



move & *learn*

Training manual for non-formal Education through
Sport and physical activities with young people

Colophon

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move & learn

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Foreword



The European Union highly values the positive role that sport can play in the field of education. Already in 2004 the EU sent a strong political signal to this effect with The European Year of Education through Sport.

Sport is a key tool to promote social and personal values such as team spirit, discipline, perseverance and fair play. Sport can also boost knowledge, motivation and skills: *mens sana in corpore sano*.

Of course, for a sport activity to have real and concrete value, the work of the trainers, coaches and teachers plays an essential role, and providing them with the theoretical framework, the skills and the evidence base to do their work effectively is vitally important.

I therefore consider that projects such as “Move and Learn” are making a very important contribution.

I particularly appreciate the fact that the project coordinators were able to translate the very good principles which they identified into enjoyable practical tools for workers in the field of youth and sport. I hope that the approach presented will take root across Europe and be embraced by youth and all those interested in the field.

Androulla Vassiliou

European Commissioner for Education, Culture, Multilingualism and Youth



Education Through Sport is one of the grandest usages of sport. Using the “moving people” motto and the settings in and around sport as a platform for empowering people and raising the social capital of society are some of the most positive impacts of the sport sector.

Physical activity and social recreational sport provide value by themselves for each of us taking part. But utilising the situations and settings of sport and physical activity for learning processes adds a valuable dimension– in fact, it adds both value and values.

This manual is developed by young leaders from their personal experiences with Education Through Sport, both from the learner’s and the trainer’s perspective. It is an illustration of using sport and physical activity as tools in the learning process and thereby taking steps to stretch sport and physical activity beyond the activity itself. It explains the approach of Education Through Sport and physical activities in the context of youth work and sport on the basis of non-formal education, experiential learning and active participation.

It is my hope that this manual, with its conceptual thought and practical learning tools and activities, will assist and qualify the non-formal learning processes in both the youth and grassroots sport sectors – for the benefit of citizens and societies.

Mogens Kirkeby

ISCA President

Introduction to the Manual

Non-formal education of young people has been taking more and more space in the field of education in the last decades in Europe. It has proved to be very efficient in developing different social skills of young people from children to young adults and above. It complements formal education and, in certain situations, it even replaces it. It highly improves employability and provides exemplary experience for work, social involvement and democratic participation. It is undoubtedly the most successful approach in understanding democracy and developing a democratic attitude.

In Europe local, regional and national non-governmental organisations, public authorities and European institutions are organising and funding several thousands of non-formal education activities every year for young people and the practitioners working with them. These activities aim at developing competencies in several fields of life such as healthy lifestyles, environment and sustainable development, participation and democratic citizenship, human rights, employment and entrepreneurship, social inclusion and discrimination, cultural diversity and conflict resolution. These non-formal education activities range from youth exchange projects, training courses, seminars, youth initiatives, long term projects and many other forms. They are all based on experiential learning and active participation involving millions of young Europeans in an easy and collective learning experience that aims to improve their social-cultural conditions and that of their communities.

Sport for all organisations (local sport clubs, sport associations) already involve millions of young people in sport communities all around Europe. By default most of these young people will not become professional

sportspersons, but will gain the implicit benefits of sport. Beyond the enjoyment of sport and all its implicit benefits these communities offer the possibility of learning more. The sport groups can easily become learning communities for the above fields of life, develop several life competencies and broaden the perspectives of young people. Sport coaches who train young people in different sports can easily turn sport activities into experiential learning programmes for young people in different fields creating several added values.

According to recent statistical data (from Global Health Risks, Geneva, World Health Organization, 2009), physical inactivity is the sixth leading risk factor for health in Europe. Regular physical activity reduces the risk of diabetes, heart diseases and cancer by 25-30%. It is estimated that 63% of European citizens do not reach the minimum recommended level of physical activity. Only 40% of them claim that they play sport at least once a week. It is also clear that social groups with less income and with social disadvantages are at a much higher risk in this respect. There is therefore enormous potential to promote health and sport in Europe.

This manual aims to provide an approach through which learning projects can be complemented with sport and physical activities and sport for all communities can be complemented with a more conscious learning for life skills dimension. The manual is written for sport trainers who work with young people and would be open to integrate a stronger non-formal education approach in their sport activities. It is also for youth workers and trainers who are ready to integrate sport and physical activities in their community work and educational activities.

The manual explains the approach of Education Through Sport (later referred to as ETS) in the context of both youth work and grassroots sport on the basis of non-formal education, experiential learning and active participation. The combination of sport and learning provides an excellent opportunity to learn through activities that are very enjoyable, highly emotional and based on active participation and involvement. It brings people very close and it is a very natural way of learning. It is full of passion and fun, and with a little more preparation and planning it results in powerful learning outcomes that participants of youth work or sport for all activities can integrate into the rest of their lives.

The manual also provides several exercises that can be used in youth work, non-formal education as well as in sport groups. The exercises are described step-by-step so that any educational practitioners can facilitate

them within their groups. The exercises can be used with young people as well as with youth workers who wish to integrate more physical activities in their projects, or with sport coaches who wish to integrate more education in their sport activities with young people. The exercises are designed for groups of young people aged between 12 and 30, but they can also be adapted to adults and some for children.

With this publication we would like to contribute to the efficiency and variability of non-formal education of young people in Europe and beyond. We, the authors of this manual, would also like to invite you and challenge you to start using Education Through Sport in your activities and projects with young people and also enrich the European community of ETS with new exercises and creative solutions.

Laszlo Foldi, Chief editor



Chapter I.

An educational approach: Education Through Sport (ETS)

I.1. 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, we will focus strongly on the pedagogical dimension of sport used in a non-formal educational context to provoke a positive social change.

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 a reflection concerning better complementarities between different educational patterns in order to achieve the objectives set up by the European strategies.

Education needs 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. 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. We answer the question, “**What exactly is ETS as an educational/learning approach?**” In addition, we will speak about what this pedagogical approach refers to, and what are its benefits. We will explain the key competences ETS could address. Potential learning outcomes of ETS, referring to the key competences established by the EU Commission, will also be stated. In the last part of this chapter a historical and sociological approach of sport and the use of sport as an educational tool will be presented. We will see how sport and physical activity were used in the history in order to educate and develop diverse competences. And, finally, we will examine the question of what ETS is NOT, and this will show a clear difference from other uses of sport that are outside the concept of ETS.

I.2. Definition

Many definitions of what ETS is can be provided. First of all, we can introduce a definition for the concept of non-formal education, which implicitly includes ETS.

¹ Douglas Hartmann, Professor and Associate Chair, Department of Sociology, University of Minnesota, Minneapolis, MN 55117, Email: hartm021@umn.edu



According to the Compass Manual on Human Rights (Council of Europe) “**Non-formal education** refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum.

Non-formal education as practised by many youth organisations and groups is:

- voluntary;
- accessible to everyone (ideally);
- an organised process with educational objectives;
- participatory and learner-centred;
- about learning life skills and preparing for active citizenship;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented;
- based on experience and action, and starts from the needs of the participants”²

Moreover, the definition given in the AEGEE Book for non-formal education, quite similar to the one in the Compass Manual, states that:

“Non-formal education is an organised educational process which takes place alongside the mainstream systems of education and training and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Non-formal education gives young people the possibility to develop their values, skills and competencies others than the ones developed in the framework of formal education. Those skills (also called ‘soft skills’) include a wide range of competencies such as interpersonal, team, organisational and conflict management, intercultural awareness, leadership, planning, organising, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility. What is special about non-formal education is that individuals, participants are the actors actively involved in the education/learning process. The methods that are being used aim at giving young people the tools to further develop their skills and attitudes. Learning is the ongoing process, one of its crucial features is learning by doing. “Non-formal” does not imply unstructured, the process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development.”³

² COMPASS, A Manual on Human Rights Education for Young People, Council of Europe, 2002

³ Non Formal Education Book: The impact of Non Formal Education on young people and society, AEGEE Europe

We will now introduce four different proposals that try to define ETS. These were developed by participants of Training of Trainers in Education through Sport (International Sport and Culture Association) during the one-year training course. This was a long term educational program to enable trainers involved in the non-formal educational field and sport coaches to improve their competences in applying ETS. The presented definitions introduce the concept of ETS seen by non-formal educational practitioners in such a context, as well as people involved in sport coaching, all using non-formal learning approaches in their daily work.

- **Definition 1**- Education through Sport is a **method** of developing key competencies in various aspects of life using sport and physical activities.
- **Definition 2** - Education through Sport is a **pedagogical approach** that uses sport and physical activity as a vehicle to spread a set of values in order to develop specific competences which can improve different fields in/of life. Education through Sport helps to enhance social, cultural, moral, ethical competencies to provide changes at personal, professional and social levels.
- **Definition 3** -Education through Sport is a **process** of learning and teaching using personalised systems to provide skills, knowledge and experience in many aspects of life.
- **Definition 4** - Education through Sport includes a **learning process** that uses sport and physical activity as a vehicle to implement real life skills and competences for individuals or groups.

These definitions offer diverse aspects and several different perspectives of how ETS could be described. In order to sum up these four definitions we could summarise that:

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

1.3. Benefits of practicing ETS

This section will explain the benefits of using sport in a non-formal educational context. Hereby the potential effects of ETS practice will be explained and we will give the reasons why ETS brings added value to the non-formal education sector, as well as to the sector which uses sport practices on a daily basis.

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

⁴ United Nations Inter-Agency, Hartmann, D.; Kwauk, C. (2011). *Sport and Development: An Overview, Critique, and Reconstruction*. *Journal of Sport and Social Issues*, 35(3) 284-305



Many non-formal educational practitioners consider sport and physical activity as powerful learning tools and know that ETS could bring strong added value to the sport sector within the non-formal learning context. The sport practice may have a structural impact in terms of education and socialization. Thus it's quite natural that the main actors involved in ETS practice analyse sport beyond its borders in order to build projects in which sport and physical activity become tools for social transformation.

To better understand the context of ETS and its potential effects, it is important to see both the sport and educational sectors separately at first in order to be able to make the link between them and combine them later on.

Considering first the sport component, we 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 could also help to prevent other chronic diseases including cardiovascular disease, cancer, hypertension and osteoporosis. Regular physical activity could also be 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 our mood and helps to form general wellbeing.

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

In their manual dedicated to non-formal education, Peace Corps provide a very good explanation of non-formal education as an approach to education. *It is distinct from formal education by its methods. Participants exercise varying degrees of control over the process, from designing their own learning and using the facilitator as a resource person (for example, in a youth exchange or in a youth initiative), 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.*⁵

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



According to Hartmann and Kwauk's research, besides the visible physical and psychological effects, participation in sport activities could also have positive social and economic effects. Sport is considered as a way to combat poverty, unemployment, to prevent crime and segregation. It is also believed that it can help to enhance empowerment and social connection of young people, especially the ones living in underprivileged environment. 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

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

Hartmann and Kwauk say in their article that "*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 once 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.

In other words, if we would like to use sport for an educational purpose, it is essential to make good use of the mentioned non-sport components. This should be done in a structured, reflective and well-planned way. We believe that the context of non-formal education and its methodology provide this insight in planning and designing a learning process while using sport. This could be beneficial to all practitioners who on a daily basis in their practice use sport as an educational tool and are aware of the positive effects that it could bring to their communities.

1.4. What is the difference between Education FOR, BY and THROUGH Sport?

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 have educational objectives, which the actors involved in the action share. The implementation of the educational function of sport means to pursue in priority an educational goal. A clear distinction should be made between Education FOR, BY and THROUGH Sport drawing on different objectives. In this section these aspects will be explained in a detailed way. This approach was first elaborated by Henning Eichberg. This table explains the main differences of the three ways of working with sport.

⁶ Hartmann, D.; Kwauk, C. (2011). *Sport and Development: An Overview, Critique, and Reconstruction*. *Journal of Sport and Social Issues*, 35(3) 284-305

⁷ *Ibid*

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

Education by sport

The concept of **Education BY Sport** is more complex process and includes specific objectives such as the aim to address health issues and wellbeing. In this case, the educational goals are not abandoned but they are sometimes relegated to the second plan. The aims therefore to reconcile the sporting goals and the wellbeing of the society. It uses sport, exercise and physical activity to work towards social causes such as health, wellbeing, public welfare or social inclusion. The new “sport for all” movements are very close to this approach. By playing different sports, it is expected that people learn more about healthy lifestyles and in this way raise their awareness about the mentioned issue in general.

