

# ACTIVE

## SPORTS SESSION KIT (PT)

## PARCEIROS



**Jugend- &  
Kulturprojekt e.V.**



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## Introdução

O Kit das Sessões Desportivas ACTIVE foi desenvolvido no contexto do [ACTIVE! Envolver, Conetar, Capacitar a juventude Europeia através do desporto sustentável, inclusivo e democrático](#), que visa ligar os jovens de toda a Europa através de desportos inclusivos e democráticos. Este projecto financiado por Erasmus+ teve início em 2021 e foi implementado com a cooperação de sete organizações parceiras de toda a Europa (Itália, Grécia, Alemanha, Holanda, Portugal, Áustria). O objectivo geral da acção era promover o interesse e envolvimento nos Objectivos Europeus da Juventude e nas futuras políticas de juventude da UE entre os jovens menos activos e os jovens em risco de marginalização e discriminação, promovendo actividades desportivas de base inclusivas e sustentáveis. Os objectivos mais específicos do projeto ACTIVE são enumerados abaixo:

1. Criar uma rede para reforçar a ligação e o envolvimento dos jovens menos activos na Europa em torno dos valores europeus e dos Objectivos para a Juventude europeia através do desporto, também com base em acções anteriores financiadas pelo convite
2. Strengthen capabilities of young coaches and athletes to increase the active engagement on EU topic of their peers, with particular attention to the ones with less opportunities, through international training and exchange
3. Promote inclusive and sustainable sport events and activities, as a powerful tool to increase active engagement and participation of youth to EU issues, their contribution to the democratic process and civic engagement in Europe
4. Foster networking, capacity building and mutual cooperation among youth organizations and sport organizations that work with youth around Europe (EU States Member and candidate countries) to improve their impact on EU policies and effective engagement of youth on EU issues.

The present Sports Session Kit constitutes one of the deliverables of *WP4 Pilot Action: ACTIVE European campaign* and aims to support youth coaches, educators and facilitators in the promotion of European Youth Goals through sports activities. In this regard the ACTIVE partners, experienced in reaching, involving and educating (under-represented) youth designed 14 sports sessions as recommendations for future stakeholders. The sports sessions ideas are enriched by the previous steps of the project, mainly by the experiences and the lessons learnt during the International Mobility with youth coaches and trainers in Amsterdam (April 2022), and the Youth exchange with young athletes in Athens (May 2022). Future facilitators are encouraged to adapt the ideas given to their contexts taking into account its

specifics in terms of culture, age, gender, religion, disabilities and level of familiarisation with the European policies and the European Union in general.

The ACTIVE Sports Session Kit starts by introducing, in brief, the European Youth Goals and by highlighting the potential sports have in promoting them; then 13 sports sessions are presented by providing the name, the type of activity, the estimated duration, the objectives, the proposed methods and material needed, the structure and the contents, recommendations for evaluating the activity along with the estimated resources per idea. Following the activities, this Kit supports future facilitators by providing guidance on how to best organise the activities, by asking core organisational questions. The Kit also highlights the need for creating safe space for everyone, especially for minors and vulnerable social groups, by introducing the concept of safeguarding. Additional resources are available for further preparation and familiarisation with the key ideas presented in this Kit. The Kit is also enriched with extra materials given at Annexes.



## The European Youth Goals

The European Youth Goals are goals to achieve a youth-friendly Europe of the future. The 11 Youth Goals are based on the voices of about 50.000 young people from all over Europe who participated in the EU Youth Dialogue process in 2018. The aim of this process was to make the attitudes, interests and needs of European youth visible and to strengthen youth participation on all political levels. All EU Member States were involved in the development of the Youth Goals and continue to support them. The Youth Goals and the EU Youth Dialogue are a part of the EU Youth Strategy 2019–2027, which sets the direction of common youth policy throughout the EU. The 11 Goals are the following:

