



TOOLKIT

SPORT.YOUTH.INCLUSION

IMPRINT

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The publication was an outcome of the **SPORT.YOUTH.INCLUSION** project organised by Hope for Children Hungary.

Disclaimer: "This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Funded by the Erasmus+ Programme of the European Union.



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INTRODUCTION

SPORT.YOUTH.INCLUSION is a project with a mission to promote inclusion through sport in three sectors: sport, education and youth work. The project was financed by the Tempus Foundation (the Hungarian National Agency of Erasmus+ Programme) and coordinated by Hope for Children Hungary.

The **“SPORT.YOUTH.INCLUSION TOOLKIT”** is one of the main tools developed in this project: it is an educational tool encompassing good practices for engaging young people in the promotion of inclusion through sport. The Toolkit reflects on the benefits and outcomes of non-formal education, where learning is happening by doing and experiencing.

The publication is targeting a wide range of people:

- young people (16-30 years old),
- youth workers,
- social workers,
- organizations working with the topics of sport and inclusion.

Background of the project

Sport has a central role in our society these days: it is a competition but also an opportunity to learn social skills. Sport can be a tool for positive social change, but can also be a dangerous tool for social and political manipulation. In order to avoid this, we must bring the positive social potentials of sport to the attention of people. As stated by the EU White Paper on Sport, sport has a very strong social role through formal and non-formal education and it reinforces the human capital of Europe. Furthermore, through sport we can strengthen the prevention of and fight against racism and violence. According to the Eurobarometer, more men than women exercise, play sport or engage in other physical activity in the European Union. This disparity is particularly visible in the age group 15-24, where considerably more young men than young women tend to exercise or play sport on a regular basis (74% vs 55%).

The aim of the project is to promote and advance the role of sport in improving citizenship skills of young people in order to build more inclusive and

democratic societies by sharing and disseminating good practices in the field of sport and physical education. To this end, the project has:

- Built sustainable cooperation among stakeholders from different fields such as sport, formal education and youth work,
- Shared and collected practices and tools of improving citizenship skills of young people in order to improve inclusion through sport,
- Shared, discussed and documented different approaches, the theory and the methodology that constitutes the basis of such practices,
- Disseminated these good practices among the partner organizations and made them available in all the participating countries for a wider public in all three domains (online collection of practices and methods),
- Provided recommendations to the national sport policy administration and to the European Commission with the aim to demonstrate how to further develop the potential role of sport in communities to improve inclusion and combat discrimination.

Sport.Youth.Inclusion project has been co-funded by the Erasmus+ Programme of the European Commission (KA2) as a strategic partnership lasting for 16 months (from 01/09/2019) in four countries of the European Union (Bulgaria, Germany, Italy and Hungary).

Participating organizations

Bulgaria – Asociacia Za Razvitie Na Bulgarskiasport (Bulgarian Sports Development Association),

Germany – Sportjugend im Landessportbund Brandenburg e.V., (BSJ, Sports Youth Brandenburg),

Italy – Associazione Italiana Cultura Sport (Italian Association for Culture and Sport),

Hungary – Reményt a Gyermekeknek Közhasznú Egyesület (Hope for Children Hungary).

GOOD PRACTICES

The activities presented hereby as good practices were collected during Toolfair events organized on international and national level (in each country). These events provided space to share and exchange good practices among successful practitioners who use sport and physical activities to develop skills and competences of young people with the aim to create an inclusive community.

The good practices

1. Adapted swimming activities
2. The art of treating and communicating well with people in sport
3. Acroyoga as a tool for social inclusion and community development
4. TE IS program
5. Heel strike
6. Code of Ethics for Coaches
7. Adapted basketball sport programme
8. Swimming for people with disabilities
9. Midnight table tennis
10. Preschool education Through sport in Germany
11. Games make children strong
12. Learning in motion
13. Invisible Fitness
14. "More motor activity - more healthy smiles"
15. "Inclusive training"
16. Martial Arts as a tool towards Inclusion
17. Quality Label "BEWEGUNGSKITA"
18. Rhythmic drumming

1. ADAPTED SWIMMING ACTIVITIES

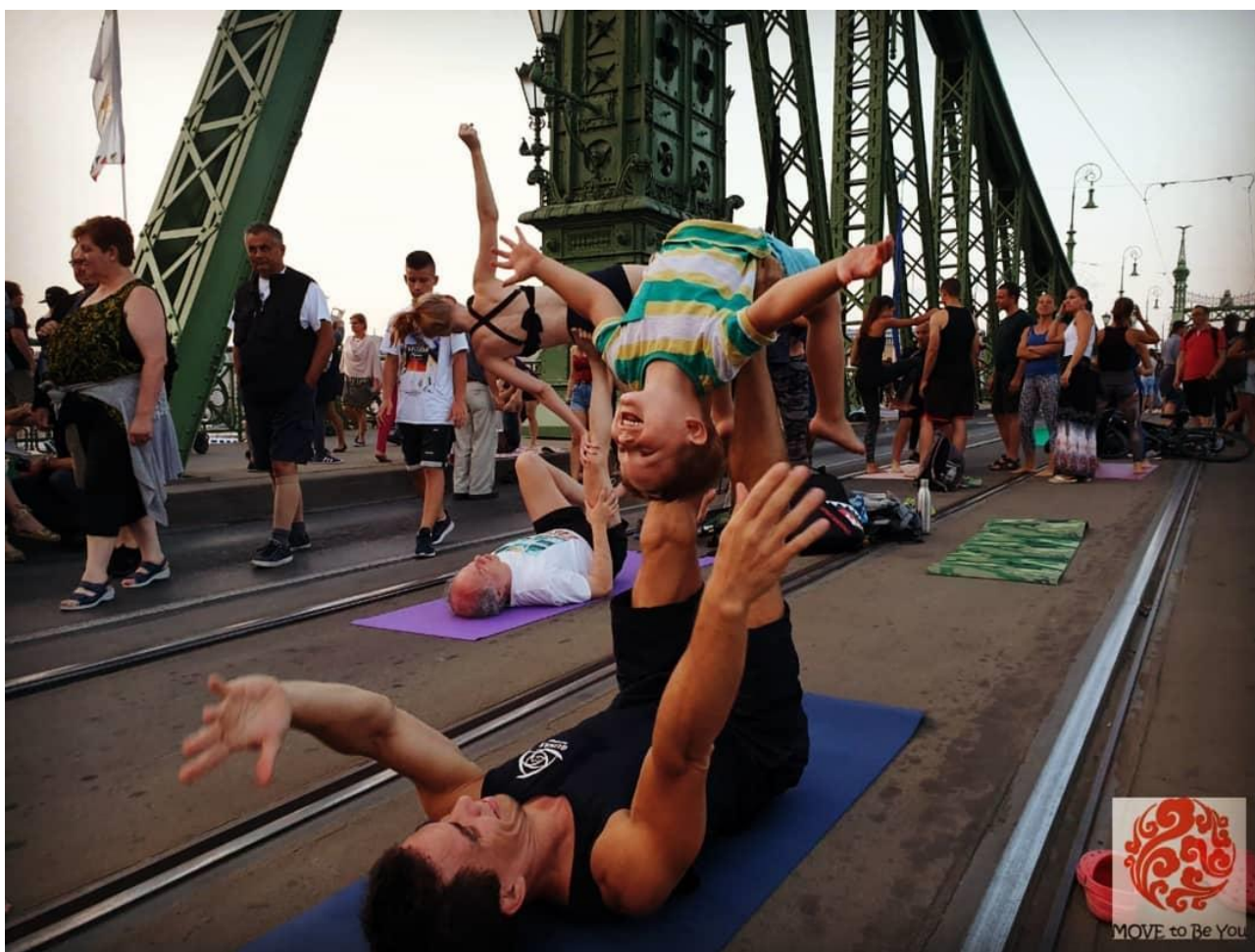
THEME	Inclusion (of people with disabilities in sport and in educational activities)
OBJECTIVES	The aim is to create an inclusive sport environment where children have the opportunity to socialize, acquire communication skills and group work experience, as well as adapt to the society around them.
TARGET GROUP	Children and adults with intellectual and physical disabilities (cerebral palsy, autism spectrum, Down's syndrome, general intellectual disability, etc.) between the age of 2 and 43.
DESCRIPTION	<p>Weekly training and educational sessions are being held for the formation of skills in the field of swimming and social adaptation.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Acquisition of swimming skills, increasing the level of physical activity and socialization of participants with disabilities; 2. Development of social skills, including communication, adaptability, awareness of the environment, verbal skills and expression; 3. Providing a truly inclusive environment to practice for the students of the adapted physical activity, sports and swimming program.
IMPACT OF THE PROGRAMME	This practice started 8 years ago with 30 children and youngsters, and currently it has more than 60 participants. Swimming leads to extremely positive results in improving physical, social and emotional skills necessary for the inclusion of the specified target group. The enhanced communication and social skills, the decreased levels of aggression, the advanced positive emotions and quality of life and increased amount of regular physical activity are visible outcomes of such programmes.
SOURCE	Dylana Stoyanova
ORGANIZATION/SPECIALIST IMPLEMENTING THE PRACTICE	Children's Football Club "Luvchetata"
ACTIVITY MANAGERS	Assoc. Prof. Ventsislav Gavrilov, PhD and Dilyana Stoyanova
LOCATION	Sofia, Bulgaria

2. THE ART OF TREATING AND COMMUNICATING WELL WITH PEOPLE IN SPORT

THEME	Self-awareness, personal and professional development
OBJECTIVES	<p>Coach training to</p> <ul style="list-style-type: none"> • build self-awareness of your coaching style, preferences, strengths and limitations; • better understand the impact you have on your athletes and fellow coaching staff; • learn how to develop your behavioral adaptability and communication in your interaction with your athletes and staff; • invite your coaches, teammates and others whose observations matter to you to provide honest feedback (for 1 year, in an unlimited number to build a 360-degree perspective on you); • reach your and your athletes' full potential more successfully. <p>Athlete training to</p> <ul style="list-style-type: none"> • develop the behavioral style to achieve the best results; • discovers ways to build on your strengths; • identify your restricting behaviors and take a step forward; • develop your connection and communication with your coaches and others on the team; • invite your coaches, teammates and others whose observations matter to you to provide honest feedback (for 1 year, in an unlimited number to build a 360-degree perspective on you); • reach your full potential as an athlete.
TARGET GROUP	16 years +
DESCRIPTION	<p>Athlete Assessments' CoachDISC Profile is a unique personality and behavioural profiling system designed specifically for coaches. After completing your online assessment, which takes 10-15 minutes, you receive an in-depth, customised profile report.</p> <p>In sport, what distinguishes mediocre from excellent is the way coaches, managers and athletes can manage the human factor.</p> <p>The DISC profiles we offer to develop self-awareness takes coaching and athletic performance to a whole new level.</p> <p>It helps you get to the cutting edge and stay there.</p> <p>It helps you to develop your adaptability, your emotional intelligence and give you a better understanding of how you can unlock your potential both on your own and in cooperation with others. Athlete Assessments' DISC Profiles use a methodology that dates back a half century, is unique worldwide and written in a sporting language.</p> <p>The distinguishing factor of great coaches is their constant pursuit for the competitive edge both for their athletes and themselves which includes continuous learning and applying the best methods and solutions. The CoachDISC profile helps you to realize your full potential to be an exceptional coach capable of dealing with your athletes as individuals. The key to achieving this is all about developing self-awareness, and understanding your athletes as much as possible.</p>
IMPACT OF THE PROGRAMME	Achieving better results in sport
SOURCE	Szabolcs Hollósi
ACTIVITY MANAGERS	Kell Egy Csapat Élmény Kft.
LOCATION	Hungary