Education for sport

Many traditional sports clubs are mainly mobilised by sports performance goals as their priority. Here we evoke the concept of **Education FOR Sport**, which has the main aim of developing competences in terms of sport performance. Education for Sport addresses the improvement of skills related to the sport itself. Thus, its purpose is only to serve the development of individual competences to improve physical performance. Education for Sport is normally related to diverse disciplines of competitive sport. This concept therefore has limited interest in the context of non-formal education.



The Olympic medals (London 2012) as a symbol of Education for Sport.

A recent practical example of this approach is the “NowWeMove Campaign”, initiated by the International Sport and Culture Association in 2012. The main aim of this Campaign is to facilitate cross-sector collaboration for promotion of participation in sport and physical activity. Its specific objectives include raising the awareness about the benefits of sport and physical activity among European citizens, increasing accessible opportunities to be active in sport and physical activity by developing new and up-scaling existing initiatives and enabling sustainable and innovative capacity-building through advocacy and open-sourced solutions. MOVE Week is the biggest European sport-for-all event which promotes participation in sports across the continent and targets a broad spectrum of stakeholders such as sport clubs and organisations, cities, communities, institutions and individuals. MOVE Week happens through different community events at a local, national and international level to further participation in sport and physical activity.

Education through Sport (ETS)

The ETS 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 ETS itself consists of the integration and implementation of sport elements to be used for an educational purpose to address a social issue, develop social competences and provoke a lasting social transformation. The whole educational process is planned and prepared, and clear, realistic and measurable outcomes are expected after it happens.

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

ETS creates existential learning between people. Through ETS a lasting social change is supposed to happen. It aims to enable empowerment and provoke a sustainable social transformation. ETS 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. ETS should be seen more as a plan for reflection than for a field action.

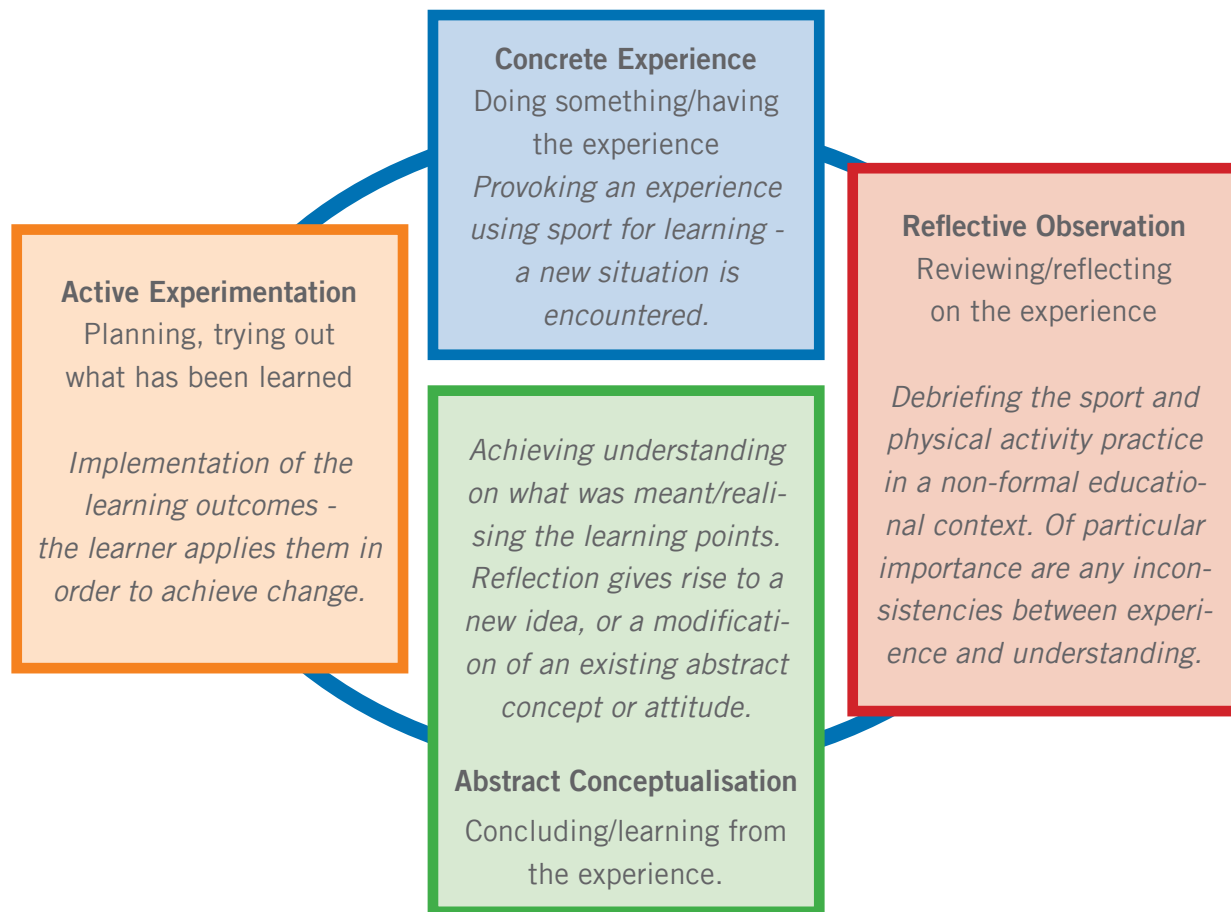
From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of the planned learning project. It is a matter and a process of adaptation of sport and physical activity, both in terms of their expression and their representation, which characterises specifically the ETS approach. It does not propose any actions where sport

becomes a central objective as/for a carrier solution. For instance, the practice of a martial arts without any specific project behind it, led only by the desire for technical progress, remains a 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 and physical activities become tools for support to achieve the educational goals first, where the sport itself becomes secondary to the educational purpose.

Aiming for a better understanding of this process, we propose to make the link between ETS and Kolb's experiential learning cycle (Kolb, David (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs). In ETS the concrete experience is the sport (or physical) activity that is adapted to the learning objectives of the programme. The participants of the experience reflect together in a guided debriefing process, after which they go through the change themselves and will be able to use the new competencies they have learnt.

The expression of a will is not enough to design and implement a learning process which is based on ETS. It is needed to prepare a realistic project based on feasible and evaluable objectives, that educational intention is present in it, as well as built on specific priorities of the addressed working field. Specifically, professionals leading such processes for the implementation of the educational and social function of sport, design non-formal learning programs focused on social issues, such as employability, social integration, fight against racism and many others. This is the first part of the learning cycle, when the trainer proposes the experience to the learners.

Kolb's Experiential learning cycle⁸ linked with ETS



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, consists also in time,

in order to observe changes in the behaviour and the attitude of people (Applying the learning outcomes in real life – stage 4). The anchor of a draft educational process through sport is that actions undertaken are performed in line with other activities, beyond the simple sport itself. The educational and social function of sport is also to act within the framework of overall social and educational policies which is also a long term lasting process. This aspect/approach takes into account the entire dimension of the human being and its environment.

⁸ <http://www.simplypsychology.org/learning-kolb.html>

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.*"⁹ This could be considered as different explanation of Education BY and THROUGH Sport. The differences between the three different concepts are already explicit, but the aim of this chapter is to present ETS in a very detailed way so that its use and purpose are not misunderstood.

Thus the question of evaluation is important and rises naturally at that point. The implementation of the educational function of sport of course 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, for example. If the notion of a child who plays sports is possibly definable and measurable, the one of »raising awareness« for a teenager of the dangers of alcohol and tobacco, for example, is more difficult to establish. It is also difficult to measure the real impact of educational action carried out in the field of sport. It is equally difficult to determine the place and role played by the sport in the process. This difficulty should not compromise the commitment of the sports movement in its willingness to contribute to the education of those which it gathers. Actually, the question is: How do you evaluate the actions from the educational angle, with reference to specific and realistic educational goals?

This is where the development of key competences, which are achievable through an ETS approach, become relevant. We introduce them below in a chart referring to the document "Basic Concepts and core competencies for education for democratic citizenship"¹⁰, published by Council of Europe, as well as to the "Key competences for lifelong learning" introduced by the EU Commission. According to those references, the key competences present a combination of skills, knowledge and attitudes which are needed by individuals in the society in order to achieve personal development, to be active democratic citizens and to respect human rights. It is meant that the development of each individual's competences contributes to the achievement of a sustainable social change – for example, combating unemployment, discrimination and racism, social exclusion or poverty and marginalisation.

In the chart below the competences are clearly stated, as well as which sport and physical activities could develop potential learning outcomes in order to achieve social transformation and a lasting change of attitudes among the individuals or communities. Through these competences the evaluation of a non-formal educational impact using ETS is realistic and measurable even though it refers to self-evaluation.

⁹ Hartmann, D.; Kwauk, C. (2011). *Sport and Development: An Overview, Critique, and Reconstruction*. *Journal of Sport and Social Issues*, 35(3) 284-305

¹⁰ COUNCIL FOR CULTURAL CO-OPERATION (CDCC) PROJECT "EDUCATION FOR DEMOCRATIC CITIZENSHIP", DGIV/EDU/CIT (2000) 23, Strasbourg, 26 June 2000, Council of Europe

Category of lifelong learning competences	Sports through which it is achievable	Potential learning outcomes
Communication in mother tongue/ 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 could 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.

Category of lifelong learning competences	Sports through which it is achievable	Potential learning outcomes
Mathematical, scientific and technological competences	Chess and strategic outdoor sport practices	These types of sports could develop trust as well as rational way of thinking. In terms of skills, ability for applying mathematical and science principles could arise. In terms of attitudes a potential for curiosity as well as interest and respect for safety, sustainability could be observed.
Sense of initiative and entrepreneurship	Individual sports as well as team sport practices	The potential educational outcomes involve abilities for planning and organisation and ability to work individually as well as in a team. The attitudes which characterise the potential learning outcomes of such practices consist of innovation, pro-active attitude, independence and determination to achieve planned aims.

Development of mutual respect, solidarity and tolerance are educational objectives that sport could address by a specific sport or physical activity task. 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 in fact necessary to measure all aspects in order to perceive the indicators for the level of solidarity and mutual aid.

I.5. Historical aspect of the use of sport - a scientific approach from a sociological point of view

Sport occupies a primary place in today's society that promotes the pursuit of wellbeing and body worship. Sociology, which studies the 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 reader to watch sport with a critical eye and to provide references which allow him or her to deepen their knowledge.

Sport is a generic term covering a range of activities (leisure, entertainment, competition, education) and various representations. These activities have historical roots. Many sociologists define sport as a total social fact. According to Norbert Elias, a German Sociologist, sport is a privileged laboratory for reflecting on social relations and evolution. Georges Hebert, a French sociologist, explains that *»Sport is all kinds of exercises and physical activities designed for the execution of performance and whose execution is essentially based on the idea of the fight against a defined element such as a distance, a duration, an obstacle, a practical difficulty, a danger, an animal, an opponent, an by extension against oneself.«*¹¹

¹¹ [Http://bernard.lefort.pagesperso-orange.fr/cours_staps_marot/sociologie_du_sport.pdf](http://bernard.lefort.pagesperso-orange.fr/cours_staps_marot/sociologie_du_sport.pdf)



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. The young Greek aimed to become Adonis through sport. 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 trainings.

Sport officially takes an important role in England during the 19th century when countrymen organised combats of boxing 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 are closely connected with Coubertin’s Olympic values today. The definition of sport has also evolved with technological

progress. Hence, the idea of risk-taking, braveness and courage is also present in many sport practices.

I.6. What is Not Education through Sport?

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

We all educate our children to participate in sport. But there are different dimensions of how we use sport for an educational purpose. We cannot evoke ETS 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 youngster does regular sport does not necessarily mean that it is a good educational process with positive impacts on his/her 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 ETS. Many other skills could be brought in when sport practice happens. In ETS it is needed to conduct and bring an educational dimension to a sport or physical action. It is often a matter of socialization, integration or rehabilitation.

Furthermore, we should not ignore the fact that competition in sports could limit learning efficiency in ETS. *“Youth often feel excessive pressure to win, perceive themselves as having poor abilities, feel unattached to their teams, and feel vulnerable in the presence of team mates. Experiences such as these have led youth to experience low self-confidence and low self-esteem.”*¹² In case competition becomes a priority, this could have some controversial effect on the educational outcomes. In case that competition becomes a priority this could have some controversial effect on the educational outcomes.

¹² Wankel & Kreisel, 1985; Martens, 1993



Moreover, acts of violence and aggression could become common in youth sport settings. In a recent study of perceived sport aggression, Gardner and Janelle (2002) found that such kinds of attitudes and behaviours started to become acceptable and legitimate within the sport environment. This is totally against the values of ETS so the practitioners should be aware to pay attention to these aspects and be careful of such effects when implementing activities in the context of ETS.