- |   |   |  |  |
|---|---|--|--|
|    | <a href="#"><u>#1 Connecting EU with Youth</u></a>                |    | <a href="#"><u>#7 Quality Employment for All</u></a>                     |
|   | <a href="#"><u>#2 Equality of All Genders</u></a>                 |   | <a href="#"><u>Quality Learning</u></a>                                  |
|  | <a href="#"><u>#3 Inclusive Societies</u></a>                     |  | <a href="#"><u>#9 Space and Participation for All</u></a>                |
|  | <a href="#"><u>#4 Information &amp; Constructive Dialogue</u></a> |  | <a href="#"><u>#10 Sustainable Green Europe</u></a>                      |
|  | <a href="#"><u>#5 Mental Health &amp; Wellbeing</u></a>           |  | <a href="#"><u>#11 Youth Organisations &amp; European Programmes</u></a> |
|  | <a href="#"><u>#6 Moving Rural Youth Forward</u></a>              |  |  |

The [results](#) of the qualitative and quantitative research conducted in the context of the ACTIVE project with sports researchers, athletes, coaches, volunteers from sports and social associations and people working with different vulnerable groups, highlighted the barriers that youth often faces in their involvement in European programmes and European policies. Challenges such as the lack of information, the difficult language used, the economic barriers and inequality, and the bureaucratic issue for participating in the EU programmes discourage the youth from active civic and political participation at the EU level. In this regard, sports have the power to change the scenery; the experience in Amsterdam and Athens proved that sports activities are in the position to transmit knowledge regarding EU values such as democracy, equality and human rights, foster practising intercultural skills and empower the youth for the creation of an inclusive and sustainable Europe. The following sports sessions work toward that direction.

## Sports Sessions

### Activity 1: Football 3 Tournament

<b>Name of the session</b>
Football 3 Tournament
<b>Type of activity</b>
Sports session followed by discussion according to the Football3 methodology
<b>Brief description</b>
The activity aims to make people with different backgrounds play together and make them think about the value of sports as a tool for inclusion. They will then reason about European values, opportunities for young people and European youth policies. The aim is to bring these issues to the fore and explain to people that they are issues dealt with by the European Union, which makes policies specifically for that purpose. For example: gender equality is also goal number two of the European Youth Goals
<b>Estimated duration</b>
2 hours
<b>Objectives</b>
<ol style="list-style-type: none"> <li>1. Apply a new methodology adaptable to group sport activities</li> <li>2. Evaluate groups' composition in terms of diversity</li> <li>3. Compose creative rules for the game</li> <li>4. Employ constructive dialogue</li> </ol>
<b>Methods</b>
<ul style="list-style-type: none"> <li>● Face-to-face</li> <li>● <u>Profile of the facilitator(s)</u>: Facilitators (1 facilitator/match) that are aware of the ACTIVE project and the European values and Goals, for example the stakeholders engaged in the International Mobility in Amsterdam and the Youth Exchange in Athens, in the context of <a href="#">ACTIVE project</a>.</li> <li>● <u>Descriptive details of the space needed</u>: a playground or a sports field</li> </ul>
<b>Group size/Members required</b>
20 participants (10 people/match)
<b>Material needed</b>



1. Football
2. [Football3 Modules](#)
3. Bibs
4. Posters and pens to write down the rules decided by the team
5. Cones

### Contents / Structure / Description

Football3 is a methodology that originated in Medellín, Colombia, and takes its name from its "*three-step*". In all three phases there is the figure of the facilitator who guides the discussion and is familiar with the rules of the game, masters them, but remains in the background promoting the active participation of the participants.

