varieties of this exercise are possible as the chosen person might be sitting down or also more people could be chosen and requested to not move or to sit down.



25 min

Debriefing

How did you feel?

How did the group felt during the game?

How did the non moving person(s) felt?

What strategy did you use as team to mark points and to support your team?

Could you have done anything a way better?

What could we learn from that exercise?

Could we apply the learning outcomes in real life?



TIPS FOR THE TRAINER

Synthesis of most important key notes, outputs, results of the session, etc

Reflection:

The person, who can't move symbolizes a figure which is handicapped as well someone isolated or excluded. The idea is to lead the discussion in regards of topics on how to prevent discrimination, exclusion, etc.

Such exercise is the first step of working for inclusive actions within the society.





THE PYRAMID

Activity suitable for team and trust building

NUMBER OF PARTICIPANTS TO BE INVOLVED

9 to 15 participants

SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)

- Sport basketball hall
- Basketball
- Basket

SESSION OBJECTIVES (EXPECTED LEARNING OUTCOMES)

Teambuilding, team work, trust building,
basic sports competition.

THE SESSION STEP BY STEP



5-10 min

Before training begins, participants need to make a short warm up.



5 min

Description

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 is 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

Same game is played but the team has to swap the player at the top who is the scorer.



15 min

Debriefing

How did you feel?

How did group feel?

Was it easy for you to do this exercise?

Was there any strategy?

What was the strategy that the teams has used?

Could something be done better?

What could we learn from that exercise?



TIPS FOR THE TRAINER

Synthesis of most important key notes, outputs, results of the session, etc

Points for Reflection:

Trust

Communication and collaboration

Body balance

Getting into the role

Stepping out of the comfort zone



*Association Mundus
Bulgaria*



*Regionalne Centrum Wolontariatu
Kielce, Poland*



*Momentum World
London, UK*



*Mine Vaganti NGO
Sassari, Italy*



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AETS TOOLBOX

*Manual
illustrating the use
of Education through
sport methodology
in Adult and lifelong
learning*



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