3. ACROYOGA AS A TOOL FOR SOCIAL INCLUSION AND COMMUNITY DEVELOPMENT

THEME	Inclusion, community development
OBJECTIVES	Contribution to a mentally and physically healthy, active and inclusive society.
TARGET GROUP	Any age group or gender regardless of cultural or religious background
DESCRIPTION	<p>AcroYoga and Partner Acrobatics are sports with strong features that we use in non-formal education in an experiential learning way. It is a powerful, fun, inclusive and participatory grassroots sport that incorporates social and community values and contributes to the development of a variety of skills.</p> <p>Since 2017, we have discovered its elements as great assets for learning by doing for trust, communication and self-confidence strengthening. It enhances people's ability to connect to others and make others connected. Due to its nature, it enhances community and team spirit, highlights the importance of support, care and safe play. By generating situations that expand the comfort zone and the self-belief of the participants, it helps them with personal body- and self-awareness, body acceptance and presence in the moment. It can be used as a mindfulness practice from variety of angles and offers many possibilities to develop diverse skills and competences beyond those already mentioned.</p>
IMPACT OF THE PROGRAMME	<p>Improvement of:</p> <ul style="list-style-type: none"> • Team spirit • Personal body awareness • Self-awareness • Body acceptance • Experiencing the present moment • Exercising mindfulness • Community development • Dealing with stress and anxiety <p>Development of diverse skills and competences beyond the already mentioned ones.</p>
BACKGROUND OF THE ORGANIZATION	<p>Our trainers, educators and coaches at the "MOVE to Be You" organization, based in Austria, are offering projects, workshops and various activities at local, national and international level using AcroYoga and Partner Acrobatics.</p> <p>We have participated in many international camps to develop our trainers' practical and technical knowledge and expand our professional network within Europe. In the meantime, we also look into developing camps for the promotion and introduction of this wonderful sport in Asia too.</p> <p>http://movetobeyou.org/</p>
SOURCE	Orsolya Cziráki
ACTIVITY MANAGERS	MOVE to Be You
LOCATION	Austria



AcroYoga good practice (Source: MOVE to Be You)

4. TE IS PROGRAM

THEME	Social inclusion and volunteering through sport
OBJECTIVES	<p>The main objective of the program is to foster extracurricular physical activity (PA) in schools and strengthen the awareness and the practices of volunteering and social inclusion.</p> <p>“TE IS” is helping to develop inclusive, open school communities that are motivating their members to be physically active and that are aiming to strengthen the approach and patterns of positive, health-oriented lifestyles. The program supports and helps the bottom up organization of PA programs with methodologically appropriate means. This is also reflected by the motto of TE IS program: Moving is ours!</p>
TARGET GROUP	7-18 years
DESCRIPTION	<p>The “TE IS program” (TE IS literally meaning ‘You, too’ being a play with words derived from its Hungarian name TEstmozgás az ISkolában, meaning physical activity in school), developed by the Hungarian School Sport Federation [HSSF], is a school PA program that builds on social inclusion and volunteering through sport. It has been introduced in 145 Hungarian primary and secondary schools in the last years. When HSSF began to rethink its approach to PA in school environment, it built on spontaneous human motivations such as the need for activity, volunteering, social acceptance, the ability and desire to be included. Thus, TE IS has been developed in the cross-sectional view of a complex and practice-oriented school methodological elements, of which values are related to the development of children, their competencies, and to the unfolding of their personality, emphasizing the importance of playing, experience, active participation and cooperation. It was extremely important that the emerging school program should fit into the system and culture of our schools, meet the current challenges of school life, and be sustainable.</p> <p>The main objective of the program is to foster extracurricular PA in schools and strengthen the awareness and the practices of volunteering and social inclusion. TE IS can be used in any school. It is focusing on the formal and non-formal scenes of schools, on extracurricular periods that offer new possibilities for teaching, learning and development. The program is suitable for giving opportunity and encouraging all students of the school to participate in school PA programs. The basic process of school operation is the interconnected moment of learning and teaching, in which the knowledge contents of the subjects and the components of personal and social relations are mixed. The project aimed to create a framework for social coexistence in school based on acceptance, security, and trust that contributes to the effectiveness of learning and teaching and activates social and personal dynamics.</p> <p>The drive of TE IS is the TE IS school team, a group of 8 to 15 children who are volunteering to design and implement PA programs for their peers. The whole process of these activities is carried out and coordinated by the members of TE IS team starting from drafting the idea of the PA program until the joint evaluation. Planning, preparation, rulemaking, organizing, implementing, and evaluating, learning leadership skills and abilities are actually taking place in the process, which is a specific but less emphasized area of interpersonal talent management. If necessary, students can ask for help from the TE IS mentor teachers who were trained before the program to assist children.</p> <p>The methodology of TE IS was prepared to provide students and teachers with simple, down-to-earth tools to design and organize PA programs to which the TE IS Wheel gives a strong foundation. The TE IS Wheel is in an almost constant cycle within the process of the TE IS Program. The TE IS team is always in one of the “bubbles”. The content of the elements of the TE IS wheel is different in every school, and can continuously be expanded</p>

	with own experiences, knowledge and results.
IMPACT OF THE PROGRAMME	The main impact of TE IS is in the quality of social interactions. Students approach, invite and motivate each other to be physically active, their groups become self-organizing entities while they implement sport and physical activity programs that contribute to health-conscious behavior.
SOURCE	Anita Király
ACTIVITY MANAGERS	Hungarian School Sport Federation
LOCATION	Hungary

5. HEEL STRIKE

THEME	Anti-discrimination
OBJECTIVES	The initiative aims at bringing people together, overcoming prejudices that often intersect: the lack of openness towards LGBTIQ+ people, the fear that migrants could represent a threat to Italian society, the prejudice against people living with disabilities. Sport can be a perfect tool to overcome these barriers.
TARGET GROUP	16 years +
DESCRIPTION	<p>Lupi Roma Outsport is an association for sports and culture founded in Rome in 2019 and inspired by the European Outsport project. Its ongoing commitment to fighting discrimination against LGBTIQ+ people, as well as its intersectional approach, have led it to relate to other minority groups in the area and to deal with other aspects of discrimination. Lupi Roma Outsport has thus promoted initiatives for the fight against Multiple Sclerosis with AISM (Italian Multiple Sclerosis Society) and for the support of refugees with refugee football team Liberi Nantes, as well as carrying out a campaign for the International Day Against Homobitansphobia during the first Covid-19 lockdown, involving other local sports entities advocating for LGBTIQ+ inclusion.</p> <p>Colpi di Tacco (Heel Strike) is an initiative that takes place once a year, in addition to special editions. Its name is linked to the image of a football player wearing high heels, as an homage to the irony historically used by many LGBTIQ+ activists to criticize gender roles and machismo.</p> <p>This sport event is open to everyone and promoted in the Roman neighborhood of Pigneto, where a football tournament is held based on the so-called "fairplay" rule: participants register individually, teams are generated randomly, and team captains also act as referees.</p> <p>A presentation, panel or pedagogical exercise inspired by ETS (Education Through Sport) practices usually opens the tournament, and a moment of final socialization (i.e.: social dinner) is always guaranteed.</p> <p>Colpi di Tacco is made possible thanks to the collaboration with other groups and associations that act in the territory, involving different types of participants, for instance economically disadvantaged youth, migrants, young footballers. The objective of this practice is in fact to involve people with different backgrounds and cultures, also belonging to contexts that are typically not involved in civil rights movements.</p>
SOURCE	Lupi Roma Outsport
ACTIVITY MANAGERS	Lupi Roma Outsport
LOCATION	Rome, Italy

Manifestazione promossa da:



EVENTO EDUCATIVO DI SENSIBILIZZAZIONE SUL TEMA DELLA DISABILITÀ

2
OTT

Progetto finalizzato alla raccolta e condivisione di pratiche organizzative e pedagogiche per promuovere l'educazione non formale attraverso lo sport.

AL TERMINE DELL'ATTIVITÀ EDUCATIVA, SI CELEBRERÀ LA SECONDA EDIZIONE DEL TORNEO PER L'INCLUSIONE: COLPI DI TACCO ALLE ORE 20:00.

📍 Campo San Leone, Via d'Alviano 7 (M C Pigneto) ⌚ 19:00 ⓘ +39 348 228 7993



Con il sostegno di:



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Heel Strike (Source: Lupi Roma Outsport)

6. CODE OF ETHICS FOR COACHES

THEME	Behavioral development
OBJECTIVES	To purposefully develop and adhere to the norms that a coach needs.
TARGET GROUP	Sport coaches
DESCRIPTION	<p>My name is János Radics, I am a graduate student of the University of Physical Education, and I would like to spend my future in Hungarian Gymnastics as a gymnastics and aerobics coach. After 14 years of gymnastics as an athlete, I started working as a coach. I have just started my career, but I believe that in today's world, a coach should be a role model outside the gym, too. In addition to their families, elite athletes spend most of their time with their coach for years.</p> <p>The coach is the person who, along with the parents, knows his students the best. In many cases, children will spend more time with their coach than with their parents. The athlete will follow the actions, behavior and communication style of his coach, moreover try to express himself in the same way as his coach. If he makes a positive impact on the child that will be good, but unfortunately the opposite can also happen.</p> <p>It is extremely important for the student to be able to discover a person in his / her coach who he / she can consider to be a role model, a mentor in other areas of life, too.</p> <p>There are many Olympic sports where we were once successful, but over the past thirty years, Hungarian Olympic athletes have gradually disappeared from the map of the sport.</p> <p>Table tennis, football, boxing, weightlifting and gymnastics are also among the sports where there is a lot of silence when we mention the statistics of the results.</p> <p>We know and we are well aware of the failure of qualifying competitions. It is certain that every sport requires a lot of work. However, it is no longer so clear how to get today's kids into this hard work. Young people are struck by an amazing amount of stimuli. In the world of internet, mobile phones, all questions are answered at the speed of lightning.</p> <p>Advertisements infiltrating our lives and celebrities have a strong impact on youth. The legitimate need of an alert and caring parent is to have meaningful, attentive, consistent care for children. If, in addition to these, we are able to invent and apply new tools and methods that will catch the young people of today, we are on the right track. Code of Ethics for Coaches, issued in 2018 by the Hungarian Coaches Association, can help to establish the ideal working relationship.</p> <p>With the help of Code of Ethics for Coaches, we can purposefully develop and adhere to the norms that a coach needs.</p> <p>I believe that universal values and morals are those that primarily affect my work. The paragraphs of the Code of Ethics for Coaches carry these values, and knowing this, the joint work of coaches and athletes can be more effective and ultimately more successful. For me, success in numbers means success, but at the same time, I want to be a coach that his students look up to.</p> <p>"True knowledge is always associated with positive moral behavior." My research shows that most coaches are unfamiliar with the code of ethics, however, in men's national team this code are used in the course of work. Familiarity with the Code of Ethics for Coaches would be desirable for all coaches working in aerobic, gymnastics and other sports, especially since the child meets the coach as early as 4-5 years of age. This age group is still very fragile, sensitive to any spiritual vibration. If we want to win kids to</p>

	<p>the sport, we also need to win their soul and meaning. Extensive knowledge of the Code of Ethics for Coaches is expected to result in developing a desirable behavior for most coaches. To achieve this, it would be beneficial for coaches to have access to in-service training videos that analyze correct and incorrect coaching reactions in critical situations. It could even be a test of the situations in which the coach's reaction is not appropriate.</p> <p>Through such educational films, we would provide them with a practical opportunity to respond appropriately in certain situations. With adequate interest and support, these videos can be made, tested, and made available to all coaches. Those who put their lives on raising and developing generations have the opportunity to develop. Regardless of age and years of practice, everyone is capable of changing a wrong approach.</p>
SOURCE	János Radics
ACTIVITY MANAGERS	János Radics, Kristóf Rada
LOCATION	Nyíregyháza, Hungary



Code of Ethics for Choaches (Source: János Radics)

7. ADAPTED BASKETBALL SPORT PROGRAMME

THEME	Inclusion
OBJECTIVES	The aim is to create an inclusive educational sport practice, which will include people with intellectual disabilities (ID) in organized group sports activities, in this case – through basketball.
TARGET GROUP	23 people with intellectual disabilities (cerebral palsy, autism spectrum, Down syndrome, general mental retardation, etc.) aged between 17 and 43 years, as well as students from NSA “Vasil Levski” in the role of sports partners.
DESCRIPTION	There are weekly training sessions for acquiring skills in the field of basketball as well as training sessions and lectures on healthy lifestyle. The sessions also include students of NSA “Vasil Levski”, devoted to the development to sport for persons with ID. The organized program of the Basketball Sector and the Adapted Physical Activity and Sports Sector of the NSA is model based on the United Sports Program, created by the world’s largest sports movement for people with intellectual disabilities, the Special Olympics and developed by Special Olympics Bulgaria. Since 1968, the movement has offered sports training and competitive opportunities for athletes with intellectual disabilities. Basketball is one of the most attractive and developed sports in the movement’s program. In Bulgaria, regular basketball training programs for people with intellectual disabilities are very limited. For this reason, the number of athletes involved in sports is small, and it is even more difficult to attract partners and supporters.
TASKS	<ul style="list-style-type: none"> - Acquisition and improvement of sports skills in basketball, increasing the level of physical activity and socialization of the participants with disabilities. - Providing a truly inclusive environment to practice for students in the Adapted Physical Activity and Sports and the Basketball Program. - Ensuring knowledge and skills development of the participants through sport as a tool for education.
KEY FACTORS OF SUCCESS	Empowerment of young persons with ID through showing their potential and their abilities, ensured by volunteering team of sport experts, devoted to the training of persons with ID.
IMPACT OF THE PROGRAMME	This practice started two years ago with several athletes, and currently there are 40 people, the athletes and partners included in the team. The combination of sports sessions, where individuals with ID and students participate equally, leads to extremely positive results for the physical, social and emotional skills needed for the inclusion of the specified target group. While their physical activity levels increase, aggression levels decrease, it has a great effect on positive attitude, increased regular physical activity and healthy lifestyle development. The educational aspect of the initiative is significant as the participants with ID are acquiring new skills in the field of communication, teamwork, understanding of the social environment around them, human rights and its inclusion aspects.
SOURCE	National Sports Academy “Vasil Levski”
ACTIVITY MANAGERS	Associate Professor Mariana Borukova, Ph.D., Associate Professor Stefka Djobova, Ph.D., Assistant Ivelina Kirilova, Ph.D. Coach: Syuleyman Syuleyman.
LOCATION	Sofia, Bulgaria