1. A pre-game discussion - At this stage, the facilitator transcribes the rules that are chosen
2. A soccer game - At this stage, the facilitator observes, may take notes and intervenes only in cases of difficulty;
3. A post-match discussion - At this stage, the facilitator adds up the scores that the two teams decide on

### The specifics of Football3

1. Teams, in which the composition is preferred to be mixed (males and females in particular but also young people and adults), collectively choose the rules of the game before the match.
2. The duration of the matches can be decided by the players (usually the duration is 15 to 20 minutes of play) the rest is devoted to initial and final discussion.
3. The playing field is varied; it is preferred to play in non-formal settings such as parks and street because of the origin of the game that makes this practice accessible to non-athletes, but to street people.
4. At the end of the game, the players reflect on their **behaviour** and that of their opponents, awarding points for both goals scored and fair play demonstrated.
5. The final score is through the sum of: points made during the match + points awarded for fair play through inter-team scoring.
6. The game of Football3 has no referees, because the players must learn to resolve conflicts themselves, through dialogue and compromise. The facilitator intervenes

only when difficulties arise to mediate and help resolve conflicts and game stoppages, or to stimulate through questions the initial and final debate.

During the Football3 Tournament proposed here, two Football3 matches are expected to be run simultaneously. The winning teams play together and the final winner is the one according to the criteria set above.

### Debrief/Evaluation

At the end, people are asked whether the game provided them with new ideas or concepts.

In this way, the implementation of the activity can be evaluated.

Type of questions the facilitator may propose:

1. What did you like best about this methodology?
2. How did you feel during the two phases, the first of getting to know the group and deciding the rules and then during the game?
3. Do you think this method has any strengths within it?
4. Do you think this method has within it any weaknesses?
5. How did you solve the situation xxx?
6. How was the teamwork within your team?
7. Did everybody feel included during the match?

More questions can be found [here](#).

### Resources

Low budget

- Hiring 2 facilitators
- 2 balls
- 8 cones
- Refreshments for participants

## Activity 2: Mixed Ability Rugby Game

### Name of the session

Mixed Ability Rugby Game

### Type of activity

Sports sessions in cooperation with a mixed ability rugby facilitator and young people some of whom also have disabilities or fewer opportunities.

<b>Brief description</b>
<u>Mixed Ability Rugby</u> is a discipline for people with different motor and psychological abilities to play together and have fun. This sporting activity is an important cue to introduce inclusive sport and EYG topics.
<b>Estimated duration</b>
2 hours
<b>Objectives</b>
<ol style="list-style-type: none"> <li>1. Apply a new methodology adaptable to group sport activities</li> <li>2. Evaluate groups' composition in terms of diversity</li> <li>3. Compose creative rules for the game</li> <li>4. Employ constructive dialogue</li> <li>5. Evaluate one's own abilities</li> </ol>
<b>Methods</b>
<ul style="list-style-type: none"> <li>• Face-to-face</li> <li>• <u>Profile of the facilitator(s)</u>: Facilitators that are aware of the ACTIVE project and the European values and Goals, for example the stakeholders engaged in the International Mobility in Amsterdam and the Youth Exchange in Athens, in the context of ACTIVE project.</li> <li>• <u>Descriptive details of the space needed</u>: A playground or a sports field</li> </ul>
<b>Group size/Members required</b>
20-40 people in total
<b>Material needed</b>
<ol style="list-style-type: none"> <li>6. Rugby ball</li> <li>7. Bips</li> <li>8. Helmet</li> <li>9. Jersey and shorts</li> <li>10. Shoes with cleats</li> <li>11. Mouth guard</li> <li>12. Shoulder pads</li> </ol>
<b>Contents / Structure / Description</b>

Mixed ability rugby is an innovative method that has its roots in Bradford, home of England's first Mixed Ability rugby team. It has the same rules as rugby but includes people of different ages, genders and abilities. In particular, it was created to include people with physical, mental and intellectual barriers.

**Number of members:** 7 - 21 players.

**Technical Tips:**

- Teams should be balanced between experienced and less experienced players
- Teams should be balanced between males and females so as to ensure active participation, involvement and fun for all participants.
- Game contact and scrimmages are guaranteed, however, if there are people on the team with special needs on this aspect the rules of the game can be modified and perhaps propose passive scrimmages.
- The referee may or may not be an official, but (s)he must know the rules of the game.