We recommend, though, that for effective development, the activities should take place in a fair environment, must take place over a long enough period of time in order to allow everyone to feel comfortable and confident, and must also involve long-term reciprocal relationships. We believe that it emphasises the importance of the nature and context of youths' activities, such as sport in youth development.

Chapter II.

Methodology of Education through Sport

II.1. Introduction to the chapter

After explaining ETS (and physical activities) as a pedagogical approach we will now give a clear idea about the implementation process and its specific conditions. This chapter will therefore answer the following questions:

- a) *How do we define the methodology and where do we see differences from others?*
- b) *What basic principles do we connect to ETS when it comes to its quality?*
- c) *How did we decide to present the exercises and methods we suggest and how do we recommend using them?*
- d) *How should you read and use the descriptions of the exercises?*
- e) *Why do we understand this manual as a tool to encourage you to develop your own style of ETS when it comes to its implementation?*
- f) *Why do we think trainers/facilitators coming from the non-formal education sector and trainers/coaches coming from sport can use these exercises and create new benefits out of them?*
- g) *What kind of further development do we see through this manual and in ETS in general?*

The answer to these questions will give you a detailed understanding of the process while developing the exercises, but it aims to hold an open view to further development. This chapter closely connects to the pedagogical approach because the mutual exchange between theory

and practice is always part of the process itself.

II.2 Definition of methodology and its link to social competencies

In this manual we use different terms for the implementation of methodology. **Methodology** is a broader term that includes not only one exercise, but, in general, the way in which you want to reach your objectives. **Activity** is the actual action that is delivered in reality, where as 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 frame. You connect methodology to the pedagogical approach, because it implies all conceptual ideas to deliver ETS. We want to emphasise the specificity of ETS methodology and its benefits regarding social competencies in non-formal learning situations.

As the first part of this manual already gives a detailed description of the main objectives ETS can entail, we will now refer to the link ETS has to social competencies. We also see its specific benefits and differences from other approaches in this respect.

There are two perspectives we have to take into account here. On the one hand are the addressed competencies and on the other hand the actual ones that were developed. What does that mean? ETS aims to develop social skills and foster personal development for both trainers and participants.

The addressed competencies can easily be defined by



matching the exercise with one of the topics, e.g. discrimination/inclusion, and drawing a connection to concrete social skills. For example, in order to be able to include everyone you need, among others, the following skills: team work, fair play and empathy. Evaluating the exercise you can discuss if those skills were used or even considered as important as you regarded them in advance.

The developed skills, however, are those which come along the way and are, in many cases, even hidden or yet not revealed. As ETS offers individual and collective learning experience and is closely connected to personal development (we mainly refer to change of attitude, behavior and perception), its precise outcome cannot be foreseen in all cases and for all participants. 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 participants (and also trainers/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 your participants and you put them down as implied learning objectives, but the developed ones

are those which are actually reached and may surprise both the trainer and the participants. Only by welcoming all kinds of development, including the ones you did not pursue, we can extract ETS's true benefit.

We do not mention a list of competencies we consider are worthwhile working with, because we think every topic and every situation creates a necessity to tackle specific competencies. But in general we are referring to the key competencies that are put down in the frame of EU programmes and youth activities.

Regardless of your background being in sport or non-formal education, you need to reflect on the implicit competencies you already address and the ones you might want to add to your work consciously by using ETS as the pedagogical approach. For example, you might say that sport, especially team sports, fosters social skills like fair play and team work, but you might also add empathy and give constructive feedback by delivering ETS. This way you do not only make implicit values visible, but you add more to the ones that sport activity implicitly improves.

II.3 The basic principles of the ETS approach

Sport is a tool only! Learning takes time!

Debriefing is essential!

Sport is very active with lots of emotions! The building blocks of ETS are educational exercises!

1. Education through Sport is education in the first instance.

2. Reflection is an inevitable and essential part of the learning.

3. ETS respects values of sports as well as non-formal education and youth work.



The above table lists three important features which are basic principles of the ETS methodology. This manual reflects a process of creating, inventing and developing new exercises that integrate the values and ideas of ETS. The exercises were partly created during the International Sport and Culture Association's Training of Trainers long-term programme gathering both trainers/coaches coming from the sports sector and youth workers coming from the non-formal education sector¹³. Within this process the pedagogical approach was defined and individual and common practices were also shared. The trainers developed some of the exercises together. We therefore know it is not enough to just read the examples in this manual and use them right away; it is crucial to understand the pedagogical approach we explain in the first part of our manual. The background of this pedagogical approach will not only help you to understand the exercises and how they were meant to be facilitated, but also to be able to react on any given situation that might come up in a community. This means that copying the exercises will not automatically enable you to deliver ETS successfully, because the situations you create might change and develop in a way you do not expect them to. Thus, we encourage you to adapt them to your own contexts. The following basic princi-

ples connected to ETS will clarify our core idea that only the combination of theory and practice will give you a clear picture of what ETS can really offer.

II.3.a. Principle 1: Connection to pedagogical approach

Do you know exactly what your educational objectives are?

What is the social change you want to aim at?

The **first basic principle** already mentioned is the importance of fully understanding the pedagogical approach of ETS and relating it to your own experience as a coach/trainer in sport for all or a youth worker in non-formal education in order to deliver true ETS activities. It means that you will be able to reflect on the benefits from your own perspective –in either a sport for all or youth work setting. We believe that the background of the pedagogical 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 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 the exercises can offer will only evolve to their full potential if you connect them to an overall aim of requested social change and a set of realistic learning objectives.

¹³ ISCA's Training of Trainers cycle called "Education through Sports" took place over 14 months from May 2012 to July 2013.



II.3.b. Principle 2: Debriefing as the core element of ETS practice

That leads us to the **second basic principle** we observe in this manual, which is strongly connected to the most important element of ETS: the debriefing part of the learning process. Why do we think this is the most important part? It gives all participants not only the chance to reflect their own behavior, but also to reflect on the whole situation and connect it to their everyday lives and to society itself; depending on what topic you aim to tackle with the exercise and how far you go into the reflection process itself.

How exactly do you facilitate the debriefing part of an exercise successfully and with ambitious content?

The first important part is to prepare your questions thoughtfully and to discuss them either with your co-trainers or reflect on it in advance to make sure you open and lead the discussion by asking the right questions. Your main objectives may give you a lead on that, but it is as important as matching it with the level and experience of your target group and the setting in general. Furthermore, you still should be flexible enough to be able to react to the given situation in the reflective prac-

tice itself.

The debriefing part is not only about asking questions, but also about moderating/leading the discussion itself and giving a clear structure to it. It always helps to tell participants 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. You have to tell them what to expect and what role they play in it. You have several tools you might use here. First of all and the most important one is giving and receiving feedback. Participants contribute to the discussion by observing what they saw, what they felt and what they conclude from these experiences. You might add observations as a facilitator during or at the end as well, but the biggest part should come from the participants themselves. This determines the actual degree of active participation and should not be blocked by a facilitator 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 will help you to control the situation and the atmosphere within the group. Summing up arguments or observations will support the participants 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 the participants do not pay attention the whole time. You can also interpret some statements in the direction you want them to be understood. Not with the intention to manipulate, but to open up the discussion in a direction you might want to pursue. To ensure the understanding within the whole group you can repeat statements in your own words and make sure



everyone gets the intended meaning of them. Repeating is also really helpful if you see that some participants have difficulties to follow and they do not dare to ask for themselves. All these tools basically help you to give the discussion a general structure which is transparent for everyone and offers an open setting to actually turn it into a learning experience.

Another tool that might help you to trigger an interesting discussion is the role of “devil’s advocate” by provoking an argument with a strong or radical opinion. It is a tool

you might want to use in a group you know already or apply with caution, because it can lead to heated quarrels and turn into an experience some participants won’t appreciate as a learning activity.

If you do not understand a statement as the facilitator you should make a real effort to clarify it. Not only because you need to know what it means in order to lead the discussion further, but also to give participants the example how you treat a situation where mutual understanding is looked for. The right attitude is not to block, but to make the real effort to understand. It will show participants how they can discuss successfully with each other as well. It is not enough to establish a common understanding for everyone; you need to truly accept all opinions to be open for discussion. You do not have to agree with all opinions, but you should be able to truly “hear” them. This might be really hard if the opinion is controversial to your own values or attitudes.

If you facilitate together with a colleague it is necessary to talk about the style of leading the discussion in advance. This way you can avoid interfering with an intention your colleague might have or vice versa and you do not see it in the given situation. It is absolutely important to make sure you understand each other during the debriefing process as well, because it might cause irritation within the group if you lead into different directions.

The reflection is the moment where learning CAN take place, because we make the participants understand that even the situation may seem “artificial” it still shows us our own and others’ attitudes, behaviours, 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 participants 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 parti-

participants to challenge societal structures and make them see what they can change by being active citizens.

We also believe that ETS's learning effect is stronger because you experience the situation with both your body (physical activity or sport) and mind, and therefore it also offers a setting where different learning styles are met. Keeping in mind that both sports and non-formal education respond to different learning styles, it is beneficial to see how the combination of those two can even increase the learning effect and make it more valuable to more participants by meeting several learning styles at once. Non-formal education settings are highly responsive to the visual, aural and verbal style as sport is more connected to the physical, social and verbal style. Matching them will highly increase the number of participants who actually can have a true learning experience according to their own preferred style and rhythm¹⁴.

Then there is the other side of debriefing that is your own. If you are able to challenge your own exercises and develop them further with every group you facilitate during and after you are facilitating them you will be able to understand how the exercises we present here can be facilitated to their highest potential. The reflection process within ETS should always apply to yourself as well, meaning that you have to be able to reflect your impact on the whole exercise as well as the 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 your team members. That enables you to be open for all possible topics/challenges in the sessions led during an ETS exercise as well. We want to encourage you to share your experiences on our website and to come up with new ideas for exercises that you can share with the ETS community as well www.isca-web.org.

II.3.c. Principle 3: The “missing link” between sports and non-formal education

How can I best use the resources of both sport and youth work?

How can I best build on their values?

The **third basic principle** is closely connected to the first two. We believe that ETS gives a plus to both facilitators within the sport for all context and those in 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 responsibility¹⁵); on the other hand the implicit values of youth work related non-formal education (e.g. active 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 trainers/coaches and youth workers.

Fair play is the first implicit value you can connect to sport. In all types of sport you have to accept the rules and play by them. If you do not accept them you may either be disqualified or not be able to enter the game in the first place. In the frame of sport and fair play there is an ethical value which allows every player to be sure he/she knows what is allowed to happen. This makes the player not only the player feels safe, but it also gives

¹⁴ www.learning-styles-online.com/overview

¹⁵ *Werte im Sport. Eine Handreichung für Übungsleiterinnen und Übungsleiter. Landessportbund Rheinland-Pfalz. S. 4*



the spectators a frame of reference to enjoy the game and know what is allowed or not. This sense of security makes the actual sport enjoyable to both the players and spectators. But fair play furthermore creates a code of conduct which exceeds the general rules. It is not only official and legal, but more important it is a social behaviour and attitude you develop and perform. Within sports fair play is normally not explicitly communicated as a social skill you need to learn, but it is implicitly expected in the development of every sportsperson.

Teamwork as the second important implicit value of sport is naturally connected to team sport. The team's performance always has a priority to the individual's. Not only can you hear e.g. footballers say that the team did well and not the one who scored the goal, but trainers and coaches explicitly demand all players to perform as a team. Results are always team results. Individual needs are not important. This claim fosters a social behaviour which is based on solidarity and empathy as well. Even though teamwork is clearly demanded, the actual behaviour and social skills you need for it are not always explicitly mentioned or taught. By reflecting on it

through an ETS exercise you not only make what teamwork means to the individual transparent, but also what the social skills required are.

Responsibility, the third implicit value of sport is closely connected to the first two. When participating in sports, it is absolutely necessary to take over responsibility for yourself and for others as well. Taking care of yourself is firstly to be aware of what you can contribute and where your physical and psychological borders lie in order to perform at your best. It also includes the knowledge of how your body responds to physical strain or stress and to handle it effectively. Furthermore, you need to be responsible for your team members as well. Depending on what role you have in the team you need to be aware of others' needs and their limits as well. Taking over responsibility is a social skill that is closely connected to the development of any sportsman or woman. ETS can make this skill visible by showing how fundamentally important it is within sports and make the "ownership" conscious to participants.