8. SWIMMING FOR PEOPLE WITH DISABILITIES

THEME	Development of the psycho-emotional state of children with disabilities
OBJECTIVES	The aim is to implement innovative programs for adapted motor activity and swimming to influence the physical, functional and psycho-emotional state of children with physical, intellectual and sensory disabilities.
TARGET GROUP	35 people with physical, intellectual and sensory disabilities (cerebral palsy, autism, general intellectual disability, attention deficit hyperactivity disorder, Down's syndrome, hearing impairments, etc.) between the age of 3 and 26.
DESCRIPTION	<p>The program of adapted swimming is developed based on pathologically anatomical and pathophysiological status of children with various disabilities and the physiological impact of the aquatic environment on the body, as well as taking into account the individual and age characteristics of the target group. It is aimed at improving the physical and functional condition of children on the one hand and the active socialization and the learning of new habits and skills on the other.</p> <p>Swimming activities are held twice a week for 60 minutes in the pool of 131st School "K. Timiryazev" Mladost 4 at a water temperature of 27-28 °C. For this purpose, we apply the generally accepted swimming practice scheme of a swimming lesson: preparatory part (on land 5 – 10 min), main part (in water 35 – 40 min) and final part (in water 5 – 10 min).</p> <p>The swimming curriculum for children and youngsters with physical, intellectual and sensory disabilities is consistent with the physical, somatotype and psycho-emotional states in this nosology. This includes:</p> <ul style="list-style-type: none"> - Gender and age; - Results of a medical examination and recommendation from an otolaryngologist, orthopedist, psychologist, etc.; - Stage and nature of the disability; - Presence of previous diseases; - Initial physical development; - Condition of the musculoskeletal system; - Disorder of the spatial orientation; - Disorder of the emotional and volitional qualities. <p>During the swimming activities with the children all teaching methods are used, but in relation to mastering of the teaching material there are some differences. To carry out the motor activity during the classes of adapted swimming and depending on the tasks and functions that are performed, we use the individual approach and the following training methods:</p> <ul style="list-style-type: none"> - Verbal method; - Visual method; - Motor method. <p>During swimming activities, we consider the physical fitness, the stage of disability and the psycho-emotional state of the children.</p> <p>The learning process begins with exercises to adapt to the aquatic environment and to develop habits and skills for orientation and balance.</p> <p>Given the difficulties in perceiving the learning content, children with disabilities need a special learning approach – a choice of exercises, a feeling of safety during their implementation and the impact on the psycho-emotional state.</p>
TASKS	<p>Development and experimentation of specialized swimming programs for (incompetent) children with various disabilities;</p> <p>Adaptation of knowledge and skills to be passed on to the participants during the sports activities;</p> <p>Attempt for the implementation of the adapted swimming programs for children with physical, intellectual and sensory disabilities, as an example of good practice in AFA and sports.</p> <p>Which quality of life factor the specified program refers to? Inclusion and social integration by including children and young people with various disabilities in sports activities, as well as the opportunity to acquire new knowledge and skills during sports activities.</p>

IMPACT OF THE PROGRAMME	<p>When implementing the assigned tasks, we stimulate children and youngsters, thus influencing their emotion and we help them to eliminate the feeling of fear of water and insecurity.</p> <p>With proper guidance during the swimming activities, the target group masters various motor skills, creates emotionally forming movements, especially during the games, develops strong-willed qualities such as courage, determination and self-confidence.</p>
SOURCE	“Adapted Sports SC” NGO
ACTIVITY MANAGERS	Assist. Prof. Vili Alexandrova, PhD, Alexander Alexandrov and Radmila Barganska
LOCATION	Sofia, Bulgaria

9. MIDNIGHT TABLE TENNIS

THEME	Crime and drug prevention
OBJECTIVES	To provide a safe and fun place for youngsters without money and sports equipment to spend the night in safety and under civilized circumstances, where they have the opportunity to do sport, compete, talk, and eat.
TARGET GROUP	The composition of the group may depend on the size of the settlement and the location of the club. Different people visit such clubs in a town or in a small village. The location of the club might also influence the composition; when the competition is organized in a school, it is more likely that pupils of the school will attend in a greater number, compared to a competition organized by a family counselling centre. I do not discriminate among children, as in today's world all young people are exposed to danger. People working for the Moonlight Program are convinced that the program has a preventive character; we cannot help people who are already drug addicts, or have similar serious problems. Anyone can visit our clubs who accept and observe our rules.
DESCRIPTION	<p>Some twenty years ago Mr. G. Van Standyfer, a social worker from Maryland, studying nightlife, realised that juvenile crime and drug trafficking suddenly increase after nightfall. He did not remain insensitive to young people's getting lost, and in cooperation with friends he organized moonlight basketball matches for those hanging around in the streets. The results exceeded all expectations, in just one year the magnitude of juvenile crime dropped by fifty percent in the region, and in two years similar sports clubs sprang up in almost every state of the United States. This program is still going on in the USA. Their web page is www.amblp.com.</p> <p>After hearing about this program, the paediatrician and child psychologist dr. Sándor Faragó decided to start something similar in Hungary, but instead of basketball he invited young people to play ping-pong. He had his own ping-pong table brought from his home to his surgery with the intention to organize ping-pong games for youngsters loitering about in the streets at weekend nights. First, it was only him and some enthusiastic colleagues who played table tennis, but soon more and more young people turned up in their room. They drank soft drinks and ate sandwiches, and spectators soon turned into players. In a month, twenty-three young people were regularly playing ping-pong at night. The 'night program' became more and more popular with youngsters, and parents could also be sure that their kids were off the streets. They started to call him 'Ping-Pong Doc' at that time. The program got widely known in the country, and moonlight sporting clubs were established all over Hungary. Now there are more than thirty such clubs in our country. The idea was taken over by some neighboring countries, and moonlight clubs were started in Ukraine, Romania, Slovakia, and Serbia. The best example is Serbia, where, thanks to an enthusiastic volunteer, in two years' time five such clubs were founded.</p> <p>Moonlight Programme:</p> <p>Young people often leave home without money and destination, and they have no idea where they will end up during the night. The aim of the Moonlight Program is that these youngsters without money and sports equipment should spend the night in safety and under civilized circumstances, and they should have an opportunity to do sport, compete, talk, and eat. Ping-pong meets these demands best, as no special sporting skills and equipment are needed to play this game. In addition, the players are separated by a table, there is no bodily contact, so there is less chance for possible problems. Among the team sports basketball is another game, which is very suitable for this purpose, and those who choose this branch of sport bring their equipment with them and most of them can already play basketball. Football has turned out not to fit into the category of moonlight sports; the game often had to be suspended because of fights and threats.</p>
METHODS	Our aim is that there should be a competition on each occasion, and every

	<p>participant who remains to play to the end of the competition should get some prize. This is usually some bigger or smaller bar of chocolate, and the first three best also get a medal. The competition is needed to engage their interest and energy and to meet their demand for excitement. To participate at competitions is not obligatory, but recommended. This used to be a problem earlier, because they did not like to be defeated, and as a result they did not like to take part at competitions. The assistants who can also play ping-pong or foosball also play these games with the youngsters and in this way can be on more intimate terms with them. There are few adults who treat these young people as equal human beings, and there is something similar the other way round, there are few adults who are accepted by the visitors of our clubs. I am proud of the fact that wherever we meet in town, they do not turn their head away, but greet us. I do not think their teachers have the same experience with them.</p>
ASSISTANTS	<p>Another condition to run a club is to have assistants. It is good to have a main organizer as well, who does all the paperwork and represents the club at all levels. The latter need not be present at the competitions on all Friday or Saturday nights, his task is to provide the conditions of running the club. The ideal number of the assistants is between three and five, depending on the size of the club. In the case of a small club even one person can be enough on an occasion, but bigger clubs should rather have several of them. It might be necessary to have one or two weeks' breaks between the weekends, because nobody can be expected to be in charge of a program every week. The qualification of the assistants is not essential, though it is good if they are somewhat skilled in the field of handling young people and their problems, or they can do sports. It is highly important that assistants should be volunteers and they should not work for the sake of money, but out of a sense of vocation. If they seemed to be more interested in money making, the persons should rather be replaced.</p>
LOCATION	<p>The venue of the sporting activities should be in a hall where at least two tables can be set up, and there should be additional rooms. Of course, the scale can be extended, but no bigger hall is needed than a gymnasium. In our country, the moonlight clubs vary in size and according to the way of running them. There are clubs in big sports halls, in activity buildings next to churches, in schools, in cultural centres, in hired rooms, and who knows in how many other types of buildings. The organizations that run the clubs also vary a lot; associations, foundations, local governments, the Reformed Church, private persons can all be responsible for the program.</p>
PRINCIPLES	<ul style="list-style-type: none"> • No charges – all participants can attend the activities free of charge (no membership fee either). • Catering – The participants of the activities get free food and drinks (bread and dripping, tea, etc). • No cigarettes, alcoholic drinks, drugs – Activities should be organised in venues where there are no such harmful things available. That is, no discos, pubs can be venues. • Night opening hours – Activities are normally between eight and midnight. They can start earlier and finish later, but the place should be open at least between eight and midnight. • Regularity – The activities should take place all the year round at a regular time. Preferably the club should be open on Friday or/and Saturday night. • Competition + prizes – Preferably there should be some kind of competition each time, and the participants who stay to the end should get some prize. (The prize should be a bar of chocolate, or some similarly cheaper thing, but not something expensive.) Those who do not want to compete should be involved in some other way. • The character of the sporting activity – Leisure sport activities are needed, and the emphasis should be on ping-pong. Besides ping-pong there can be other sorts of activities, but not instead of it.

FURTHER PIECES OF USEFUL INFORMATION

Besides the programs organized by the clubs there are two or three national competitions annually, where all clubs try to participate. Every year we organize a conference, where club leaders and assistants can meet, discuss their problems, and the leaders of new clubs can get to know the others. On the basis of an agreement with an association on the riverside of the Danube, the young people of the clubs can spend three days on the Danube side, where they have such experiences which they could not have otherwise (biking tour, tour on the river, trips, toboggan etc.). MÉSE publishes the journal HÍRPONG every third or fourth month, which reports about the events of the preceding period. The clubs contribute to the editing of the home page of the Association. They can add photos, articles. From time to time, we try to call attention to our activities by organizing moonlight competitions on some special venues, like the Budapest Zoo, the ice rink in Városliget Park, in the ceremonial halls of the Mayor's Office or the Hungarian Radio, in the table tennis hall of the BSE sports club.