**The facilitator**

- Facilitators, may be the team players themselves or outside figures.
- They must have the aptitude and motivation to work with vulnerable adults, and possess requirements such as knowledge of the rules of the game but also human skill requirements such as listening, curiosity, and creativity.
- There is no specific number of facilitators, usually within the team the members know each other and help each other as between teammates.

If there are adults with serious physical, mental, intellectual barriers facilitator will be the one who accompany the athlete on the sports and human journey.

*Before the game:*

It is important before the match to get to know and meet the participants by taking time for introductions of the participants, the game and the method and spirit of the activity, which does not promote maximum and aggressive competitiveness but cooperation, respect and fun.

*After the game:*

Important after the sport activity to find a physical place to socialize in the third half.

**Debrief/Evaluation**



The evaluation of the activity takes place in an informal setting such as the third half, in a place often linked to the sports club. Third half is a time to continue to get to know teammates, have fun, and talk both about the activity but also about common passions and interests.

### Resources

#### Low budget

- 1 Mixed Ability Facilitator (for 2 hours)
- 1 ball
- Bips
- Refreshments for participants



### Activity 3: Connecting EU with youth

<b>Name of the session</b>
Connecting EU with youth
<b>Type of activity</b>
Workshop
<b>Brief description</b>
This activity aims to connect youth with three EU youth goals. They will first learn about each one through a kind of small race in which each participant will have to match an idea with a goal. Afterwards, each group will have to come up with their own five proposals related to their goal and sport. The debate animated by the facilitator will facilitate the understanding of each goal.
<b>Duration</b>
2 hours
<b>Objectives</b>
<ol style="list-style-type: none"> <li>1. Learn about EU policies in sports</li> <li>2. Identify and understand 3 EU Youth Goals</li> <li>3. Debate respectfully</li> <li>4. Work with a team</li> </ol>
<b>Methods</b>
<ul style="list-style-type: none"> <li>● Face-to-Face</li> <li>● <u>Profile of the facilitator(s)</u>: The facilitator should have <b>good</b> knowledge about the EU Youth Goals.</li> <li>● <u>Descriptive details of the space needed</u>: The activity should be delivered outside but can be adapted to be delivered in a room.</li> </ul>
<b>Group size/Members required</b>
15 young people (can be adapted to a larger group) Target group: young athletes, young volunteers, coaches or workers in sports organisations.
<b>Material needed</b>

1. 3 Whiteboards
2. Post-its
3. Markers/Pens

### Contents / Structure / Description

#### Preparation

The facilitator will have to get familiar with the 11 European Youth Goals and the EU Youth policy.

The facilitator has three boards or banners, each of which with one of these three EU youth Goals (1: Connecting EU with Youth; 3: Inclusive Societies; 10: Sustainable Green Europe).

The facilitator will have also prepared 30 ideas or concepts written down on a sheet of paper or a post-it (one concept/post-it). For each Goal, the facilitator will have 5 positive ideas related to it and 5 negative ideas:

#### *Example positive idea*

Adopt a neutral language in your communication; use a reusable bottle; promote EU's Erasmus programme.

#### *Example negative idea*

Avoid creating mixed teams; create a flyer using a photo with a white male team; choose a space far from public transport services.

#### Understanding the Concepts (15 mins)

The facilitator splits the participants into 3 groups of the same size and put the post-it in the centre of the room. The participants should have enough space to run towards the centre, grab a post-it and run towards the three boards.

Each group will then send one participant after another, to pick a post-it and glue it on the correspondent board. They will only have to choose the positive concepts, leaving the negative ones in the centre.

The first group to finish wins.

#### Discussion (30 mins)

All participants will be invited to share their thoughts during the discussion regardless of their initial teams.



The facilitator will start with the first board and provide explanations about the EU Youth Goal. (S)He will then read all the post its, pick one of them and ask participants if they agree with the idea and why:

*An example on Inclusive society:*

*How can the adoption of a gender-neutral language engage a more inclusive society?*

The facilitator will also pick a negative idea, and ask participants to justify why they didn't choose it. The facilitator will repeat the process for the three EYG.