Youth work aims at developing citizenship skills that are relevant for living in and with a democratic society. The above three implicit values of sport are actually the essential values of democratic and active citizenship as well. As non-formal education tackles specific topics itself it can happen that participation, inclusion and taking initiative are not reflected explicitly. **Active participation** has three dimensions. First, it is a basic condition to deliver a true and successful non-formal education activity; second it is a value you want participants to internalise and apply in their everyday lives as well; third it is a social skill that supports people to be active citizens and shape their lives to their needs. It is therefore helpful to reflect on it explicitly within an ETS exercise, because you can show all three dimensions of it. Furthermore you have the possibility to make your

educational intentions transparent by reflecting on the consumer behaviour of the participants.

Taking initiative is closely connected to active participation, because within non-formal education settings you can clearly see the impact of this type of behaviour. It is often the turning point of an activity, because participants use the flow of, for example, a discussion to push it into a new direction and generate new ideas by it. This is actually the momentum of true learning, which is the fundamental intention of all non-formal education. ETS might deliver this experience easier than usual non-formal education activities, because we believe the matching of several values triggers initiative behaviour.

Inclusion is as much a value as it is a topic itself. Therefore it is the most visible value of non-formal education and is reflected the most. Combined with ETS it will simply be much more visible.

We believe that the match of the two sets of values not only merges the two, but creates a new way of individual learning opportunities that exceeds the two separate

ones. **ETS creates a new dimension of developing social skills because it combines the learning experience with a conscious personal reflection process.**

Therefore our manual is meant to be a guideline including a collection of field-tested exercises for both target groups and shows the benefits you can get by matching the expertise of both sides and developing a specific understanding and successful way of delivering ETS. ETS fills a gap between these two perspectives, but that does not mean that it is a fix point which can be defined as such. The link between sport/physical activity and non-formal education of youth has to be seen as something you have to experience and evolve together with your group in the given situation. The matching gives the possibility to find an individual understanding what ETS can add to your work.

By explaining how we see the whole implementation process and how we tried to match those two concepts, we invite you to come up with your own questions and ideas along your process in order to adapt it successfully to your target groups and context.

Chapter III.

Exercises for practice

III.1. Introduction to the exercises

This chapter will give you a clear idea about how you can use the manual in practice. It will explain the grid of the exercises and how you can use the exercises and adapt them to your needs. All presented examples are actually tried out in practice and have therefore been created by a group of trainers and evaluated in the specific situation. All exercises can naturally be developed and changed to the needs of your target group and the context you work in.

III.1.a. Selection of topics and exercises

The topics you can connect to with the help of the selected ETS exercises are the following:

<i>Social inclusion, discrimination</i>	<i>Health</i>	<i>Conflict resolution</i>
<i>Employment, entrepreneurship</i>	<i>Education through sport</i>	<i>Environment</i>
<i>Participation, citizenship, democracy</i>	<i>Cultural diversity</i>	<i>Human Rights</i>

In the first part of this manual we mentioned the importance of these topics within the framework and policy of non-formal education in Europe and international youth work in general. ETS brings new learning dimensions to educational situations regarding social skills and personal development. The benefit of connecting your ETS exercise to a specific topic will not only deliver a setting that supports personal development and social skills training in general, but participants might also see its purpose for social change. By linking the exercise to very concrete situations and real-life experiences, the reflection might succeed to a level where they see their individual impact as citizens on social transformation as well. Combining the educational purpose with physical activity offers an effect that neither non-formal education settings nor sports alone can deliver with such an impact.

If you put a focus on the educational purpose within a physical activity, you will deliver a setting where true societal transformation can be generated. For example: If participants are hindered in a game of Frisbee (see exercise 13) by being, e.g. blind-folded, and they reflect on it later within the debriefing, the impact is stronger compared to the experience in a smaller non-formal activity. Why is that? Because the physical activity puts a stronger emotional connection to the experience, and because you as a facilitator offer a learning environment where an assessment of social structures is possible. Sport gives you both, emotional (winning-losing) and physical challenges. But sport rarely offers the reflection of those experiences like, for example, discrimination

or social exclusion. That is why ETS offers this special blend of getting involved emotionally and at the same time reflecting directly on it afterwards and profiting from it later on. We want to emphasise the pedagogical purpose and the included learning opportunities we can use while we connect these topics to ETS exercises. We therefore offer links we see and possible questions

you might ask when working with these topics. This is clearly not a closed list of links, but an invitation to add new ones from your own experience with ETS. However, we offer here some relevant hints about the relevance of ETS to the actual topic and some questions to consider when using ETS to develop the knowledge, skills and attitudes of young people connected to these topics.

SOCIAL INCLUSION/DISCRIMINATION

By using this topic you have the opportunity to discuss the roles and identities participants have regarding different social spheres they are part of, being e.g. a son, a sportswoman, a disabled person, a migrant, a roaming person. It is worthwhile to challenge the structures within our society that undermine social inclusion or foster discrimination. Usually regarding these topics participants have individual experiences they can share with the group. It is very easy to connect different social roles to roles in sport and with a bit of creativity you can always challenge participants with putting different roles in a collective sport game.

*How does society create roles and identities?
How dependent are we regarding these roles?
Do we see a chance to change our roles as such?
If yes, how? If not, why?
What roles are important to you?
What roles are important to others?
What roles should be supported in society
in general?
How does society support social inclusion?
How does it fight discrimination?
What experiences do you want to share with the
group regarding these two topics?
How can sport change social roles?*

HEALTH

This topic is a quite general and can be discussed on many levels. It is easy to connect it to sports and physical activity, because the implicit intention to do sport is - in most cases - connected to a healthy lifestyle. The definition of health is often vague. Depending on the different concepts of health the discussion about the definition itself can already turn into a deeper learning experience.

*What does it mean to be healthy?
What is health to you? What definition of
health can we share as a group?
How important is a healthy lifestyle for you?
What examples do we see in our society to live
healthy? Who are our role models? Can professional
athletes be role models for a healthy lifestyle?
How sport can influence health?
What main discussions do we have in society
regarding health?
Is the choice to live healthy connected to your
financial situation? If yes, how?
What daily choices do you make to turn your
lifestyle healthier?*

CONFLICT RESOLUTION

Conflict resolution is a core social skill you need to participate in everyday life. It is not only the way how you handle conflicts, but also the attitude to conflict situations in general, because it determines how you (re-)act to them. This topic combined with ETS offers many angles to develop that skill. Conflicts are very common on the sport field, because of the competitive aspect of sport itself. The hierarchy on the sport field is often undermined (e.g. referees) and that easily leads to conflicts as well. Any sport activity can provide an excellent source for learning about rules, structures, conflicts and their solutions.

*What typical conflicts do you experience in sports?
How does the competitive aspect trigger conflicts and aggressive behaviour? What options do you have to handle these situations? Are they at all helpful in the frame of sport for all?
How are conflicts treated in (sport) teams?
What type of conflict¹⁶ person are you?
What tools/solutions do you know to handle conflict situations? Are they successful? If yes, how?
If not, why?*

PARTICIPATION/DEMOCRACY

Participation is a core value for non-formal learning settings, but equally important in sports as well. This topic provides an easy access to make implicit values visible and to discuss the impact they have on participants and their attitudes and opinions regarding this topic in society in general. Sport activities can easily be turned into real life situations where citizenship behaviours can be observed and assessed. Collective sports offer huge potential in dealing with representative and participative democratic models.

*How is active participation possible?
What motivation is needed to trigger participation in general?
What impact has the individual person on team results?
What kind of participative structures do we see in sports? What roles are created in sports by these structures?
What responsibility lies within active participation? Does participation mean social inclusion (in sports) as well?*

¹⁶ Thomas Kilman's conflict mode instrument is a very inspiring model which explains different ways how people handle conflicts in general. It shows that at some point people cannot engage into a conflict together, because they either want to avoid it or they want to accommodate the other party. It can serve as excellent background information.

HUMAN RIGHTS

Basically any of the human rights (civil and political rights, economic-social-cultural rights and solidarity rights) can be easily connected to ETS. Sport activities offer situations where the access to these rights and their deprivation can be experienced and understood. The greatest challenge is to reach an understanding that even if these rights are not accessible to all in real life, they do exist for every human being. A sport activity can replicate a real life situation where some of the members of the community cannot exercise certain rights. Another important learning challenge is to make the learners understand that the rights of someone can only be provided by the other. "My rights end where the right of another person starts."

What human rights can you replicate in a sport activity?
How can sport enhance human rights?
What relations are there in access to human rights and sport? Do you know stories where sport gave access to exercise human rights?
Why are human rights important in our modern world? What are the human rights for sports persons in sport?
How can sport combat racism and other forms deprivation of rights? How does sport support equality based on gender identity and sexual orientation? What are the special rights of children in relation to sport?
What is the role of human rights in sport and sport in human rights?

CULTURAL DIVERSITY

A diversity-conscious approach aims to make all individual backgrounds visible and use them to create the best possible result within a group – basically, theories which are not connected to typical attributions like nation, social status and ethnic belonging. Therefore this topic can easily be connected to a discussion about individual strengths and weaknesses by showing how groups can perform to their full potential by appreciating individual and cultural diversity. It does not mean that individual needs have priority, but that the setting you offer is accessible to everyone. Diversity is closely connected to the way in which you use and offer methods. The objective is to make them as open as possible. Participants should recognise the full potential of the group. In relation to ETS you can draw the connection from the small group to society in general.

How is it possible to make diversity visible in society?
With what attitude do you need to approach diversity within a group?
What benefit do you get by diversity within a group/within society?
What does diversity mean if you perform as a (sports) team? How can sport activities build peace and intercultural dialogue?

ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

This topic not only offers the connection to the question how we (ab)use nature within sports, but also the general access to environmental issues you might want to tackle in your ETS setting. You can draw a connection to a conscious assessment of our impact on the environment. By starting with everyday life questions regarding food, resources, waste management etc., you can initiate a process that leads to larger frames as well.

How do you see your own impact on the environment?
Do you want to change something about your way of life?
What does sustainability mean to you?
How is it possible to promote a sustainable life when others do not care?
Is it still valuable to make individual steps towards a sustainable life when society in general does not achieve much progress?
What connection do you see between sport and sustainability?
What responsibility do you have regarding the next generations? How can sport promote the protection of the environment?

EMPLOYABILITY/ENTREPRENEURSHIP

Sport is a powerful tool to develop several competencies that are valuable in today's employment market. Through sport activities young people can learn discipline, team work, taking initiative, communication, cooperation, conflict resolution and so on. Using exercises that focus on improving certain skills and attitudes can significantly change the employability status of a young person. In present Europe employability is a key issue for a greater economic development and for a deeper crises solution.

How can sport contribute to the employability of young people?
How can you use sport to improve skills that can be transferred to employment?
How can sport itself offer employment possibilities?
How can sport improve the implementation of initiatives for young people?
How can you make sure the competencies obtained through sport will be transferred to other fields of life?

III.1.b. The descriptions of the exercises

In this publication we have collected **13 different exercises** which were either tested in the ISCA “Training of Trainers in Education through Sport” programme or offered by some participants and trainers. The exercises show different connections to our suggested list of topics. This list is not meant to be a closed one, but out of experience we put down those which are the most relevant in our daily work at the moment and in the frame of international youth work and in European policy domains. Some of the exercises were chosen to connect to one topic, but they are open for focusing on other relevant topics as well. One exercise can have a multi-purpose dimension. It is also obvious that the topics

overlap and can be combined easily. Every exercise is described in the same way to make it easy to navigate in the manual as such. The description is based on a grid that was designed based on the good practice used by Compass- Manual on Human Rights Education with Young People (Council of Europe, 2002). We will now go through all the elements of the grid in order to explain them in detail and make the use easier.

The first part of the grid is a general overview to give you an easy access to the main criteria you need to check if you want to use the exercise for your own training situations. The second part with the boxes will give you very detailed information you might use if you want to adapt the exercise for a specific purpose.

FEATURE	DESCRIPTION
Title	The title may sometimes give you a hint on the related topic, but it may also be a funny/catchy one to make people remember it easily.
Description of the exercise	The description of the exercise in maximum one or two short sentences in order to give you a quick and clear idea what is going to happen there.
Theme	The theme mentions all the topics we relate to in this exercise. Sometimes it may only be one, but others tackle several ones because they are closely connected and you can profit from the different links.
Group size	The group size gives you a precise number of people needed (ideally), and sometimes a minimum or maximum capacity for this exercise. It is always possible to split the group up and do the exercise in two subgroups if you have two facilitators who can lead the activity separately.
Age range	The age range gives you a frame of how old participants should be (ideally). In most cases there is no maximum age limit, because ETS can be done with youngsters and adults alike. However in some cases you may have to adapt an exercise to a specific age group. This criteria is also connected to the skills participants have to perform in the exercise, e.g. playing a specific sport, playing role games, abstract thinking, drawing connections.