SOURCE

Péter Jakab

ACTIVITY MANAGERS

MÉSE (Péter Jakab)

LOCATION

Hungary



Midnight Table Tennis (Source: Péter Jakab)

10. PRESCHOOL EDUCATION THROUGH SPORT IN GERMANY

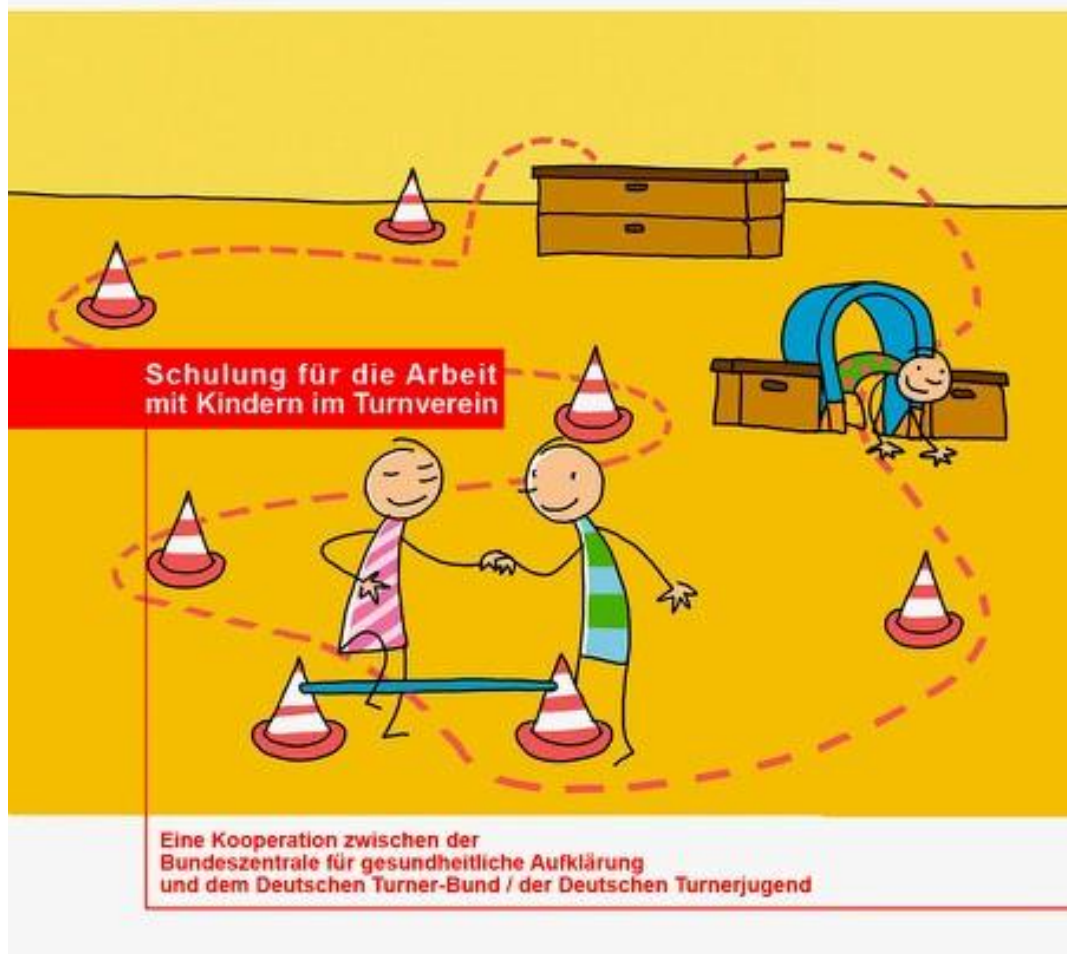
THEME	Skills development, social and personal development
OBJECTIVES	To give an opportunity to children to learn new skills. Through this programme, we do not only would like to develop children's motor skills, but we also take care of their social and personal development.
TARGET GROUP	Preschoolers
DESCRIPTION	<p>The fact that learning is only cognitive activities is outdated today. Nowadays education is a proven complex process including sport activities as well. Therefore, sport in pre-school and youth work is considered in Germany as a tool for education. Throughout Germany, the network of youth sport associations promotes consolidated principles of education through sport because sports lifestyle facilitates the learning process of infants and youngsters. The lifestyle changes of children's childhood affects the understanding of education too.</p> <p>Maintenance of education in Germany is teamwork. The network of actors involved in promoting principles of education, creation of new educational venues and platforms which enable children and young people to experience a modern learning approach. Learning does not take place only at schools. Sports clubs, youth clubs and recreational facilities also play the key role in physical education in Germany offering numerous programs. These programs focus on non-formal education that give an opportunity to learn new skills. Not only child's motor skills are taken into account, but also social and personal development processes are included in this educational approach. Crucial is that classical educational institutions such as schools and day-care centers implement this new educational approach as well. In particular, sport activities are applied as a concept, for example, concepts of physical activity break and sport and health oriented schools or after daycare centers. Science also researches on the issue of activities, designing universities with sport concepts and guidelines for the implementation of learning through movement. In 2020, the anthology "Learning through movement – A Handbook for Research and Practice" was published by Dr. Andrä and Dr. Macedonia with scientific findings and best practice examples.</p> <p>German sports youth organizations are also aware of the need for sport activities in pre-school education and carrying out numerous projects in this field. The Sports Youth Brandenburg contributes in creating a positive attitude towards sport and exercises from an early age in the pre-school institutions.</p> <p>Cognitive learning processes and sport activities are significantly interconnected. The close connection between physical exercise and the development of cognitive abilities can be observed especially in early childhood. Children learn through their senses, perceiving the environment around them. Speaking skills are linked to mental process and developed more efficiently during different activities/ games. Therefore, the Brandenburg Youth Sports Association (BSJ) especially supports the early childhood activities in order to influence the child's development in a complex way. The fields of activity of the BSJ include:</p> <ul style="list-style-type: none"> – early education in sport, – further training and gaining qualifications of skilled workers, – dissemination of knowledge and network creation through sport. <p>The BSJ is therefore dedicated to a variety of "learning through movement" projects for pre-school children. For example, cooperation between sports clubs and daycare centers help to involve children in sport at an early age. By awarding kindergartens with a seal of quality "sport and health oriented kindergarten", the BSJ recognizes the qualitative work, which is done in the area of early childhood physical education.</p> <p>Last but not the least is the launch of the kindergarten Olympics "Always on the Move with Fritz", which promotes sport and exercise in children's everyday life and draws public attention to the topic of activities. The focus</p>

	<p>of all projects is always on learning experiences through exercise. The LSB SportService Brandenburg gGmbH was founded as the responsible body for sport and health oriented kindergartens, which is counted 10 up to date. Early education through sports is broadly implemented in Germany. In the field of "World of Children is World of Activities", for example, the German Sports Youth (the umbrella organization of the BSJ), summarizes its activities for children up to twelve years of age.</p> <p>"As a children's and youth association, German Youth Sports Association acts as a part of the children protection movement by:</p> <ul style="list-style-type: none"> – enabling and promoting the acquisition of skills through sport/ physical activities, – creating and reconquering space for children activities, – fulfilling representing and lobbying functions. <p>The annual publication of sport and health calendars as well as calls for special theme days such as "Reading in Motion" are just two successful examples of education through sport in Germany (https://www.dsj.de/kinderwelt/dsj-kinderwelt/dsj-bewegungskalender/).</p> <p>In addition to facilitation of the development process of learning, in the past, the focus has been made on the field of psychomotor skills. The main point here is the development of action competences, which are closely linked to child's cognition, motor skills and emotions. Scientific institutions in Germany are strongly concerned on the effects of psychomotor skills in the child's development. There are practical concepts existing in kindergartens, schools and even sports clubs. The Psychomotoric-club Berlin Brandenburg e. V. is a pioneer organization acting for "learning through movement" projects in the field of yoga motor-skills and mobile-physical activities stations/ playgrounds. Both projects combine the promotion of child's motor skills development processes for infants and toddlers in early childhood.</p>
SOURCE	German Sports Youth Organisation
ACTIVITY MANAGERS	German Sports Youth Organisation
LOCATION	Germany

11. GAMES MAKE CHILDREN STRONG

THEME	Skills development - reducing addictive behaviours
OBJECTIVES	To equip children with life skills that enable an addiction-free life. To inform and educate sport coaches and all the people taking care of children at nurseries and schools.
TARGET GROUP	3 to 12 years old children
DESCRIPTION	<p>Very early in their life children begin to develop skills that they will need and use throughout their adulthood. Their self-concept and their ability to deal with others are our focus. Children with negative self-concept face difficult life situations often helplessly. They might show an increased chance of developing an addictive behavior. On the other hand, children with a positive self-concept trust in their various skills that help them to overcome obstacles and they actively ask others for help and support. To develop these positive skills, children need to face motivating challenges – optimally in suitable sportive games. Additionally, they require trusted persons to accompany them in this process. Most of that is found in sports clubs and in the daily work all the coaches there do with children.</p> <p>Games make children strong is a part of Kinder stark machen. Both campaigns aim to equip children at the age from 3 to 12 years with life skills that enable an addiction-free life. These campaigns of the National Center of Health Education cooperate with leading German sport organizations. Main objective is the information and education of sport coaches and all the people taking care of children at nurseries and schools. There is also an action box provided for sport clubs and schools, containing games for children, flyers and other media. Find more (only in German) on: www.kinderstarkmachen.de</p>
SOURCE	Harald Schmid
ACTIVITY MANAGERS	National Center of Health Education
LOCATION	Germany

Spiele machen Kinder stark



Games Make Children Strong (Source: Harald Schmid)

12. LEARNING IN MOTION

THEME	Learning through movement
OBJECTIVES	To convey the potential of active learning from a methodical point of view.
TARGET GROUP	Every age group
DESCRIPTION	<p>Learning is a need that will stay with us for a lifetime. Furthermore, it is a skill that means that we humans are constantly developing and adapting to specific circumstances and adjust to new conditions. In fact, it would not be wrong to say that “learning” is what really makes life meaningful. Movement is an activity without humans to a certain extent cannot exist. As a hunter-gatherer, to be in motion was indispensable, because it was a prerequisite for food supply and other aspects which were essential for survival. Over many years of human development, some aspects might have changed a little in their relevance. The elements of learning and movement have remained very central core parts of us human beings and will always stay vital, though. There is scientific consensus that learning does not work well without motion. A great deal of scientists even believe that it is practically impossible. Depending on how and in which context it is defined (with regard to the scope of movement or the intensity of physical activity), it must be stated that a learning process is always accompanied by activity. However, sometimes there are activities that involve extensive physical activity (e.g. learning motor skills), but it also includes so-called micro-movements (such as a gesture, a change in body position while sitting or similar small activities). And the scope in between is huge ...</p> <p>The object of my ideas was to convey the potential of active learning from a methodical point of view. It should be illustrated that the movement can be supportive without exception – taking into account that learning content, which is perhaps more passively processed, is at best combined with activity. Thus, learning can take place in motion, so that information processes are optimized. In principle, it makes more sense, for example, to have conversations while walking, to consolidate vocabulary with a slight parallel activity and to adopt different working postures when solving tasks and discussing issues. This prevents downtime and the associated dynamism promotes creativity, above all. Body and mind cannot be separated!</p> <p>Another, sometimes even more interesting, possibility is learning through movement. Here, the often traditional, audiovisual learning through hearing and seeing is expanded by a further approach, namely the kinesthetic analyzer (the so-called sense of movement).</p> <p>In research, it has been proven sufficiently that the more senses you activate while learning, the greater the learning success can be. Because the different sensory approaches address different cerebral areas which are all active at the same time when comprehending and retrieving the learning content. In fact, the so-called multi-sensory-learning is very effective and should always be kept in mind by planning teaching and learning contexts. Admittedly, approaches for olfactory and gustatory perception are limited in their possibilities in this context, but the integration of movement works in very many cases and should definitely be considered. For example, geometric figures, linguistic structures should be perceived, the effect of forces felt and music experienced. Furthermore, physical (e.g. acceleration, optics) and chemical characteristics (e.g. temperature, impedance) can be experienced directly and cultural differences (e.g. human rights) can be recognized in specific scenarios. Movement helps to create contexts (e.g. to understand upper and lower case letters directly, to act out the story in a scenic way). Movement can actively change things, so that e.g. mathematical correlations (e.g. weight, size, but also surface properties) and geographic events (e.g. weather phenomena) can be felt and internalized directly. There are plenty of different ways to combine learning with exercise, and the scientific literature supports this approach with numerous positive effects. Ultimately, you have to bear in mind that we as learners are never</p>

	just present with our heads, but always with our whole body. It is up to us to use this potential, constructively. Appropriate ideas were conveyed in the workshop, which should serve as a stimulus for further target-oriented discussion of this topic.
SOURCE	Dr. Christian Andrä
ACTIVITY MANAGERS	Sportjugend im Landessportbund Brandenburg e.V.,
LOCATION	Germany