### **Propositions (20 mins)**

Each of the three teams will then have one Goal (1,3,10) attributed and will link it to sport. After a discussion between participants within each group, they'll have to come up with 5 different positive proposals/concepts/ideas that are doable and can be replicated.

### **Discussion (45 mins)**

Each group will present their 5 proposals and the facilitator will invite the two other groups to discuss these proposals.

The facilitator might ask the following:

- Evaluate this proposal by thinking if it's doable, is it something you or your club/organisation could easily implement?
- Will this idea really have an impact? How could the impact be bigger?
- What would your reaction be towards this proposal? Would it affect you positively/negatively if your organisation were about to implement it?

### **Debrief/Evaluation**

The facilitator will propose to participants to give their feedback on what they have learned, but will also distribute a post-training evaluation to invite participants to fill in it anonymously.

### **Resources**

This activity requires a low budget as it only demands three boards and post-its, all of it can easily be adapted with paper. Only requirement would be to hire or provide a space large enough to allow a small race.



## Activity 4: A Day to promote a Greener Europe

<b>Name of the session</b>
A day to promote a Greener Europe
<b>Type of activity</b>
Sports activities
<b>Brief description</b>
This session aims to raise awareness on sustainability by providing tips to be sustainable through fun sports activities. The participants will be split into teams, and will do a plogging <sup>1</sup> , a creative activity and an obstacle course in which they will have to think about sustainability.
<b>Expected duration</b>
5 hours
<b>Objectives</b>
<ol style="list-style-type: none"> <li>1. Raise awareness on sustainability</li> <li>2. Provide some recommendations to replicate their own sustainable sport activity</li> <li>3. Illustrate proactive behaviour for sustainability through the implementation of fun and recreational activities</li> </ol>
<b>Methods</b>
<ul style="list-style-type: none"> <li>● Face-to-Face</li> <li>● <u>Facilitator's profile</u>: The facilitator should have some knowledge on sustainability, and climate change to prepare the activities and the questions. The facilitator can be an educator or sports coach.</li> <li>● <u>Descriptive details of the space needed</u>: An outdoor space is needed.</li> </ul>
<b>Group size/Members required</b>
30 young people (can be adapted to a larger or smaller group)
<b>Material needed</b>
<ol style="list-style-type: none"> <li>1. Organic waste bags (plogging)</li> </ol>

<sup>1</sup> Plogging is a recreational activity, originating in Sweden, that combines jogging with picking up litter. For more information see: <https://www.merriam-webster.com/words-at-play/origin-and-meaning-of-plogging>

2. Hydroalcoholic gel (plogging)
3. Gloves for each participant (plogging)
4. Paper sheets
5. Colours (creative activity)
6. The obstacles course will require different types of materials, but it will depend on the activities chosen by the organisers
7. A board to write down the scores
8. Markers
9. First-aid kit

### Contents / Structure / Description

#### Preparation of the event:

This event will need some preparation beforehand:

- Locate a space (e.g., park, bank of a river, forest) to do the plogging activity
- Locate a space nearby to organise an obstacle course
- Prepare the items needed for this obstacle course/

*It might be easier to hire a gymnasium, but the obstacle course can be adapted in many ways and with a great variety of activities: running, jumping, throwing, etc. Each organiser will have to decide what is the best option for them.*

- Once the registration of the participants is over, the facilitator will split them into equal groups.
- Before the day of the event, the facilitator will let the participants know.
- In which team they'll be and their teammates.
- That they'll add points for the team if they come by bike/walking/public transport
- They'll add points if they bring their reusable bottle/ plate.
- They'll do a plogging activity
- Prepare a board with the scores: it will have to be actualised all day long on the event day

#### On the day of the activity

##### Introduction (20 mins)

- The facilitator welcomes the participants and sets up the teams as decided before.