Complexity	<p>The complexity criterion shows how demanding an exercise can be for facilitators in terms of preparation, time and delivery. In general it gives you an idea of how much preparation, logistics and training experience is needed to deliver this exercise successfully. The rating goes from 1 to 3.</p> <ol style="list-style-type: none"> 1. Neither a lot of material, nor preparation nor experience is needed; e.g. only one ball is needed, the playing field could be anywhere and the announcements or rules guiding play are rather simple. 2. You need more time and material to prepare the activity and you also need more experience in delivering it; e.g. you might need various sport material, you cannot play it anywhere and the activity is more complex to explain to participants. 3. A lot of preparation and/or material is needed, you need at least two facilitators to deliver it and the complexity of the activity is rather high; e.g. you need diverse sport material plus other material you might not have at hand in a sport environment, you need to have at least one facilitator who is familiar with the activity and you cannot play it with all kinds of target groups, because the conditions expect some specific skills (e.g. abstract thinking) from the participants as well. <p>It is important to mention that ETS is best delivered by two facilitators, because the debriefing part can be evaluated much more effectively and the mutual feedback and exchange afterwards can be done among the trainers as well. But we know that this is not the case in all training situations and therefore it is not an obligation, but a strong recommendation.</p>
Time	<p>The time reference gives you the most ideal time frame you might need for the activity. Every trainer and facilitator has its own rhythm and flow to deliver activities, plus it depends on the target group as well. Only experience can give you the exact time you might need to deliver the exercise. The first attempt should include more planning time than mentioned.</p>
Overview	<p>The overview explains the flow of the activity as tested in real with a group. This will give you an idea of how the activity takes place step by step.</p>
Objectives	<p>The objectives explain the learning objectives and the expected learning outcomes for participants. It helps to evaluate the activity. If you did not reach the targeted objectives in the end it might give you an indication of how and what to alter/change next time.</p>
Materials	<p>The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material.</p>
Preparation	<p>The preparation states what you have to do in advance in order to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance and distributing tasks among team members, because they are obvious.</p>
Instructions	<p>The instructions will tell you exactly what you have to do step by step. The flow of the activity is described in light of the responsibilities of the facilitators. Rules, instructions and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants.</p>

Debriefing and evaluation	<p>Debriefing and evaluation is the part where we actually put down the necessary questions, ideas and conceptual thoughts you might need to deliver ETS successfully. This is the core element of ETS!</p> <p>In order to achieve the highest learning effect you might have to surprise yourself as well. There are many questions which open discussions you might not have anticipated. To meet the needs of the group it is essential to be open, to go with the flow or sometimes to stay focused where it is needed. All the questions/ideas we mention in this box are suggestions and you are welcome to find others that are more suitable to your target group and training situation.</p> <p>The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants if you are facilitating ETS for the first time with a group in order to set ground rules for communication. You might encounter situations which are most challenging either because of the topics you tackle or the situations that might arise. That is why this part should never be delivered under time pressure.</p>
Tips, considerations and safety	<p>Tips and considerations for facilitators is the box where you find ideas which might apply to some of you or are important for further development of the exercise. The process of developing an exercise in a heterogeneous group offers a rich and diverse amount of questions and suggestions to implement the activity. Some safety instructions will also be given here.</p>
Additional information	<p>Additional information is the box where we put all the ideas which do not fit into the boxes above, but we still want to share them with the ETS community.</p>



III.1.c. What learning outcomes do we see in the exercises?

We already mentioned that the biggest learning potential we see in ETS training situations is the match between two sets of values coming from sport or physical activity and non-formal education in youth work. The greatest challenge we see in ETS is to deliver the exercise in a way that gives all participants and the group a learning experience that has an impact on their attitude, behaviour or perspective of social change in relation to the topic you tackle in the exercise. You reach that by putting the focus on the debriefing. We do not want to underestimate the activity itself here. It has to be delivered clearly and at its full enjoyment, but to extract the learning potential out of the situation itself it has to be reflected thoroughly in a guided manner.

We also mentioned two dimensions for learning possi-

bilities: First, the link to social competencies and, second, to learning styles in general. As personal learning experiences cannot be planned and appointed in detail we just want to emphasise that the diversity of possibilities is implicit in ETS exercises. It is up to every trainer/facilitator and also to each and every participant to deliver it to its highest potential.

III.1.d. Further development

We want to invite you to use this second part of the manual as a workbook. The first part provides the necessary background you might need in order to understand what ETS can deliver. The second part is closely connected to this, but it is also the part that can change and develop throughout your own work. The exercises will eventually evolve during your work and we want to encourage that. As already mentioned, ETS is based on collective learning and personal development that cannot be written down as a recipe. It has to evolve with every situation and every group you work with.

By delivering ETS exercises you will also realise that only experience will enable you to develop all the necessary competences for debriefing and evaluation. The questions will become more precise with time and you will also be able to lead discussions that are evolving into a direction you had not foreseen. By developing your own style and adapting it to your needs and the need of your target groups ETS will offer high potential to develop your skills as well, whether you are a coach in sports or a youth worker/trainer in non-formal education settings.

Chapter IV.

Exercises

Name

- IV.1. The Snake
- IV.2. Team Roles
- IV.3. Learn to Play
- IV.4. Healthy Choices
- IV.5. Play for your rights to health
- IV.6. Basketball as a tool for communication
- IV.7. Recycled Mini Games
- IV.8. Lazyhill on the Move
- IV.9. Traditional Games – Identity and Sport
- IV.10. Human Fussball
- IV.11. Heal the World
- IV.12. Escaping Alcatraz
- IV.13. Frisbee for ALL “10 Passes “

Theme

- Inclusion & Discrimination
- Inclusion & Conflict Resolution
- Participation & Cultural Diversity
- Health
- Human Rights & Health
- Conflict Resolution
- Environment
- Conflict Resolution & Citizenship
- Cultural Diversity & Human Rights
- Inclusion & Conflict Resolution
- Environment
- Inclusion & Conflict Resolution
- Inclusion & Discrimination

move & learn

move & learn

IV.1.THE SNAKE

THEMES	Inclusion & Discrimination
Competencies	Communication in foreign languages, Teamwork, Cooperation, Strategic thinking;
Group Size	12 - 20
Complexity	1
Age Range	12- 40 years old
Time	90 minutes

OVERVIEW

The exercise is a three-stage physical activity that aims to be an eye opener for participants into the concept of Education through Sport by showing the difference between education for, by and through sport. The referee will make it so that it can be an exercise that raises awareness of the topic of discrimination.

OBJECTIVES

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

MATERIALS

- 20 bibs or scarves;
- A safe space for running the activity according to the size of the group,
- Flipchart papers & markers.

PREPARATION

Mark out the space of the activity (if necessary).
Prepare the bibs/scarves for the teams.
Explain the rules and have them clearly stated or posted on a flipchart.
Prepare debriefing questions.
Preparation for the referee.

INSTRUCTIONS

Tails - Each participant will be given a bib or a scarf and try to get it from the others without losing their own. The bibs are tucked into the trousers or the shorts at the back of each person. The game can be used as the warm up exercise. Explain to the participants that they must have at least half of the bib on show for others to catch it (5 minutes)

Snake - Separate the group into 3-4 teams (the teams should be of around 4-5 people).

Give them the instructions. 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.

Introduce the referee.

Play the activity (15 minutes)

Discrimination exercise - Stop the game and let the participants know that in order to get better results they are allowed 2-3 minutes to decide on a strategy within their teams.

Let them play again ; this time the referee has to act accordingly to the instructions offered in the tips for facilitation. (15 minutes)

Debriefing + Closing – (40 minutes)

DEBRIEF AND EVALUATION

- *Ask them 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?
- *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 FACILITATORS

- The role of the referee (introduced from the beginning) is to discriminate one of the teams in the third 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.
- However, there should be a gradual transition from impartial to clearly helping some teams while disadvantaging the other so make sure the role of the referee is given to a person who can stay in character throughout the session, thus keeping it realistic.
- 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.

IV.2. TEAM ROLES

THEMES	Inclusion, Conflict Resolution and Discrimination
Competencies	Conflict resolution, Self-reflection
Group Size	10 - 16
Complexity	1-2
Age Range	16+
Time	90 minutes

OVERVIEW

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

OBJECTIVES

- To develop social competencies.
- The value of inclusion.
- To understand and reflect on your own behaviour and behaviour of others.
- Team building.

MATERIALS

- Basketball court
- Basketball
- Bibs
- 2 whistles.
- Role cards

PREPARATION

Check the playing area is safe
Prepare the Bball, bibs, role cards

INSTRUCTIONS

Organise the participants into 2 teams of 5 or more teams if the numbers are greater than 10

Step 1 - Education for sport

Explain to participants that they must play basketball in their teams and that the objective is to win.

Explain how to play. Demonstrate the rules and boundaries to participants.

Ask the participants what the rules of the game are?

At this stage simple rules such as double dribble and travelling with the ball will come out.

(Play for 10 minutes)

Step 2 - Education by Sport

Introduce some conditions to the game to show how the game will use Education by Sport.

These can include:

- no dribbling
- only females can score
- every team member must touch the ball
- ball must be passed at least 3 times before you can score
- can only dribble with weak hand
- males can only score with weak hand
- males can only score outside the key

(Play for 10 minutes)

Step 3 - Education through sport

Introduce role cards. The participants should not discuss their role with anyone

They must now play the game in this role.

!! At this stage there could be conflict due to the roles so take care in the selection of the roles

(Play for 10 minutes)

DEBRIEF AND EVALUATION

Start by reviewing what was happening during the activity. Following questions can be used:

- What was happening in the first part?
- Were the instructions clear; did you understand how to play basketball?
- Did you like the game?
- How was the second part for you?
- How did you cope with limitations?
- How did you feel? Did you feel more included in the game than in the first part?
- Did the team work well?
- How did you feel when you couldn't score (men)?
- Were you under pressure because you have to score (women)?
- What was happening in the last part?
- How did you feel in your roles?
- How did you perceive the behaviour of others?
- How did you adapt your communication and behaviour towards them?
- What do you think why they behave like that?
- How do you react otherwise when somebody is behaving in that way towards you?
- Do you behave in that way in some situations in everyday life?
- What did you learn out of this game?
- Would you do something differently next time?

TIPS FOR FACILITATORS

The debrief should be done only at the end of the game, otherwise you may break the flow of the activity.

Let the participants pick the roles or if you know the group well and you are sure you can handle the situation then roles can be given to the participants to reflect on their own behaviour – if this is undertaken then caution must be used to ensure there that participants are not overly frustrated with the role they have been given.

ADDITIONAL INFORMATION

Role cards to be made up from the following.

Different cards can be introduced to explore different social competencies

- being selfish
- pass to the other team
- yell at those who make a mistake
- try to include everyone
- only pass to one person
- be a referee
- coach the team
- be over enthusiastic

This activity can be adapted to most team sports such as handball and football.

IV.3. LEARN TO PLAY

THEMES	Participation, Cultural Diversity
Group Size	10 +
Complexity	2
Age Range	16+
Time	90 minutes

OVERVIEW

This exercise explores learning styles through the game of basketball and challenges the participant to identify their own best learning style.

OBJECTIVES

- To understand different learning styles.
- To explore different approaches to learning styles.
- To reflect on participants' own learning style.

MATERIALS

- 2 Basketballs
- Basketball court
- Role cards with the learning styles and explanations
- Bibs to segregate the teams
- Flipchart, markers, Post it note paper.

PREPARATION

- Prepare the role cards with the learning styles and explanations
- Check the basketball court
- Ensure the basketballs are properly inflated
- Have enough bibs for the number of participants, 1 colour of bibs for each team should be used.

INSTRUCTIONS

Participants are given role cards with real life learning styles and they are asked to behave accordingly during the whole exercise. Participants should take time to read their roles and think about how they can implement their role throughout. If further explanation of the roles are required then the participants should seek clarification from the trainers

The session begins by teaching all members of the group, how to throw the basketball (hands, body, jump, arc of the ball, looking in between arms, movement)

Teach the rules of the game so that everybody in the group understands and then let the teams play the game. (60 minutes)

ROLE CARDS:

The trainers – ask the group for volunteers who know how to play basketball. Make sure that in each team of 5 there is one of all the 5 pure learning styles below.

1. ACTIVE

Active learners tend to retain and understand information best by doing something active with it – discussing or applying it or explaining it to others. »Let's try it out and see how it works« is an active learner's phrase. Active learners tend to like group work more. Sitting through lectures without getting to do anything physical but take notes is hard for them.