13. INVISIBLE FITNESS

THEME	Inclusion
OBJECTIVES	<ul style="list-style-type: none"> - Development of the condition, kinesthesia and confidence of the blind, - Sensitization and improving in help giving with well seeing participants, - Developing strength and balance, improving posture.
TARGET GROUP	Any age/gender group
DESCRIPTION	<p>Usually when it is said that "Invisible Fitness" the following two reactions are usually these:</p> <p>1. What makes it invisible? We don't do anything? Then I do it every day too... or</p> <p>2. You are not there or you are invisible? What does it mean? ...</p> <p>but in reality, Invisible Fitness is a weekly workout where visionaries and blind people train together with their own body weights or crossfit equipment. Since the spring of 2018, we have been holding these workouts every Wednesday - with a few weeks of summer and Christmas breaks - with the support of the LÁSS Sport Club and Decathlon. For the participants, it's completely free and fortunately there is more interest.</p> <p>There are two main goals for this program (along with many other positive effects):</p> <p>1. Development of the condition, kinesthesia and confidence of the blind</p> <p>2. Sensitization and improving in help giving with well seeing participants</p> <p>But in general, the focus is on developing strength and balance, improving posture. In addition, it is important to mention the power of community building, as anyone can come, regardless of gender, age or level of education (even regardless of language, there was a participating lady who could not communicate with her in English or Hungarian at all, but we solved it absolutely). 70% of the team is returning as a result, the mood is always good, but almost every time there is a new face. It is not a problem to miss a few trainings or come only every few weeks, as we usually have 3 but at least 2 coaches present and there is usually a maximum of 12-15 people, we can pay attention to everyone and we can differentiate accordingly.</p>
METHODOLOGY	<p>I would not choose the realization of the two goals mentioned above in the trainings separately, as in most of the tasks both are realized. Since there are both sighted and non-sighted people in the class, we try to pair them, for example: when a visitor helps the blind person to go from one station to another, so confident help and sensitization are constantly present.</p> <p>Coaches always tell the tasks in the most detail, and there is a lot of directness, because in the absence of visual communication we have to help with the physical contact to carry out the exercises. We try to put in pairs and group exercises every hour and there are even tasks to be performed for music on occasion. They are always welcomed and never frightened by it, they always try everything and encourage each other, it has an extraordinary community building effect. In addition to these, we also incorporate balance and coordination tasks, as the visually impaired really need it. In most cases, asymmetrical exercises, the task is to coordinate the work of the arms and legs on the opposite side.</p>
PARTICIPANTS AND DIFFERENTIATION	<p>Usually 50-50% of sighted and visually impaired people are present in the class. The ratio of men to women is also the same. At the beginning of workouts, we always ask if there is anything that hurts because we don't want an accident to happen. Some people have pain in their knees or are unable to perform supportive tasks due to their wrists but this is not usually a problem because we usually say more variations to a task or just tell them a task separately at that station. Differentiation appears from the beginning of the lesson both in the location (together we help to adjust exactly in the</p>

	<p>right direction, the sighted people adjust to the blind), in the use of equipment (eg we put more weight on a weight station) doing chairing or if a visually impaired participant is not confident about the task then we support it for example), etc.... Here I would like to address the need for equipment in the topic of differentiation. Here, because it is a matter of general strength development with a rather variable level of training and health condition, fewer but more types of strength tools are needed.</p> <p>Of course, the more equipment there is, the more varied the training, but because of the differentiation, it is more important that there are 3 types of strength from a rubber rope and not 3 other types of equipment.</p>
SOURCE	Koschek Alexandra
ACTIVITY MANAGERS	LÁSS Sport Club, Decathlon
LOCATION	Hungary

14. "MORE MOTOR ACTIVITY - MORE HEALTHY SMILES"

THEME	Hypotherapy and hydrotherapy as an ETS method for motor and social development
OBJECTIVES	Applying social-health therapeutic approaches to hypotherapy and hydrotherapy in working with children and young people with disabilities.
TARGET GROUP	Children and young people with different types of disabilities and their families.
DESCRIPTION	The project envisages the application of proven therapies (hypotherapy and hydrotherapy) and methods used for disorders of the musculoskeletal system and intellectual disabilities, which will have a beneficial effect on the general health, motor and social development of the participants involved in groups. The implementation of the set therapeutic approaches "hypotherapy" and "hydrotherapy" have a complex impact, which is applicable to the target group (children and young people with disabilities) with which the organization works and meets its needs.
IMPACT OF THE PROGRAMME	Assists the processes to achieve the main goals in the focus of the organization's activity - the use of complex methods for achieving effective results in providing physical and mental comfort for children and young people with disabilities, actively stimulating their overall development and social integration. Last but not least, with the implementation of this complex initiative, BALIZ Association - Pleven will strengthen its active position by providing these necessary therapies for children and young people with disabilities and will increase its functional capacity in the direct work and promotion of good practice.
SOURCE	https://www.facebook.com/photo?fbid=2124997660929309&_set=pcb.2124996427596099
ORGANIZATION/SPECIALIST IMPLEMENTING THE PRACTICE	BALIZ Association
ACTIVITY MANAGERS	Staff of BALIZ Association, Specially trained physiotherapists
LOCATION	Pleven City, Bulgaria

15. "INCLUSIVE TRAINING"

THEME	Early detection of children at risk of learning difficulties and their successful inclusion in preschool and school education, successful socialization and integration.
OBJECTIVES	Provide a supportive environment for equal access to education and for the opening of the education system with a view to implementing inclusive education.
TARGET GROUP	<ul style="list-style-type: none"> - Children from 3 to 7 years, at risk of learning difficulties; - Students with special educational needs; <p>From the primary school "St. Kliment Ohridski" participated 23 students with special educational needs.</p>
DESCRIPTION	<p>Project activities:</p> <ul style="list-style-type: none"> - Early assessment and prevention of learning difficulties in preschool children; - Providing conditions and support for the transition from integrated to inclusive education in pilot comprehensive schools; - Development of a new functional model of work to support the inclusive education of children and students with sensory disabilities in special schools for visually impaired and hearing impaired children; - Development of a new model of organization and functioning of special schools for children with mental retardation (auxiliary schools) in a pilot auxiliary school of boarding type; - Creating a favorable environment in schools and kindergartens for adaptive education of children with special educational needs; - Providing support for the inclusion in the educational process of children and students deprived of parental care and using residential services included in the process of deinstitutionalization.
IMPACT OF THE PROGRAMME	<ul style="list-style-type: none"> - Increasing the role of general education schools for building an inclusive educational environment and for the implementation of quality education in accordance with the individual needs of each student. - Increasing the capacity of special schools for children with sensory disabilities in order to build a functional model of work to support the inclusive education of children and students with sensory disabilities. - Building a new model of organization and functioning of schools for children with mental retardation of boarding type. - Creating positive attitudes in the school and parent community towards inclusive education to achieve an integration effect. - Providing a supportive environment by psychologists, resource teachers, speech therapists and / or other specialists for children and students deprived of parental care and using residential services involved in the deinstitutionalization process.
SOURCE	https://www.oupavlikeni.com/
ORGANIZATION/SPECIALIST IMPLEMENTING THE PRACTICE	<p>Primary school "St. Kliment Ohridski", Pavlikeni, Bulgaria</p> <p>The project is implemented with the financial support of the Operational Program "Human Resources Development", co-financed by the European Social Fund of the European Union.</p>
ACTIVITY MANAGERS	<ul style="list-style-type: none"> - Specialists with pedagogical functions (psychologists, speech therapists, hearing and speech rehabilitators), providing

	<p>resource support;</p> <ul style="list-style-type: none"> - Principals, teachers, pedagogical advisers, parents of children and students from the target groups. <p>Full staff involved in the project – 1 psychologist and 3 resource teachers.</p>
LOCATION	Pavlikeni, Bulgaria



Inclusive Training (Source: oupavlikeni.com)

16. MARTIAL ARTS AS A TOOL TOWARDS INCLUSION

THEME	The use of the martial arts explores various new possibilities of Sport as a tool for education and inclusion.
OBJECTIVES	In Bulgaria, as in other Balkan countries, people with disabilities and those from other disadvantaged groups are often not an active part of education, employment and public life from an early age. Potential exclusion deprives them of opportunities to engage and develop relationships with others - opportunities that are essential to their social development and important determinants of health and well-being. Martial arts as a specific sport activity are suitable for helping disadvantaged young people to acquire social skills that they lack. These arts teach them how to communicate effectively, as well as the importance of teamwork and collaboration, goal setting, self-discipline, respect for others, and the importance of following rules. Martial arts also enable disadvantaged students to take risks and learn how to deal with failure and success in a safe and supportive environment. Coaches and teammates provide them with important role models and can help young people develop skills that they can apply to other aspects of their lives, such as employment. The benefits of physical activity are universal for all children, including people with disabilities. The participation of disadvantaged students in sports and leisure activities promotes inclusion, minimizes deconditioning, optimizes physical functioning and improves overall well-being.
TARGET GROUP	Train physical activity teachers in schools to introduce Martial Arts to stimulate the inclusion of socially disadvantaged youth.
DESCRIPTION	Sport plays an important role in our societies. The diverse educational practices of sport, can be efficient to convey values of solidarity, diversity, inclusiveness and cultural awareness. It has a specific place in our societies combining a healthy physical activity with social and cultural heritage and diversity. Sport can be a very powerful tool for education and inclusion when working with young people because it can be very motivating and interesting. It can create a bridge between different social groups and better mutual comprehension and dialogue.
IMPACT OF THE PROGRAMME	<p>The main objective of the project was to train physical education and sports teachers in schools in remote / rural areas, as well as those with disadvantaged students, how to introduce martial arts to encourage the inclusion of disadvantaged young people, regardless of by age, race and skills. Thus, martial arts have become a way to boost self-confidence, control violence and strengthen community aspects. There is no reason why martial arts cannot be practiced by everyone, and if necessary, the project has proven that an appropriate adaptation can be made to the capabilities of the individual.</p> <p>The project proposed a number of innovative techniques to stimulate and facilitate the conduct of martial arts training, including the use of mobile and online training through an e-community learning platform.</p>
SOURCE	https://inclusivemartialarts.eu/ https://inclusivemartialarts.eu/2019/06/17/multiplier-event-martial-arts-as-tool-for-inclusion-of-people-with-disabilities-video/ http://wingsun-bg.com/
ORGANIZATION/SPECIALIST	Marie Curie Association- MCA Plovdiv + EWTO Bulgaria

IMPLEMENTING THE PRACTICE**ACTIVITY MANAGERS**

Martial arts sports clubs, specially trained coaches for training children with special needs from different homes and Yamato Sports Club, Stara Zagora, Bulgaria

LOCATION

Plovdiv, Bulgaria



Martial Arts (Source: Marie Curie Association)

17. QUALITY LABEL “BEWEGUNGSKITA”

THEME	Movement-oriented day-care centres/kindergarten
OBJECTIVES	<ul style="list-style-type: none"> • To award with the quality label the kindergartens that have very good work in the area of physical activity • To support the further development of facilities • To enable a professional exchange among the daycare centres • To make daycare centre’s work transparent to the outside world and offer opportunities for networking in the region
TARGET GROUP	Movement-oriented day-care centres/kindergarten
DESCRIPTION	<p>The Landessportbund Brandenburg e.V. and the Sports Youth Brandenburg (BSJ) have developed a quality label for movement-oriented day-care centres. Together with the Ministry of Education, Youth and Sports, the University of Potsdam and the AOK Nordost, the certification procedure is being implemented in the federative state of Brandenburg. The “BEWEGUNGSKITA” seal of quality is awarded as a distinction for very good kindergarten work in the area of physical activity. However, it is also intended to support the further development of facilities, enable a professional exchange among the daycare centres, make their work transparent to the outside world and offer opportunities for networking in the region. In addition, all day care centres can benefit from professional support and advice.</p> <p>The basis for the development of the quality standards for the “BEWEGUNGSKITA” quality label was formed by the “Bausteine eines Bewegungskinder Gartens” (Modules of a Movement Kindergarten) according to R. Zimmer, which were published again in 2013. Based on these scientific findings, the quality seal exclusively describes characteristics of movement with the anthropological basic assumption: “the child as a movement being”. Healthy nutrition in the context of health promotion is understood as important for child development, especially in connection with the promotion of movement, but is excluded within the framework of the features of the quality label.</p> <p>The award for BEWEGUNGSKITA is based on a differentiated analysis of quality standards in the following 4 areas:</p> <ul style="list-style-type: none"> • the pedagogical quality & the facility’s concept for promoting movement, • the movement-friendly room concept, • the physical activity programmes, • the opening to the outside world. <p>Criteria in all four areas were defined as a guideline for the quality development process and profile development for the “MOVEMENT KINDERGARTEN of the State of Brandenburg”.</p> <p>A distinction is made between minimum requirements and extended requirements that serve as orientation for further profiling beyond the minimum requirements. The 15 facilities certified so far have fulfilled the minimum requirements and supplemented their physical activity concept with suggestions from the extended requirements to strengthen their individual profile.</p> <p>The seal of quality will be in the form of a specially designed poster to advertise the work of the respective childcare centre and will be entitled “BEWEGUNGSKITA des Landes Brandenburg”(MOVEMENT KINDERGARTEN of the federative state of Brandenburg). A validity period of three years requires recertification after expiry and illustrates the qualitative development of the childcare centre.</p>
SOURCE	Julia Lorek and Franziska Reinhardt
ORGANIZATION/SPECIALIST	The Landessportbund Brandenburg e.V. and the Sports Youth Brandenburg (BSJ)

IMPLEMENTING THE PRACTICE	
LOCATION	Germany

18. RHYTHMIC DRUMMING

THEME	Movement for development and the expression of children's joy of life.
OBJECTIVES	<ul style="list-style-type: none"> • To experience music together through movement and dance • To awake interest in rhythm and music • To promote gross motor skills • To relieve stress, worries and anger through movement
TARGET GROUP	For children from 2/3 years of age
BACKGROUND	<p>The kindergarten "Nesthüpfer" in Falkensee implements the concept "Health- and Movement-oriented Day Care Centres", which was established in cooperation between the LSB SportService Brandenburg gGmbH, the Sports Confederation of Brandenburg e.V., the Sports Youth Brandenburg and the University of Potsdam. The focus of this concept is set on the movement, which is understood as the main driving force for development and the expression of children's joy of life. The special feature of this concept lies in linkage of the elementary education principles of the federative state of Brandenburg with the learning content in the areas of: "Body, Movement, Health", "Language, Communication and Written Culture", "Music", "Representation and Design", "Mathematics and Natural Science" as well as "Social Life".</p> <p>In the day care centres (day nursery, kindergarten and after-school care) the children experience an active everyday life that provides a framework for their natural urge to move through room design, daily structure and under pedagogical supervision.</p>
DESCRIPTION	<p>Rhythmic drumming is an educational programme for kindergartens, after-school care centers and primary schools. It invites children to make rhythmic music and is intended to awaken their interest in rhythm and music. In addition, gross motor skills are demanded and promoted.</p> <p>Rhythmic drumming is about experiencing music together through movement and dance. Especially in larger groups, it is fun to dynamically reinterpret and accompany pieces of music. Additionally, stress, worries and anger are relieved through movement. You don't need much to drum. Each child needs an exercise ball, a basket/holder for the ball and 1-2 drumsticks. The movement leader also needs a music system and a varied collection of rhythmic music to join in.</p> <p>Who is rhythmic drumming suitable for?</p> <p>Rhythmic drumming is suitable for children from 2/3 years of age. At this age, the first musical activities can take place in an age-appropriate way. Of course, the first attempts are made at this time and children become familiar with the beat and sound. With increasing age, the rhythms and movements can be expanded. More and more complex drum sounds can be guided. The programme is suitable for many situations. The children's natural urge to move - which is increasingly seldom used - can be captured and creatively shaped. For example, this activity is suitable for kindergarten children in the morning or afternoon. In primary school, drumming can be used for an active break, a change of pace or as an alternative musical activity.</p> <p>Where can rhythmic drumming be offered?</p> <p>Since this activity does not require a lot of materials, which are easy to obtain, it is quite location-independent. The programme can be offered both indoors and outdoors. The only thing to keep in mind is that the gymnastics balls take up a lot of space when inflated, which makes them difficult to transport. However, this problem can be solved inexpensively with a ball pump.</p> <p>Why should rhythmic drumming be offered?</p> <p>Rhythmic drumming covers different educational areas in a playful way. Among</p>

	<p>other things, it promotes gross motor skills, a sense of rhythm, eye-hand coordination, spatial and positional awareness, balance, bounce, social skills and early musical education. The programme is suitable for children with age-appropriate development, but can also be offered as a support for children with developmental delays. Some of the activities are also suitable for inclusive use. The intensive movement of all parts of the body is particularly suitable for mobilising new energy. It also activates the cardiovascular system.</p>
SOURCE	Ewelina Jenczewski and Erik Mittag
ORGANIZATION/SPECIALIST IMPLEMENTING THE PRACTICE	The kindergarten “Nesthüpfer”, LSB SportService Brandenburg gGmbH, Sports Confederation of Brandenburg e.V., Sports Youth Brandenburg, University of Potsdam.
LOCATION	Germany



Rhythmic Drumming (Source: Ewelina Jenczewski)

PEDAGOGICAL EXERCISES

The activities presented hereby as good practices were collected during Toolfair events organized on international and national level (in each country). These events provided space to share and exchange good practices among successful practitioners who use sport and physical activities to develop skills and competences of young people with the aim to create an inclusive community. The activities are participatory and interactive, and envisaged to inspire self-reflection, as well as interesting and informative discussions.

The exercises:

1. Identity Card (IT)
2. Let's play with diversity (IT)
3. Alternate Hindrances (IT)
4. From Circle Time to 4-3-3 (IT)
5. Margherita Mixer (IT)

1. IDENTITY CARD

THEME	Anti-discrimination
OBJECTIVES	To analyze stereotypes and cherish differences inside the group, while arousing the sense of empathy between people
DESCRIPTION	Identity Card is a pedagogical exercise based on basketball and role-playing aimed at analyzing stereotypes and cherishing differences inside the group, while arousing the sense of empathy between people. Discrimination affects all layers of society and can destroy lives, thus by acting on the deconstruction of stereotypes we can manage to elevate the public debate on human rights. Since sport can be seen as a mirror of society, we can use playful activities to provoke reflection in people's minds and use the outcomes to build a fair society for all.
PARTICIPANTS	12
DURATION	90 minutes
TOOLS	This activity requires a basketball court, 12 colored vests (one color per team), 12 cards (one per player), 6 placards, a whistle
PREPARATION	<p>The facilitator divides participants into two mixed teams.</p> <p>Before starting the match, each player picks a secret identity card: each card contains a term that defines a character (e.g.: migrant, millionaire, homeless person, part-time worker, gay man, stay-at-home mother etc.). Please note that the cards (12 in total) should reflect society with all its differences, so characteristics such as gender identity, ability, age, sexual orientation, cultural background, gender, socio-economic status, nationality, ethnicity and religion should be taken into consideration.</p>
INSTRUCTIONS	<p>The duration of the match is 30 minutes. Every 5 minutes, the facilitator will blow the whistle and will show one placard to the group. Placards contain specific input in the form of statements (e.g.: "I can travel freely", "I can afford to pay rent", "I have never felt discriminated against because of my sexual orientation" etc.) that players have to take into consideration. If a player has been assigned a character that does not fit with the sentence (e.g.: "I can afford to pay rent" - a homeless person cannot afford to pay rent), they will have to stay in the sports field, but will freeze for 30 seconds.</p> <p>The game follows the traditional scoring system. At the end of the match, the group sits in a circle for the debriefing session.</p>
DEBRIEFING	<p>(60 minutes)</p> <p>The facilitator shall ask each participant if they enjoyed the match, and why. Everyone is free to show their Identity Card to the rest of the group, while the facilitator will encourage discussion by asking questions such as:</p> <ul style="list-style-type: none"> - Have you ever met anyone that matches the character you have been assigned? - Have you ever met anyone that matches the character your teammates or opponents have been assigned? - Do you identify with any of the characters that were playing the game? - How did you feel when you had to freeze? - How did you feel when you saw your teammates freeze?

	- How did you feel when you saw your opponents freeze?
TIPS	<ul style="list-style-type: none"> - Each participant is encouraged to take part in the discussion, but should never be forced to do so. The facilitator must never judge. - The facilitator should make sure that the difference between stereotype and discrimination be explained. - The facilitator can also choose famous people to define characters (e.g.: famous athletes, singers, politicians etc.) as players will find it easier to empathize with them, but most of all they will be able to reflect more about topics such as power and privilege. - Should there be no baskets, the activity can be turned into a football or volleyball match, depending on what space is available. - Facilitators can decide to make the game harder by making players freeze for 5 minutes instead of 30 seconds (should their character be penalized by the statement). - Facilitators can decide to shout statements out loud instead of using placards.
SOURCE	Maria Vittoria
ACTIVITY MANAGERS	S.CO.S.S.E.
LOCATION	Rome, Italy



Identity Card #1 (Source: Maria Vittoria)



Identity Card #2 (Source: Maria Vittoria)



Identity Card #3 (Source: Maria Vittoria)

2. LET'S PLAY WITH DIVERSITY

THEME	Disability, Anti-discrimination
OBJECTIVES	To raise awareness about the condition of people living with disabilities through the concrete experience of sports practice, getting to know the basic notions of the concept of disability, and with the aim of developing the attitude to find alternative solutions for interacting with others.
DESCRIPTION	<p>Let's Play with Diversity is a pedagogical exercise created by the association for sport and culture Lupi Roma Outsport focusing on the topic of disability.</p> <p>Tested in 2020 as part of the friendly tournament Colpi di Tacco (Heel Strike), it is part of the best practices aimed at dealing with various aspects of discrimination proposed by Lupi Roma Outsport. Through a communicative, affective humanistic and playful approach, it is aimed at boys and girls of first and second grade high school. It uses Education Through Sport (ETS) to raise awareness about the condition of people living with disabilities through the concrete experience of sports practice, getting to know the basic notions of the concept of disability, and with the aim of developing the attitude to find alternative solutions for interacting with others.</p>
PARTICIPANTS	30 people divided into two groups of 15, each followed by two trainers and in 6 teams according to the assigned roles. The groups will run the activities in parallel.
DURATION	3 hours (including breaks)
TOOLS	Post-its, markers, eye patches, arm bands, ear plugs.
INSTRUCTIONS	<p>1: Introduction and presentation of the participants (35 minutes): The trainer briefly introduces the topic of the day and leaves the floor to the participants for a short one-minute self-presentation.</p> <p>2: Team creation (10 minutes): Each participant will draw a card on which a physical or mental disability is written, and will have to train and play according to the rules prescribed by each card drawn, (the cards will represent both a generic category of disability, which will determine the presence in a given team, and a specific disability of the individual player, e.g.: blindness category - specific - left eye only). Players are divided into two mixed groups, regardless of teams, for the training phase.</p> <p>3: Training (20 minutes): The trainers organize a basic football training that involves passing the ball in various ways (low shot, high shot, two-touch, first shot), conducting the ball while avoiding obstacles and shot on goal.</p> <p>4: Matches (30 minutes): Divided into two playing fields, the 6 teams will clash in 3 direct matches (duration: 10 minutes, three-cornered), earning 3 points for each win and 1 point for a tie. Each player will have to respect their role. If rules are not respected, the player will be cautioned for the first infringement and sent off for 5 minutes for the second infringement.</p> <p>5: Free match (10 minutes): 30 minutes into the game and without any warning, the players of the teams that are first in the respective three-cornered matches will be informed that there will be one last match where they are free to choose how to play: they can keep their assigned disability, pick a new one or play freely. The aim is to create a disorienting effect that leads to empowerment.</p> <p>6: Anonymous feedback (10 minutes): Each player will anonymously write a thought aroused by the emotions they felt during the game on a piece of paper.</p>

DEBRIEFING	(40 min) The trainers organize a collective reflection based on the anonymous feedback and leaving the floor to the participants. During this session, the basic notions on the subject are introduced, namely the difference between disability and handicap, as well as the importance of social facilitation according to the definitions of the ICD-10, International Classification of Diseases.
SOURCE	Emiliano Caccia
ACTIVITY MANAGERS	Lupi Roma Outsport
LOCATION	Rome, Italy

CARDS FOR THE EXERCISE

TEAMS (5 PLAYERS)	DISABILITY CARD (5 CARDS PER TYPE)	EFFECTS	ACTION
Team 1	Mutism	Players won't be able to speak or verbally communicate during both the warm-up and the match.	-
Team 2	Deafness	Players shall wear ear plugs during both the warm-up and the match.	Provide 5 pairs of disposable ear plugs.
Team 3	Blindness (left eye)	Players shall wear an eye patch during both the warm-up and the match.	Provide 5 disposable eye patches.
Team 4	Blindness (left eye)	Players shall wear an eye patch during both the warm-up and the match.	Provide 5 disposable eye patches.
Team 5	Immobility (Right arm)	Players won't be able to use their right arm.	Tie arm with disposable bandage.
Team 6	Immobility (Left arm)	Players won't be able to use their left arm.	Tie arm with disposable bandage.