2. REFLECTIVE

Reflective learners prefer to think about it quietly first. “Let's think it through first« is the reflective learner's response. Reflective learners prefer working alone.

INSTRUCTIONS

3. SENSING

Sensing learners tend to like learning facts. Sensors often like solving problems by well-established methods and dislike complications and surprises. Sensors are to resent being tested on material that has not been explicitly covered in class. Sensors tend to be patient with details and good at memorising facts and doing hands-on (laboratory) work. Sensors tend to be more practical and careful. Sensors don't like courses that have no apparent connection to the real world.

4. INTUITIVE

Intuitive learners often prefer discovering possibilities and relationships. Intuitors like innovation and dislike repetition, intuitors may be better at grasping new concepts and are often more comfortable with abstractions and mathematical formulations. Intuitors tend to work faster and to be more innovative. Intuitors don't like »plug-and-chug« courses that involve a lot of repetition and routine.

5. ONE OF THE FOLLOWING 4 (FREE CHOICE OF FACILITATOR):

VISUAL

Visual learners remember best what they see – pictures, diagrams, flow charts, time lines, films, and demonstrations.

VERBAL

Verbal learners get more out of words –written and spoken explanations.

SEQUENTIAL

Sequential learners tend to gain understanding in linear steps, with each step following logically from

INSTRUCTIONS

the previous one. Sequential learners tend to follow logical stepwise paths in finding solutions.

GLOBAL

Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly »getting it«. Global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.

DEBRIEF AND EVALUATION

Discussion is facilitated by the trainer about the roles of the participants and their learning experience (30 minutes)

- How did you feel during the activity?
- What happened? Any interesting moments?
- What do you think of the teaching methods of the two trainers?
- Did you learn something?
- What did you learn?
- How did you learn?
- What is its implication to your role as a trainer?
- What do you think of learning style typology?

ADDITIONAL INFORMATION

Participants are advised to visit the following link and make their own learning style test.

<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

IV.4. HEALTHY CHOICES

THEMES	Health
Group Size	20 +
Complexity	2/3
Age Range	16 to 30 year old
Time	90 minutes

OVERVIEW

This exercise will look at the health and nutrition through food and physical activity. The exercise will show the implications of healthy eating and smoking and to discuss the topic

OBJECTIVES

- To understand the main principles of non-formal education.
- To share experience with non-formal education through sport and physical activities.
- To experience how to combine a sport or physical activity with learning outcomes.

MATERIALS

- Teaching area/room, flipchart, markers, music system, laptop, projector, one basket, box or big container, one large trash can.
- Straws, steps for aerobics, cotton balls, rubber band, sandwich bag, »Live Tobacco Free« worksheet questions which are included in the description.
- A Hula Hoop (or circle in gym's centre), 22 coloured light balls, Colours: Red (Meat), Blue (Water), Orange (Vegetables), Green (»Go« Exercise), Purple (Fruits) Black (Sweets - Chocolate), White (Cereals, Breads, Pasta), Yellow (Dairy products)
- 3-5 »DARE« balls (different to others) - to represent unhealthy choices such as drugs, lack of exercise, etc.
- Food pyramid projected on wall, a colour code chart to show which food group is represented by which ball.

PREPARATION

- Check the area is safe for the activity.
- Set up laptop and projector with food pyramid projected on wall.
- Set up a colour code chart to show which food group is represented by which ball.
- Have flipchart and paper prepared.
- Have a hand-out about formal and non-formal education ready for each participant.

INSTRUCTIONS

Open a discussion on “What is non-formal education”. Show pictures associated with different aspects of formal, informal or non-formal learning. In pairs – Ask the participants to share experiences they have had in their lives
As a group – compare formal and non-formal education using the table below

	formal	non-formal
Purposes	<i>Long-term & general Credential-based</i>	<i>Short-term & specific Non-credential-based</i>
Timing	<i>Long cycle Preparatory Full-time</i>	<i>Short cycle Recurrent Part-time</i>
Content	<i>Standardized Input centred Academic Entry requirements Determine clientele</i>	<i>Individualized Output centred Practical Entry requirements Clientele determine</i>
Delivery system	<i>Institution-based, Isolated from environment Rigidly structured, Teacher-centred Resource intensive</i>	<i>Environment-based Community related Flexible, Learner-centred Resource saving</i>
Control	<i>External Hierarchical</i>	<i>Self-governing Democratic</i>

EXERCISE 1: SMOKING AEROBIC – 20 MINUTES

The idea is to have a group experience with physical activity with learning objectives in connection to health. The purpose of this activity is to show how smoking tobacco affects a person's everyday physical activity.

INSTRUCTIONS

1. Step Aerobics: Do a 5 minute step aerobics routine with the students. Any routine will do, as long as it is rigorous and gets their heart rate up.
2. Participants count their heart rate on their wrist for 30 seconds, and multiply the number by 2.
3. Discussion: Have the participants answer the first two questions:
 - What are the two factors you know about smoking?
 - What are your two favourite physical activities?
4. Discuss the results in the group by listening some examples of answers.
5. Smoking Aerobics: Each participant gets a straw and a step. They will do the same exact aerobics routine from the beginning. The difference is they will be using straws to breathe in and out. The straws represents how a smoker feels when doing physical activity. (Note: Please be careful with this part of the lesson for safety reasons. Make sure that you use soft straws).
6. Have the participants check their heart rate again the same way to see if there is a difference compared to the first time.
7. Finish by answering these two questions:
 - What did you feel when doing aerobics while breathing through the straw?
 - How can smoking affect your two favourite physical activities you wrote down in question two?

Conclude with the group.

INSTRUCTIONS

EXERCISE 2: MIND YOUR FOOD – 30 MINUTES

1. Review locomotor skills, food pyramid.
2. Select some participants (5-6) to be taggers or »munchers«. Taggers stand at the half court line beside the »stomach« (hula hoop) until the music starts and then they try to capture food, water, exercise, and unhealthy habits. All others select a ball from the »grocery box« and go to one of the two end lines in the gym. Explain safety aspect of tagging another person!

Prior to turning on the music the facilitator announces one of the locomotor skills. Once the music begins, all perform the locomotor skill that was requested. The students representing food, water, exercise, and unhealthy habits try to make it to the opposite end line without being tagged by a »muncher«. The »munchers« are trying to fill up the stomach (hula hoop) with the daily recommend servings from each of the food groups. The »munchers« also want to capture some exercise and water! (The foam balls go in the stomach or hula hoop.) When the »munchers« tag unhealthy habits, they place the ball in the trash can. Instead of sitting out after being tagged by a »muncher«, participants go back to the »shopping box« and get another ball.

If you do not have enough balls to do this, you could have them help the »munchers«. A new game begins (with new »munchers«) once all (or at least most) of the daily recommended servings are captured.

After the exercise the group refers to the food pyramid and »check« the stomach (hula hoop) to see if anything is missing or if anything is in the stomach that is unhealthy. Did the munchers get water? Exercise? Did they eat too many sweets?

INSTRUCTIONS

NOTE ON THE PARTICIPANT WITH DISABILITIES:
Our participant in a wheelchair will have a helper and will keep the ball in their lap.

EXERCISE 3: ALCOHOL BALL

Description:

Have a few participants volunteer catch the ball as you throw it to them. Play catch with them for a minute or two. Now ask them to spin around 10 times fast, then squint their eyes. Ask them to finish spinning and start throwing the balls to them and ask them to throw the balls accurately back to you. (It is usually quite difficult for them to accurately throw the ball at this point.)

Debriefing:

People who drink too much alcohol have blurred vision and poor coordination even without squinting and spinning around. Ask them to explain how these effects can be damaging to the person drinking and to others.

DEBRIEF AND EVALUATION

- Debriefing of this session will be done after each stage.
- Ensure that you allow all the participants to have an input through the process.
- At the end some questions should be asked to reinforce the learning process.
- What have you learned/experienced today?
- Have you been influenced by the session? In what way?

ADDITIONAL INFORMATION

Locomotor skills that will be used: walk, run, jog, hop, jump, leap, gallop, slide, skip
FOOD PYRAMIDS



Vegetarian Pyramid



Paleolit Pyramid



Basic Pyramid

IV.5. PLAY FOR YOUR RIGHT TO HEALTH

A role playing basketball game which explores health and human rights.

THEMES	Human rights
Group Size	20 - 24
Complexity	2
Age Range	16 - 30
Time	70 minutes (40 minutes for introduction and the game, 30 minutes for debriefing)

OVERVIEW

This exercise uses basketball to explore and give understanding of how other people are affected by their circumstances and how things mean different things for different people.

OBJECTIVES

- To understand that access to health is influenced by social, economic, environmental factors.
- To understand that health is a fundamental human right.
- To experience the links to connect sport, human rights and health.
- To reflect on how sport and physical activities can be used to learn about the right to health.

MATERIALS

- Basketball court
- 2 basketballs
- Role-cards
- Playing bibs x 6 in 3 colours.

PREPARATION

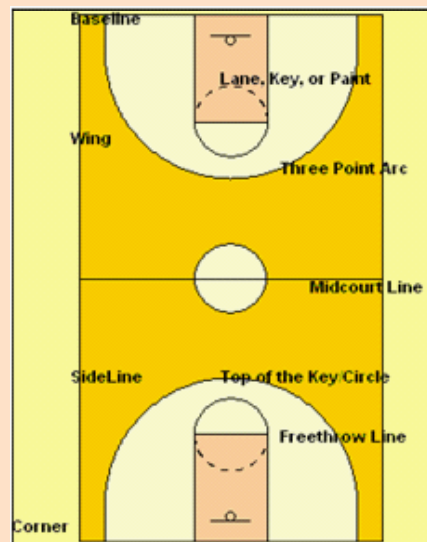
Ensure the working space is safe for delivering the exercise

Print out the role cards

Gather the playing bibs for selecting the teams

INSTRUCTIONS

There are 4 teams of 5-6 participants. There are two referees, one on each side. Two teams are playing on one side of the basketball court using only one basket. The usual rules of one-side basketball match apply (the one who scored can start from the middle, if opposite team takes the ball away player with the ball must take the ball out of the three point arc).



Each player gets a role card (see below). They get 3 minutes to imagine what this person would be like, what feelings he would have, how she would play, what life she would have...). The game starts at the same time on both sides of the court. The goal is to play the game and win. The game lasts for 20-30 minutes. Each minute the facilitator shouts the one of the following condition of health:

INSTRUCTIONS

- information on health issues
- proper education on health
- proper health service
- medical insurance
- healthy, good quality food
- clean water
- safe and hygienic home
- good environmental conditions
- violence-free life
- no discrimination
- freedom
- mental and psychological health
- sport
- healthy working conditions

If the person with the actual role could not have access, or could not get that condition he/she will have to stand still for 30 seconds (can get and throw the ball, but cannot move). After 30 seconds he/she can move on in the game. It is important to explain that this element should be played honestly, so if that role would not be likely to have access, the player must freeze.

If someone scores a basket he/she receives a so called “extra chance”. The extra chance can be used up when the announced condition would freeze the player. If a player has an extra chance and the announced condition would freeze him for 30 seconds, all he/she has to do is to raise both his hands up and shout his own name to show to the referee that he/she is using up one extra chance. Extra chances can also be given to someone else in need, by going to the frozen person and putting both hands on his/her shoulders and shouting his/her own name.

The role of the referees: they are identifying the faults; they are noting and observing the extra chances. He/she notes down if a player scores a basket, and keeps record of the extra chances players receive or use up. They are both given a notepad, a pen and a whistle.

DEBRIEF AND EVALUATION

The facilitator does a short de-rolling exercise before debriefing. For debriefing the whole group sits down on the floor. Facilitator is using the following questions for debriefing:

- How did you feel during the game?
- What do you think of your role person (on the role card)?
- How did the game go? What happened?
- Was there any major problem or conflict during the game?
- What relevance do you see to human rights issues?
- In light of the exercise what links do you see between health and human rights?
- Did everyone have the right to health during the exercise?
- What did you learn?
- Do you think the right to health service is a human right?

TIPS AND CONSIDERATIONS FOR FACILITATORS

This exercise can be used with other team games such as football or handball.

Please note the sensitivity of the roles and how people could get uncomfortable with them.