3. ALTERNATE HINDRANCES

THEME	Anti-discrimination, diversity
OBJECTIVES	The goal of this exercise is to show the often negative role that diversity plays in group dynamics and how unity and collective effort can help overcome them.
DESCRIPTION	Alternate Hindrances is a pedagogical exercise based on volleyball. The basic rules of volleyball and its setting teach coordination, trust and support between teammates. The goal of this exercise is to show the often negative role that diversity plays in group dynamics and how unity and collective effort can help overcome them.
PARTICIPANTS	10
DURATION	90 minutes
TOOLS	This exercise requires a volleyball, a net and court marking tools (chalk or tape) if no standard court is available.
PREPARATION	<p>(20 minutes)</p> <p>After a short round of presentations, teams are formed in a balanced way and the basic instructions of the game are given. Before starting the game, an identity that reflects a disadvantaged person is anonymously assigned to each player. The facilitator stands available to clarify and explain any doubts.</p>
INSTRUCTIONS	<p>At the start of the 30-minute game, no one declares their identity or discomfort. The identity of each player becomes evident every time the referee/facilitator announces a handicap (e.g.: "in this round, mothers can only use one hand"). By adding handicaps from time to time, solidarity and mutual help during the match will be put to the test. The game continues following traditional scoring rules, but having no competitive approach it can be stopped any time.</p>
DEBRIEFING	<p>(40 minutes)</p> <p>At the end of the game, the group sits in a circle to discuss what happened during the activity. Each participant talks about what they have learned from the challenges they faced at both individual and the team level, particularly focusing on what they did and how they felt when they saw that their teammates were unable to play, thus putting the outcome of the match at risk. The purpose of the discussion is to raise awareness about the weight that minorities or disadvantaged categories constantly carry on their shoulders and to talk about the importance of solidarity and cooperation in team dynamics, extending this concept to society.</p>
TIPS	Make sure that the assigned identities reflect those of a contemporary society - the presence of women, disabled people, LGBTIQ +, ethnic and religious minorities among is paramount. Facilitators can also decide to form a particularly advantaged team and a very fragile team to favor a more stimulating debriefing. Otherwise, it is better to avoid that too many similar identities are concentrated in one team, so that both sides of the sports field can be stimulated equally.
SOURCE	Luca Savio

ACTIVITY MANAGERS

Associazione Italiana Cultura Sport

LOCATION

Turin, Italy

4. FROM CIRCLE TIME TO 4-3-3

THEME	Anti-discrimination, diversity
OBJECTIVES	<p>To develop an understanding of diversity; To foster open communication; To strengthen the sense of teamwork; To celebrate difference.</p>
DESCRIPTION	<p>The aims of this exercise, specifically designed for pre-school and primary school kids.</p> <p>By recognizing people's similarities and differences, we can become better players and citizens. In order to strengthen the sense of teamwork, it is crucial to make children understand the concept of diversity, and help them recognize (and correct) stereotypes. Playing games can allow them to find common ground and to interact with one another, celebrating the difference within the team and the classroom.</p>
PARTICIPANTS	4-20
DURATION	60 minutes
TOOLS	This exercise requires hula hoop circles, traffic cones, different types of balls (football, tennis, rugby, volleyball, beach ball), ropes and a space in which to play - it could be a school courtyard, a park or a room big enough to accommodate the activity.
PREPARATION	<p>This exercise is structured in five different parts.</p> <ol style="list-style-type: none"> 1) Icebreaker 2) Agility 3) Throwing, Passing, Bouncing 4) Fun 4-3-3 5) Debriefing
INSTRUCTIONS	<p>The following pattern is just an example of the many activities that can be performed with the tools listed in the Tools section.</p> <ol style="list-style-type: none"> 1) Icebreaker (10 minutes): children sit in a circle, facing each other. The facilitator taps each child on the shoulder and says their name. Once the first round is done, the facilitator points at one of the kids and the rest of the group has to say their name in chorus, increasing the pace round after round. 2) Agility (10 minutes): the facilitator prepares rows of traffic cones and fitness circles. Children jump inside and outside the fitness circles placed on the ground, then do the slalom between traffic cones. After the first warm-up round they will repeat in pairs, standing side by side with their adjacent legs tied together with the use of ropes. This will teach them coordination and will naturally foster their sense of cooperation. 3) Throwing, Passing, Bouncing (15 minutes): the facilitator gets all the children to stand in a large circle and begins the game by throwing a ball to one of the kids, asking a simple question about them, such as "what is your favourite food?". Once the kid answers the question, it's their turn to ask another question (e.g.: what is

	<p>your favorite sport?) and throw the ball to another peer. Every two passes, a new ball is introduced into the circle, and must be passed based on the type of sport it is designed for (e.g.: a basket ball must be bounced, a soccer ball must be kicked etc.).</p> <p>4) Fun 4-3-3 (15 minutes): the facilitator scatters all the balls around the playfield. Children will have to autonomously form two teams placed at the two ends of the field. Once the playfield is ready and the teams are formed, an unusual football match begins: each team is assigned a specific type of ball, and must collect as many as possible, bringing them back to their starting spot (which ideally substitutes the gate). No team has gatekeepers, and each player can interact with one ball at a time. Additionally, each team must try to empty the opponent team's gate, thus creating a group dynamic reminiscent of the pervasive action of the 4-3-3 technique in football, where both the central and lateral parts of the field are simultaneously used. Due to the fact that this is not a traditional football match, children are allowed to carry the ball with their hands, bounce it, throw it, kick it and pass it to teammates however they like. At the end of the 15 minutes, the team who collected the most balls wins.</p> <p>5) Debriefing (10 minutes): during this phase the facilitator will get the group to sit in a circle and will begin to collect feedback.</p>
DEBRIEFING	<p>(10 minutes):</p> <p>The facilitator asks each kid to share one positive and one negative feeling about the practice, and introduces concepts such as cooperation, win, loss, listening and interpersonal communication.</p>
TIPS	<p>Any of these activities can be modified to accommodate the needs and tastes of the group.</p> <p>Prepare a list of questions for the Throwing, Passing, Bouncing part and read them out to the group before the exercise as a source of inspiration.</p> <p>Make sure you have a sufficient number of traffic cones, balls, hula hoop circles and ropes to meet the needs of the group. Last but not least, shy kids should be encouraged to take part in the game, but never forced to do so.</p>
SOURCE	Giovanni Castagno
ACTIVITY MANAGERS	Associazione Italiana Cultura Sport
LOCATION	Italy



From Circle Time to 4-3-3 #1 (Source: Giovanni Castagno)



From Circle Time to 4-3-3 #2 (Source: Giovanni Castagno)

5. MARGHERITA MIXER

THEME	Inclusion
OBJECTIVES	<p>Through the capacity of identification and projection of the participants, this exercise aims to:</p> <ul style="list-style-type: none"> - arouse the sensation of the daily experiences of disadvantaged people, focusing on the difficulties or possibilities they encounter in various life circumstances; - Shed light on the gap of possibilities that different starting conditions with respect to sexual orientation / gender identity, but also age, disability, socio-economic conditions, cultural or religious affiliations, countries of origin can create in people's lives; - stimulate comparison between participants on these issues. - develop a sense of empathy for people who may have different living conditions and who may be more or less privileged with respect to the given context.
PARTICIPANTS	10-25
DURATION	60 minutes
TOOLS	<p>The activity can be carried out indoors in a medium-large classroom (also in relation to the size of the group), freeing the central part from the desks, in a gym or in an outdoor space.</p> <p>Colored cards (for making bio cards), white sheets of paper, large pack paper for final sharing.</p>
PREPARATION	<p>The space must be cleared of benches and other objects. The preparation requires the creation on cards, possibly of various colors, of short personal profiles that can be defined on the basis of a single characteristic (e.g. sexual orientation or gender identity) or more characteristics (e.g.: socio-economic condition, family, age, ability / disability, religion, origin etc ...). Depending on the choice, the focus will be more or less concentrated on the various aspects highlighted.</p>
INSTRUCTIONS	<p>(20 minutes)</p> <p>Each participant is invited to randomly choose a card they must carefully read without revealing its content to anyone. Some members of the group, unaware of the contents of the cards, may be invited to carefully observe what will happen.</p> <p>(5 minutes)</p> <p>Depending on the characteristics of the space and on the number of participants, players are arranged in a circle at arm's length from each other or in a straight line on one side of the classroom.</p> <p>(5 minutes)</p> <p>At that point the facilitator will give tasks, inviting players to react as if they were the person described on the bio cards they picked. If they think they can carry out that task, they take a step forward (towards the center in the case of the circle, towards the opposite wall in the case of the straight line), otherwise they will stand still. For example, if the facilitator says, "I can get married to</p>

	<p>whomever I want," a 20-year-old straight man will most likely take a step forward, while a lesbian girl may stand still. The same thing could happen to a girl from an observant Muslim family or to a disabled person. Players are given full freedom of choice. At the end of the activity, players will find themselves arranged all over the place. Some will have advanced towards the opposite wall or towards the center of the circle, others will have remained at the starting point or will have taken a few steps, others will find themselves in intermediate positions. In the case of the circle, a circular structure with rays or petals, while as for the straight line, a mixer/equalizer structure will be formed.</p>
DEBRIEFING	<p>(30 minutes):</p> <p>The final positioning of participants creates a very clear image of the distances that exist between people in real life on the basis of individual or social characteristics that in most cases are not chosen but are given (sexual orientation, identity of gender, socio-economic conditions, family religion / religiosity, age, health conditions, countries of origin, etc.).</p> <p>The physical distance between the participants who have advanced also arouses feelings and emotions in the group.</p> <p>If the activity had foreseen some observers, facilitators can start by asking them what they saw and what explanation they can give regarding the final positioning of the participants. Otherwise they can proceed directly by asking participants what bio they had, why they took a step forward or not, how they felt when they advanced or when they remained motionless etc.</p> <p>This comparison can also be summarized by reporting the essential elements that emerge on paper in order to fix them and possibly use them as starting points for further studies or activities.</p>
TIPS	<p>To perform this exercise in the best possible way, it is advisable to define the bio cards in a timely manner with respect to the characteristics and aspects that facilitators want to investigate. It is not necessary to limit the exercise to just one dimension (e.g.: sexual orientation / gender identity) but it could be dispersive to insert too many. It is also useful to arrange the set of possibilities to propose and the areas to explore in order not to be short of input in the thick of the game! It is essential to randomly assign the bio cards (as a simulation of what happens in life with respect to these characteristics), making sure their contents are not revealed to the rest of the group and that they cannot be exchanged or change their meaning.</p> <p>In the beginning, should a term be unfamiliar to a player (e.g.: "intersex", "transgender", "asexual" etc.), they can ask for clarifications from the facilitator. During the debriefing phase it may be useful to clarify complex or specific terms, or terms that can give rise to misunderstandings. For instance, the word "trans" or "transgender" is interpreted by many people as "a man who becomes a woman or who dresses like one" - and more often than not associated with prostitution - while the phenomenon is much more varied and complex, as there are MtF (Male to Female) and FtM (Female to Male), non-binary and other "types" of transgender persons. The same complexity and variety of situations can concern disability or different cultures or religions.</p>
SOURCE	Andrea Maccarrone
ACTIVITY MANAGERS	Associazione Italiana Cultura Sport
LOCATION	Italy

30-HOUR TRAINING MODUL

Based on the experience of the sharing of these selected practices, looking into what makes them work, identifying the key factors of quality and success, and based on the conclusions of the International Tool-fair training, we developed a 30-hour training module (it can be extended to 60 hours) for youth workers, coaches and PE teachers.

The aim of the training module is to make the sport communities of youth and school classes more inclusive towards marginalized and vulnerable youth by empowering and enabling coaches, PE teachers to use education through sport approach to improve inclusion within the sport communities and school classes that they are responsible for.

Specific pedagogic objectives

- to understand the education through sport approach,
- to become more sensitive and empathic towards marginalised, discriminated and vulnerable youth,
- to be able and ready to address issues of discrimination and use adequate tools to improve inclusion of the youth community through and in sport and physical education.

1. Education through sport approach

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.

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.

Education by sport

The concept of Education BY Sport is a 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 aim is 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.

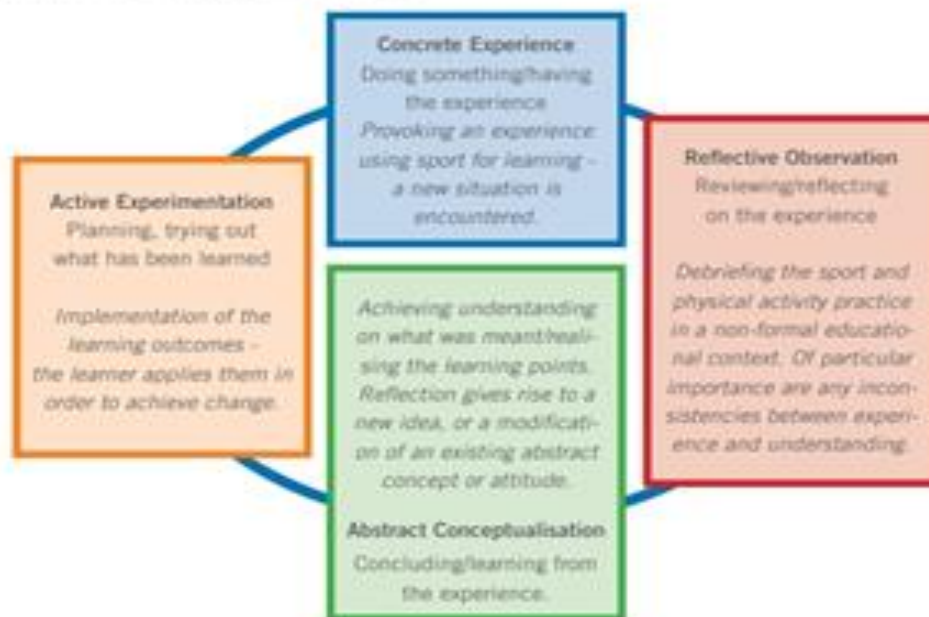
Education through Sport (ETS)

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).