ADDITIONAL INFORMATION

Role cards:

You are a young person from Africa. You are illegally staying in the country and working on a temporary basis every now and then.	You are a youngster who has just left an orphanage at the age of 19. You are basically homeless and live at friends' or on the street. You are still unemployed.
You are a local young person with a very poor background. You live with your mother and you have to do some work to help at home.	You are a wealthy young person from a very rich family. You are a student and your parents give you everything. You are a drug addict.
You are a young prostitute. You have to obey your pimp. You have no education and come from the countryside.	You have just finished university and have a very good job. You earn well and you stand on your own feet. You are very selfish and mean.

IV.6. BASKETBALL AS A TOOL FOR COMMUNICATION

In the first part of this exercise the participants experience how different approaches of communication link to different feelings and have an impact on their performances. In the second part the participants get to know and practice the approach for communication, called “The appreciative inquiry”.

THEMES	Conflict resolution, social inclusion and discrimination
Group Size	12 – 16 participants
Complexity	2
Age Range	13 – 25 years old
Time	approx. 90 min

OVERVIEW

The exercise is divided in to 3 modules:

- Basketball 1 (Discover the impact of different approaches of communication)
- Short introduction to the appreciative inquiry
- Basketball 2 (Practical experience of the appreciative inquiry)

A debriefing follows each of the 2 basketball modules.

OBJECTIVES

- 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.

MATERIALS

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

PREPARATION

As trainer you need to gain knowledge regarding the appreciative inquiry and prepare how to introduce the participants to this approach.

INSTRUCTIONS

Basketball (1):

- Play basketball
- 2 x 6 minutes
- 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

Short introduction to the appreciative inquiry

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

E.g.:

- 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

INSTRUCTIONS

OBS!: The goal is not to make an academically correct and complete introduction to the subject, so make it as short and simple as possible!

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

DEBRIEF AND EVALUATION

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?

DEBRIEF AND EVALUATION

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 FACILITATORS

- There should be some kind of warm up before this exercise!
- Make sure to be very concrete and clear in the instructions for the negative communicating coach (We don't want this to run wild and out of hand!)
- To make sure that the participants warm between the two games, you can try to make the debriefing a bit active (E.g.: When asking a question you throw a ball to the respondent, or the participants could do a "jog-and-talk" prior to the shared debriefing)

IV.7. RECYCLED MINI GAMES

THEMES	Environment, Sport, Recycling
Competencies	Teamwork & Cooperation, Problem solving, Recycling, Citizenship,
Group Size	9+
Complexity	Level 1/2
Age Range	8+
Time:	120 minutes

OVERVIEW

The aim of this activity is to get participants to use their imagination to design new games using recycled materials and for those games to them be used as part of a Mini Games or Mini Olympics.

The issues addressed include:

- Recycling and the environment
- Sustainability

OBJECTIVES

- To develop group work and cooperative skills and creativity.
- To encourage participants to think about recycling and the environment.

MATERIALS

- Recycled materials i.e. cans, bottles, paper, tins, toilet rolls, cartons.
- Bibs
- Scissors
- String
- Glue
- Sellotape
- Chalk

PREPARATION

Recycled materials can be collected either

- over a few weeks leading up to the activity
- by asking participants to bring their recycling in from home
- by getting all participants to collect their recycling the week leading up to the activity

INSTRUCTIONS

- Divide participants into equal groups of at least 3 and at the most 5
- Give each group a bag of recyclable materials
- Tell participants that you will all be taking part in Mini Games or Mini Olympics that is inclusive of all and that everyone has to take part in.
- Tell participants that, in their teams, they have to devise a game or activity using the recyclable materials and other materials provided and that that game or activity will form part of the Mini Games or Olympics
- Give each team 45 minutes to devise 1 or more activities and tell them to come up with the rules which they will have to explain to the others
- At least one game from each team will be used as part of a Recycled Mini Games for all participants.

DEBRIEF AND EVALUATION

Begin by asking participants if they enjoyed the activity and asked them how they worked together as a group, made their decisions and carried out the tasks. Then go on to discuss the games themselves and the rules people invented.

- Did everyone feel they were able to contribute?
How did the groups make the best use of individual talents of their members?
- Did the group work democratically or was there an appointed 'leader'?
- Was it hard to design games?
- Was it easy to make use of the recycled materials provided?
- Which games did people like the most?
- Did any group find the need to change the rules of the game once they tried it out?
- How inclusive were the games? Was everyone able to take part?
- Were the rules of each game 'fair'?
- Did the groups use the recycled materials in ways that they would never have pictured prior to these Games?

TIPS FOR FACILITATORS

- Mix the groups up as much as possible with a variety of abilities and a mix of ages and gender in each.
- You may need to designate a 'Games' area and a time limit for games.

ADDITIONAL INFORMATION

Variation

An alternative version could be a Recycled Olympic Games where participants have to choose Olympic sports that can be carried out using the recycled materials, e.g. relays, shot put, etc.

IV.8. LAZYHILL ON THE MOVE

Role playing exercise to learn about social change

THEMES: Conflict Resolution, Citizenship, Environment, Inclusion, Human Rights

Group Size – 15 to 25

Complexity 3

Age Range 16 to 30 years

Time 240 minutes

OVERVIEW

This exercise will help develop understanding in a number of key themes. Participants will take up various roles in a fantasy town and come up with a project in order to get the town active for an event called Move Week

OBJECTIVES

- To use sport as a tool to achieve learning and social change in the community.
- To gain understanding of working in partnership.
- To understand the roles different people play in society.

MATERIALS

- Access to an area in order to carry out the community activity
- Access to sports equipment
- Access to the internet
- Paper, Pens, Card, Flipcharts
- Role Cards for participants

PREPARATION

Select 4/6 of the group who will take the place of the people who are in charge of the two organisations.

Prepare the roles of the group in little cards.

Issue the instructions to the group to read and also read it as a group

Explain to the group that they must each choose a role card and this is the identity they must undertake for the duration of the exercise.

Explain to the group that they must implement the project after 180 minutes and the project should last no longer than 60 minutes in total.

Have debriefing questions ready for the end of the activity

INSTRUCTIONS

You all live in a town called Lazyhill somewhere in Europe. In Lazyhill there is a sport for all organisation NGO called YesWeRun that is run by a bunch of sport loving young people. They heard of a European movement called Move Week which is inspiring Europeans to do more sports and physical activities for health and social-economic benefits using methodology of education through sport.

There is also a youth organisation called DreamRiders that is working with young people in the neighbourhood. They are working with young people with fewer opportunities (especially local minority groups). There are many prejudices about the local minority people, and there is a clear problem of not being able to create a multicultural coexistence.

The two organisations decide to work together and make a project that will involve different groups of young people. Their challenge is to create a realistic project that is ready by the Move Week.

INSTRUCTIONS

Your task is to plan and implement this project (which should be maximum one hour) with the following elements:

- You must use sport as a tool to achieve learning and social change in the community
- You work together with the other NGO.
- You involve young volunteers in the preparations and implementation.
- You must get the necessary funds for your project.
- You run the activity!

For preparations you can work for three hours and you shall organise the activity for one hour. The Move Week finishes after four hours, so all activities will stop at that moment.

Other organisations that you can cooperate with, you can find them in the devoted space/room. You do not leave this space!

- Local municipality of Lazyhill
- Local newspaper
- Youth in Action Office
- Local sport club with facilities
- A secondary schools with young people
- A sport management college with students
- A private gym
- A local company trading with sport clothes and equipment
- A health centre

During preparations you can use the Internet, you can send emails and you can organise meetings. When you announce that the activity is about to start all participants, including the team becomes participants of the action that you organise.

DEBRIEF AND EVALUATION

- How did the participants find the activity?
- How did your role make you feel?
- What roles were used and which were successful and which were not?
- Who had the most important role?
- Why was it the most important role?
- Can sport make a social change in a community?

TIPS FOR FACILITATORS

- Allow the participants to find their own way in this task.
- Avoid interfering and do not guide the outcome in any way.

ADDITIONAL INFORMATION

Role Cards

YesWeRun Organisation activist	YesWeRun Organisation activist
YesWeRun Organisation activist	DreamRiders activist
DreamRiders activist	DreamRiders activist
Head of Department of Youth and Sports at the municipality of Lazyhill	Journalist at the local newspaper called Lazymail
Sport doctor at the local health centre	Owner of the local gym called Spartacus
Head of the Youth in Action Office	Sport trainer at the Spartacus sport club
Director of the Secondary School	Head of sport for all department at the College
Owner of the sport clothes and equipment trading company	Student in secondary
Student in secondary	Student in secondary
Student of sport management at College	Student of sport management at college
Student of sport management at College	Student of sport management at College
Minority young person hanging out on the street	Minority young person hanging out on the street
Minority young person hanging out on the street	Minority young person hanging out on the street

IV.9. TRADITIONAL GAMES – IDENTITY AND SPORT

An exercise exploring differences in culture, ethics and human rights through sporting and life experience

THEMES	Culture and Diversity, Human Rights
Group Size	15 to 25
Complexity	1
Age Range	16 to 30 years
Time	90 minutes

OVERVIEW

This exercise will allow the participants to communicate about cultural, ethical and human rights from their own perspectives. It will explore influences on people and how they have impacted on their decision making and experiences.

OBJECTIVES

- To understand the connections between culture and sport.
- To better understand ourselves and our identity.
- To understand the intercultural aspects of sport.

MATERIALS

- Access to an area in order to carry out the activity – approx. 7m x 7m
- Laptop, projector, screen/wall, Flipchart paper, Paper and Pens, Large Envelope, Chairs, PowerPoint
- Shrek onion Clip

PREPARATION

Set up the laptop and the projector and test the video to make sure it works

Prepare the flipchart papers for the onion exercise

Have the questions in 3 envelopes for each group

Have a slide show (power point) on hopscotch the game and instructions in case participants have never played it

INSTRUCTIONS

Play the Shrek Onion Video to the participants

Reflection: Just like an onion, each person has multiple things that make up who they are, things which are always influencers in their lives, what determines how they make decisions. Participants will be given 15 minutes to reflect personally about themselves using the onion metaphor.

Transition Question: What is your first memory of sport or physical activity and why has it stuck?

IDENTITY

HOP SCOTCH IN AMERICA

In groups of 4, share either your variation of hopscotch or a similar traditional game played as a child in your country. Come pick up envelope with next step. Once you have shared reflect and provide responses on the following questions in the envelope

- What is the effect of sport on culture?
- What is the effect of culture on sport?
- What are some of the intercultural aspects of sport?

As a large group extend the discussion to look at cultural opinions debate on the following for the debrief

DEBRIEF AND EVALUATION

- Do you think that politicians in your country use sport, or sporting events, to distract and divert people from political and economic issues?
- Is sex testing of athletes necessary to ensure fair competition or is it too great an infringement of people's human dignity and right to privacy?
- Do you think professional sportsmen and women should have similar rights to those of other workers, for instance, the right to form trades unions and the right not to be unfairly dismissed?
- China has a poor human rights record. Should they have been chosen to host the Olympic Games in 2008?
- Athletes at the international level have to agree a code of conduct. Those who then breach the code, for instance, by using a sporting event to make a political statement are penalised. Is this a denial of a person's right to free expression?



IV.10. HUMAN FUSSBALL

THEMES	Inclusion, Conflict Resolution.
Competencies	decision making, teamwork
Group Size	20+
Complexity	1
Age Range	14 to 30 year old
Time	90 minutes

OVERVIEW

This activity explores key themes of inclusion, empathy, role distance and tolerance of ambiguity to participants and within the role of the trainer. The participants will play Human Fussball and explore these topics.

OBJECTIVES

- 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.

MATERIALS

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

PREPARATION

Ensure the playing area is safe
Mark out the playing area with marker cones if a proper football field is not being used
Mark the defence, midfield and forward line for the participants with the ropes

INSTRUCTIONS

Explain the rules of the game to the participants

Play the Game: two rounds of 15 minutes. Two teams of ten players and a goalie.

Set the teams up as 1 goalie, 3 defenders, 4 midfielders, 3 strikers.

INSTRUCTIONS

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.

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.

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

DEBRIEF AND EVALUATION

- 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 ICL?
- Is a sport a useful tool for ICL?

ADDITIONAL INFORMATION

Roles:

- 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

IV.11. HEAL THE WORLD

Physical activity game about the participant's knowledge of environmental protection

THEMES	Environment
Group Size	15-30
Complexity	3
Age Range	18-30
Time	90 minutes

OVERVIEW

This exercise will teach participants about environmental protection using the active outdoor activity. It involves 15 to 30 participants where 2 of them have roles of catcher and doctor. Participants that are caught and brought to doctor will answer questions on the topic of environment and if they can answer the question they can re-join the game. The participants who don't know the answer should design a poster that will present to the rest of the group once when the game is finished.