Kolb's Experiential learning cycle[®] linked with ETS



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 nonformal 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.

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.

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.

2. Marginalized and vulnerable youth

“We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.” **Nelson Mandela**

This means that there is a clear openness and proactive attitude towards marginalised groups and their organisations, which are usually less represented, have fewer opportunities to make their voices heard, or suffer greater discrimination. Groups like ethnic minorities, migrants and refugees, girls, LGBTQI people, young people facing life challenges, either socially or economically. In this respect, we need to pay special attention to young people who are not in employment, education or training (NEETs). It also means that there should be special measures (or ideas) in place to support these groups towards becoming more engaged in dialogue and making their voices heard.

In 2017, the at-risk-of-poverty or social exclusion rate for young people aged 16-29 was 27.7 % in the EU-28, corresponding to about 21.8 million young people (Eurostat). Discrimination on the grounds of ethnic origin continues to be regarded as the most widespread form of prejudice in the EU (64%), followed by discrimination on the basis of sexual orientation (58%), gender identity (56%), religion or belief (50%), disability (50%). respondents who describe themselves as being part of a minority in terms of disability (37%) and those who say they belong to a minority with regards to sexual orientation (32%) or to an ethnic minority (30%), are most likely to say they have experienced discrimination (Eurobarometer 2015).

The EU Charter of Fundamental Rights, Article 21, Non-discrimination: “Any discrimination based on any ground, such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation, shall be prohibited.”

The current feeling of many young people is that they can't make themselves heard and therefore aren't considered part of society, due to a lack of privileges and opportunities. This perception can be changed through inclusive youth participation structures and projects that enable disadvantaged young people (less privileged or with fewer opportunities) to be heard and to become active in their communities.

Addressing, empowering and involving these youth groups can change the local community and provide long-term solutions to the problems created by marginalisation, discrimination and poverty

Further resources

European Commission Against Discrimination and Intolerance (Council of Europe). You can download the country monitoring reports here: <https://www.coe.int/en/web/european-commission-against-racism-and-intolerance/country-monitoring>

European Union Agency for Fundamental Rights, **Fundamental Rights Report 2018**: <https://fra.europa.eu/en/publications-and-resources/publications/annual-reports/fundamental-rights-2018>

Have a look at the Finnish Roma Youth Policy, which shows how to address poverty and discrimination in an unprivileged group:

<https://stm.fi/en/participation-roma>

Ending Youth Homelessness: Human Rights Guide (Published by FEANTSA). It can be downloaded here: <https://www.feantsa.org/en/report/2016/12/07/youth?bcParent=27>

You can download several publications on the topic of inclusion from the **SALTO Inclusion** website.

Recommended:

- **Urban Solutions** - tapping the talents of urban youth

- **Value the Difference** - Resource Pack

- **Young People and Extremism** - Resource Packs

<https://www.salto-youth.net/rc/inclusion/inclusionpublications/>

- You can download the Inclusion and Diversity Strategy of the Erasmus+ Programme here: <https://www.salto-youth.net/rc/inclusion/inclusionstrategy/aboutid/>

8 Steps to Inclusive Youth Work (an excellent Toolkit published by the National Youth Council of Ireland). It can be downloaded here: <http://www.youth.ie/nyci/8-Steps-Inclusive-Youthwork>

See this global action promoting gender equality:

<https://dayofthegirl.globalgoals.org/>

3. Pedagogic tools to address discrimination and inclusion in youth groups

You can find several pedagogic exercises in different topics here: <https://www.throughsport.eu/resources/>

There are four handbooks that can help you in four different fields:

1. Move and Learn Manual – general inclusion
2. Outsport Toolkit – in LGBTQI field
3. Volunteering in sport – in different issues such as disability
4. Sport for active citizenship Toolkit – with different issues

Outline of the training course

An ideal training course for coaches and PE teachers last 30 hours – 3 full days, but can also be distributed in 4 days. 1 session is two times (A and B) 90 minutes with a break in between. Below you can find the outline of the sessions.

SESSION 1

- A) Introductory session to introduce the participants, trainers, objectives, program, methodology and content of the training course. You can also check the expectations of participants and prepare them for sensitive issues as well.
- B) Presentation of education through sport, based on point 1 of content above. Proposed exercise: Make two teams and let them play any team sport with a ball. In the 1st 10 minutes instruct them on technics, performance and motivate them to win. In the 2nd 10 minutes let them play and then make them sit down to discuss how this sport can improve their skills and behaviour and health. In the 3rd 10 minutes give them role cards (with different social backgrounds) and ask them to play accordingly and then make them sit down and discuss how was the game, what did it change. At the end you can debrief the whole session and discuss education by, for and through sport.

SESSION 2

- A) Present what inclusion means, and the different vulnerable groups based on the point 2 of the content above. Facilitate a brainstorming to discuss why inclusion is important for the whole society and for sport.
- B) At the end present Human Rights based on the 1st Chapter of the [Compass Manual](#). And discuss why participation in sport is a kind of Right as well. Who can easily and who has no or little access to sport activities.
- C) Play exercise “Play for your Right to Health” from the Sport for Active Citizenship Toolkit on pages 27-29.

SESSION 3

- A) What makes an inclusive coach / PE teacher? What kind of competences are needed for a sport educator to be inclusive and to make their sport team inclusive? What are the challenges of being inclusive in school or in sport clubs? Discuss with the group and collect ideas on flipchart.
- B) Implement Exercise IV.6. Basketball as a tool for communication (page 49) in Move and Learn manual. Discuss the different coaching styles and how important the personality of the coach is.

SESSION 4

- A) A sensitive thematic field: LGBTQI. Present some important aspects of the LGBTQI issues based on the chapter 4 of the Outsport Toolkit.
- B) Select one of the 5 exercises and implement it.

SESSION 5

- A) Look at all the exercises of the 4 recommended handbooks and select an exercise of your choice and preference. Adapt to the group of coaches /PE teachers that you work with, or ask them about their priorities. (You can also ask some volunteers in the beginning of the training course who can prepare and facilitate the selected exercise on the last day.)
- B) Arrange a pedagogic debriefing about the exercise thoroughly and discuss how they would implement the selected exercise. Discuss the challenges of the exercise and the variations that the participants could imagine. Ask them to think about their own work reality and how they could do this exercise with the young people.

SESSION 6

- A) Discuss conclusions of the participants and make an evaluation (online form or some interactive exercises)

INFORMATION ABOUT THE ORGANIZATIONS

Hope for Children Hungary

Hope for Children Hungary aims at helping and defending the enforcement of the children's rights which are set in writing in the United Nations Convention on the Rights of the Child. Hope for Children Hungary pays special attention to the fact that children's rights are not the degraded correspondences of the primary rights which are adult people's legal due: they are special rights which arise from the special status of the children's age, physical and mental abilities.

The main goal of the Association is to advocate and protect children's rights in compliance with the standards and principles of the UN Convention for the Rights of the Child. The Association serves as an intermediary organization between the society (including several actors such as businesses, universities and other non-for-profit organizations) and the children, youngsters and families in need with the aim to facilitate and coordinate the flow of the donations and the human resources (professional and volunteer) between them. The promotion of the human rights education in Hungary is part of this mission in the frames of which workshops and trainings are organized for children and young people. The aims of the awareness raising and informative campaigns are to prevent the violation of rights and to realize and acknowledge the current problems which is essential for an extensive social consultation and action.



**REMÉNYT A
GYERMEKEKNEK**
KÖZHASZNÚ EGYESÜLET

Italian Association for Culture and Sport

AICS (Italy) - was founded in 1962 as a national organization of sport promotion. During 50 years AICS has been enlarging its action to different fields: culture, social policies and social tourism, environment and training/projects for social cohesion activities. It takes a Humanism Perspective and considers sport, culture and tourism as social tools with a role aimed at developing active citizenship and welfare policy challenges.

According to the EU White Paper on Sport principles, particularly focused on sport as a right for all and as a tool for personal lifelong learning, AICS acts at a national and international level to promote integration and equal opportunities among people, to promote health for communities, to fight racism and violence and to promote sustainable development for all.

AICS is institutionally recognized as:

- National Provider of sport promotion activities, it is enrolled in CONI (Italian Olympic Games Committee)
- National provider of sport and cultural promotion actions, it is enrolled in CIP (Italian Paralympics Games Committees)
- National Health and Social Organization appointed by the Italian Internal Affair Ministry.
- National provider of Social promotion services appointed by the Italian Labour Ministry.
- Voluntary Organization appointed by the Presidency of Ministry Council - Civil Protection Department.



Bulgarian Sports Development Association

The association was founded in 2010 and is a nonprofit public benefit organization devoted to the development of Bulgarian sport and improving sporting culture in Bulgaria!

As sport is about ambition, emotion and inspiration initiated by the people for the people, the sector should be based on the personal convictions of decision-makers for integrity, dedication and fairness as well as on the principles of “fair play”, team-work, discipline, equal start and non-discrimination. We believe that sport should be part of a modern life of children and young people and should transmit in them all those values and support their use in all aspects of life. Sport is also be a excellent way to prevent many of the problems with young people such as social exclusion, violence, crime and addictions.

Our team is motivated, creative and full of innovative spirit that works for development of Bulgarian sport and enhance the sport culture in Bulgaria with a desire and motivation. BSDA membership is voluntary and the association involve both physical and legal persons who are willing to help sport development with time, ideas, effort or financial support. We also organize different events in the areas of: entrepreneurship, citizenship and active society. The team of the organization consists of professionals from different fields as: sport experts, media specialists, tourism and hospitality, education, marketing and others.

Our main goals are:

1. Sustainable development of physical education and sport in Bulgaria;
2. Develop different strategies and programs for sport tourism.
3. Development, application, implementation and coordination of national, municipal, government, European, international and other projects and programs for development of sport, sports facilities and physical education;
4. Improving the health, physical condition and sports culture of the nation, concerning youth problems as a priority;
5. Optimization and mobilizing human and material potential in sport and personal development;
6. Creating an enabling environment for sustainable and efficient management and entrepreneurship in sport and tourism;
7. Development of education in physical culture and sport and through sport, and

informal continuing education in the field of sport, professional development, business and entrepreneurship;

8. Protection of children, youth, professional athletes, coaches, sports figures and sports organizations;
9. Develop, Stimulate entrepreneurship and personal development of the youngsters;
10. Development of prevention through sport.



The "Brandenburgische Sportjugend"

BSJ, Sports Youth Brandenburg is an independent working youth organization in the "Sports Federation Brandenburg" (LSB, Landessportbund Brandenburg e.V.). Its members are children and teenagers, as well as, their youth representatives who are organized in more than 2.500 sporting-clubs. It counts more than 137 thousand members under the age of 27. Therefore, it is the largest youth association in the state of Brandenburg.

The "Sports Youth Brandenburg" is of public utility and recognized as an independent supporter of the 'freie Jugendhilfe' (helping-service for young people). The organisation stands up for the co-operation and co-determination of young people in sporting-clubs and associations and acts as a representative of their interests. The work of the 'Sports Youth Brandenburg' is guided by the aim to make as many children and teenagers as possible find their way into the sporting-clubs. It is not only the aspect of fun that comes up, furthermore, the youth is supposed to have a place where they can spend their spare time in a sensible way. Within a close co-operation with other supporters of the "Jugendhilfe", for example the "Landesjugendring Brandenburg", and with the support of politics and commerce, the organization contributes to designing the society and provides assistance on social and youth political problems.

The organisation offers numerous projects regarding sport, youth-work and social youth-work. Our projects correspondents with the interests of the children and especially teenagers. For instance, such projects like integration through sport, crime prevention, street soccer for tolerance, mobile street game projects, youth camps and education through sport are milestones of our work.

BSJ has many partners abroad and is always looking for new partners, new ideas and input for exchanges, international seminars and conferences.