OBJECTIVES

- Teaching participants about environmental protection through active physical activity.
- Understanding different learning styles and explaining education through sport as one of them.
- Involving participants into first steps of Education through Sport by debriefing the exercise and answering the question about how do they find the methodology.

MATERIALS

- Papers with written questions for the participants who are caught
- A bib for the one that is catching others
- Objects to mark the running field – marker cones
- Area for the questions from the doctor
- Colourful markers and flipcharts for posters (preferably from recycled paper)

PREPARATION

Prepare the questions for the doctor to ask the participants.

There should be one facilitator that would explain the rules and one that will follow who is tagged, who is dead and who is healed. Facilitators should share the roles in preparation phase.

INSTRUCTIONS

- Instructions from facilitator to participants (10 minutes)
- Exercise played (30 minutes)
- Poster designing additional (15 minutes) some of the participants will start to design posters while game is still on
- Poster presentation (15 minutes)
- Debriefing and evaluation (20 minutes)

The facilitator should choose one participant from the group that will be the catcher to tag the other participants. Another participant will be chosen to have the role of the "doctor" (they can also apply voluntarily).

Facilitator to give the instructions to the group that the "catcher" has a task to run after participants and catch them. Once a participant is caught they are "frozen" and they have to lie on the ground.

"Catcher" continues to run after others. The rest of participants that are not tagged have to carry/help the "frozen" one to the hospital where the "doctor" will make them a question connected with environmental protection. While they are carrying the "frozen" person they are protected from the "catcher". The "frozen" person can be carried from the side by a maximum 4 people.

In hospital the "doctor" will read them a question. If they answer the question correctly they will be "healed" and back in the game. If they don't reply correctly they have the task to design a poster with the answer, which they will get from the "doctor", that they will share later with the group.

INSTRUCTIONS

Examples of questions the “doctor” should ask:

- How many kilograms of toxic chemicals that end up in the air can be filtered through one tree per year? (Answer 30kg)
- How many litres of oxygen a tree can produce in one hour averagely?(Answer 1200 litres)
- How many sheets of paper can be produced from one average sized tree?(Answer 90.000)
- Which metal can be recycled endlessly?(Answer Aluminium)
- Which country in the world is the highest in amount of recycled waste? It recycles 90% of its own waste?(Answer Japan)

DEBRIEF AND EVALUATION

This exercise can use the ORID method of debriefing where in different parts questions should go as follows:

O

OBJECTIVE OBSERVATION (state of obvious facts)

- What happened in the game? Explain the game and how did you find it.
- Was your task of doctor, catcher or participant hard and did you wish to play another role?
- Was the game physically hard for you?

R

REFLECTION (CONNECTION WITH EMOTION)

- How did you feel when you were caught and you could/couldn't answer the question?
- Did you feel enough support from the rest of the team?
- Did the team take care of “frozen” people enough or did they just try to avoid being caught (connect the question with team work and team spirit within the team)?

DEBRIEF AND EVALUATION

I

INTERPRETATION (ASSESSMENT & EVALUATION)

- Did you learn something anything during this exercise?
- Do you think you have more knowledge about environmental protection after now?
- Do you think that methodology of the exercise was correctly chosen?

D

DECISION (ACTION/NON ACTION)

- Do you think that after getting the information you can do something more about environmental protection?
- Do you think that your personal acts might influent general picture in environmental protection?
- What do you think that might be your next step you could take in decreasing your personal footprint?

TIPS FOR FACILITATORS

Think up the questions that will be adjusted to the level of the knowledge of the team. If you work with environmental engineers or youngsters with fewer opportunities it would make a difference in decision of which questions you should ask.

Try to make the questions relevant and have a mix of easy and hard questions.

It will be good to get a wide variety and more posters at the end of the exercise so more participants can present explanations and learn about environmental facts.

ADDITIONAL INFORMATION

The game can be modified on many different topics very easy, just by changing the questions that doctor would make and last part of debriefing.

IV.12. ESCAPING ALCATRAZ

This exercise is a combination of several activities to perform as a team together and is embedded into a storyline.

THEMES	Social Inclusion, Discrimination, Conflict Resolution
Group Size	15-25
Complexity	3
Age Range	16+
Time	90/120 minutes

OVERVIEW

“Escaping Alcatraz” combines several activities the group has to perform as a team and the degree of difficulty is increasing with every activity.

OBJECTIVES

- To foster teamwork.
- To establish and develop communication rules and deal with inner-group conflicts.
- To support all team members and include them into the activity.

MATERIALS

- Regular gym
- 3 long benches, two poles or anything else to hold a rope
- big mat (a soft one)
- 2 really long ropes (e.g. 10 metre climbing rope)
- a key or another object (bean bag) to put into the centre of a circle to fetch
- vaulting horse
- 3-6 tyres or hula hoops (depending on size of the group)
- swinging rope (coming down from the ceiling)

PREPARATION

The gym needs to be prepared in advance. All the “stations” along the story of “Escape from Alcatraz” can be laid out and prepared before the exercise starts. It does not matter if the participants will see them when they enter the gym.

- Crack the code: Put three benches in a triangle. If you want to make it more difficult you can turn them upside down.
- Hot wire: Put a rope between two poles at chest height.
- Acid lake: Place a rope in a circle and put a key on something in the centre. The other rope is on the side.
- The wall: Place the big mat wherever you want this activity to be performed.
- The gorge: Place the vaulting horse at approximately 5-6 metres (depending on the group) from the tyres you lay down on the ground. The rope (coming down from the ceiling) has to be in between these two.

INSTRUCTIONS

- Prepare the gym and meet the group at another place. You start to tell the story of Alcatraz by explaining that they are all prisoners and want to escape the place. But it is really hard and they have to overcome several obstacles. It is up to you how detailed your story is.
- Blindfold all the participants except one. This one has to lead the whole group to the gym.
- As soon as the participants arrive at the entrance of the gym they can take off their blindfold and are introduced to the first task.
- The first task is “Crack the code”: They have to stand on the bench all together and they have to position themselves according to their postal code or birthday or any other criteria connected to numbers you choose. It is not allowed to leave or fall off the bench. This activity can also be done in silence in order to increase the difficulty.

INSTRUCTIONS

- The second task is “Hot wire”: They have to overcome the chest high rope without touching it. It is not allowed to jump (health and safety) or use any other supporting material. The participants must go over the rope using only each other. The mat should be used for safety in case anyone falls.
- The “acid lake” contains the task to get the key from the centre of the “lake” (rope placed in a circle). The only supporting material is the other rope, nothing else. It is not allowed to touch the lake, of course.
- You place the big mat vertically on the floor and tell the participants to overcome this wall, without leaving anybody behind or going around it.
- The gorge entails the following task: All the participants have to get to the tyres/hula hoops (the hoops or tyres should be small to avoid any injuries) and land in them by using only the rope (coming down from the ceiling) as supporting/swinging material. The place between the vaulting horse and the tyres is the gorge. It is not allowed to jump and if anybody touches the ground all participants have to go back to their original place. That rule applies to all the other stations as well, but you can adapt it if necessary.
- After the escape has been successful you debrief it together with the group.

DEBRIEF AND EVALUATION

First you ask the participants to sit down in a circle and congratulate them on their successful escape. Then you may start with two general questions: What went well? What was not working at all? By asking participants to elaborate their observations and feelings you will naturally get to the topics of teamwork, fair play, conflict resolution and inclusion. It is up to you how far you want to reflect on the specific topics and what focus you want to put within the group.

TIPS FOR FACILITATORS

This exercise offers flexibility regarding the rules. You can always give the participants some “extra lives” (touching the ground won’t put all participants back, but the group continues where it was) to make it easier, especially when you observe the frustration with one task grows stronger within the group. But you can also make it harder/stricter if you blindfold participants or give them any other restriction (e.g. no speaking allowed) they have to deal with. As a facilitator you have to observe the atmosphere very closely in order to adapt the task to the group and the situation to make it a success at the end. It is also possible to make them fail, but this is only recommended if you think the group can deal with the frustration afterwards and you have to reflect on it, of course.

ADDITIONAL INFORMATION

You can take out one or two activities and put them into a smaller exercise. The story usually makes participants more competitive and they want to finish what they started. The feeling of success can be a very strong at the end, because it is a big challenge and shows them how they can perform as a team. This can help you to tackle the more delicate topics afterwards.

IV.13. FRISBEE FOR ALL “10 PASSES“

This is a group building activity that promotes fair play, cooperation and the inclusive aspect of teamwork.

THEMES	Social inclusion and discrimination
Group Size	10+
Complexity	2
Age Range	12+
Time	90 minutes

OVERVIEW

This activity can either be played with simple rules or with a real game of Ultimate Frisbee. It depends on the skills of both facilitator and participants.

OBJECTIVES

- To encourage fair play, sportsmanship, teamwork and communication.
- To develop empathy and self-reflection.
- To discuss different aspects of inclusion.

MATERIALS

- Frisbee (1 per 3 participants)
- bibs
- flipchart
- markers

PREPARATION

- Check the facilities for safety.
- Examine the proportion between the size of the pitch and the size of the group.
- Ask the group if anyone has any injuries or concerns about playing the game.

INSTRUCTIONS

- Introduce the activity. Explain the basic techniques of Frisbee, like throwing and catching.
- Divide participants into smaller groups and let them practice with the Frisbee (10-15 min.).
- Explain the rules of the game: 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 (this can be reduced depending on the skill level of the group), passes 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, take over (even if it falls afterwards) is allowed and the Frisbee stays with that team.
- First round starts. (10/15 minutes)
- Stop the first game and give the following instructions: two new rules, everyone on the team has to touch the Frisbee at least once in order to score, no back and forth
- Second round is played. (10/15 minutes)
- Stop the second game and give the following instructions: distribute roles to different participants. The roles can be for example: being hyperactive, blindfold one eye, not interested, only use your weak hand, play as you played before. (See additional information)
- Third round is played. (10/15 minutes)
- Debriefing.

DEBRIEF AND EVALUATION

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

TIPS FOR FACILITATORS

- At the beginning of the debriefing session, start by talking about the connection to reality and then come to the discussion about roles. Alternatively, you can start by discussing the roles and then drawing the connection to the participant's daily life. Make sure it suits to your target group.
- Practice basic technical skills of Frisbee. This section should always be carried out so you can gauge the skill levels of the participants.
- If your group is larger than 15 people you can also divide them into two subgroups, which play on a different field simultaneously.
- Take into consideration that the roles could be offensive and use them at your discretion.

ADDITIONAL INFORMATION

- Instead of playing 10 passes you can also play Ultimate Frisbee itself. Make sure you study the rules and apply them to your exercise.

Roles for stage 3 ideas

- be hyperactive
- blindfold one eye,
- not interested in the game,
- only use your weak hand to throw and catch
- play as normal

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Training of Trainers (ToT) in Education through Sport

The Training of Trainers for Education through Sport (ToT) programme was an 18-month programme that developed the necessary skills for facilitating international educational events for youth leaders and sport coaches from several European countries. It consisted of three training sessions (in Scotland and Italy in 2012 and France in 2013), the creation of “Move and Learn – training manual for non-formal education through sport”,

mentoring, online learning and two phases in which the participants used their skills in real training contexts. Between Step 2 in Italy and Step 3 in France, the participants were involved in an international practice phase where they joined in events (trainings, seminars, conferences) organised by ISCA and the project’s partners. Some even developed entire training courses themselves which were delivered in several countries, reaching out to many other organisations, young leaders and youth workers.

The focus for the end of the ToT programme was to establish a learning community of trainers, comprised of the programme’s participants, to develop and share ideas for training methods and new projects.

The “graduate” participants defined the criteria to establish the ‘ETS Pool’ (Education through Sport Pool), which will continue beyond the project period to promote the ‘Education through Sport’ approach to non-formal education and support organisations that are aiming to use this approach in their activities at a local, national or international level.



The International Sport and Culture Association (ISCA)

ISCA is a global platform open to organisations working within the field of sport for all, recreational sports and physical activity.

ISCA's philosophy is that sport is not just about competition and exercise, but also involves having a good time and making friends. Moreover, sport regulates social behaviour and creates a feeling of belonging – which in turn leads to a strengthening of democracy.

ISCA was created in 1995 with the purpose of:

- supporting cross-border understanding through sport and culture
- promoting sport as a bearer of cultural identity
- encouraging the broadest possible participation in sports and cultural activities for affiliated members

To fulfil these objectives, ISCA concentrates on three key areas – activities, education and policy-making. As well as promoting events and educational programmes, ISCA takes a full role in the public debate on sport and culture and strives to influence policies in these areas. Overall, ISCA endeavours to improve the general health and wellbeing of individuals in society.