- The facilitator will ask which participant if they came by bike/walking/public transport and give 5 points to those who did it, adding points for the team.
- If the participants **bring their** own reusable bottle or plates, they will also gain 5 points.
- Each team will have to decide on a name and a slogan: both of them must be related to sustainability.
- The facilitator explains the scope and the objectives of the session, the agenda and familiarise the participants with the “plogging” activity.
- The facilitator explains the ground rules of the activity, including the safety **rules**:
  1. **Wear gloves at all times.**
  2. **Don't pick up broken glass, sharp pieces of plastic, syringes, razor blades or any other item that might be dangerous**
  3. **Be careful not to bend from your back when you pick up items. Instead, squat down to pick them up**
  4. **Carefully wash your end or use the hydroalcoholic gel when finishing the activity**

#### **First activity: Plogging (1h)**

- The objective of each group will be to bring the most garbage to win the activity. It can be evaluated by the number of bags full of garbage.
- First group will win 50 points, second 40, 3rd 30 and so on.
- The facilitator should make sure that every participant is wearing gloves and will disinfect their hands once the activity is finished.

#### **Second activity: Creativity (40 min)**

- Each team will have to design a logo in line with their team's name and their slogan.
- There won't be any punctuation on this activity.

#### **Break - lunch (1h30)**

The organiser can provide some local/organic food or ask the participants to bring their own sandwiches or plates to share.

#### **Third activity: Obstacle course/multiple activities (1h30)**

The organiser will have to decide on the kind of obstacle course they want to implement: running through obstacles, crawling, dribbling with a ball, kicking baskets, shooting a ball at cans, high jump, long jump, hurdle jump, etc. Ideally there will be between 5-10 activities.



Once the participants conclude one of the activities, they will have to answer a question on sustainability. If they answer correctly, they will score 5 points and be allowed to continue to the next activity. Otherwise, they will have to repeat the activity until they have the right answer. They'll have three attempts and if they fail, they'll be able to continue to the next activity without scoring points. First team to complete the course will have an advantage of 30 points

The questions will depend on participants' age; in any case they shouldn't be too demanding:

*For example:*

1. *Give three reasons why the Olympic Games are an event with high contamination.*
2. *Who is Greta Thunberg?*
3. *Provide one idea of what you could do at home to be greener (e.g., turning off the lights).*
4. *Right or Wrong: Is the protocol of Kyoto related to Climate change?*

### Debrief/Evaluation

The facilitator will ask each group to think on the activities provided during the day, and to choose 1 thing that might be replicated, that worked very well to raise awareness on sustainability, but also to come up with one critic, one activity or moment that might need improvement.

Each group will then explain what was positive and negative.

The facilitator will also distribute a post-training evaluation (Annex 1) that can be filled out anonymously.

### Resources

This activity requires a medium or high budget depending on the activities chosen for the obstacles course. This can easily be implemented in the forest or in a park using materials around for the obstacle course. Nevertheless, it demands good organisation beforehand and on the day of the event.

## Activity 5: Go hiking

### Name of the session

Go hiking

<b>Type of activity</b>
Hiking excursion
<b>Brief description</b>
This activity aims to raise awareness on environmental issues, like the impact of <b>humans</b> on nature, and inclusiveness, by organising a hiking excursion and a photo-shooting activity. It calls young people to use their creativity and take photos during the excursion that depict the notions of sustainability and inclusion.
<b>Estimated duration</b>
Preparation meeting: 2 hours (online or offline) Excursion day: 4 hours
<b>Objectives</b>
<ol style="list-style-type: none"> <li>1. Raise awareness on environmental issues</li> <li>2. <b>Familiarise</b> youth with the terms “<i>sustainability</i>” and “<i>inclusiveness</i>”</li> <li>3. Discuss sports’ impact on environment</li> <li>4. Discuss how sports can promote environmental sustainability and inclusion</li> <li>5. Develop abilities of being creative and working in a team</li> </ol>
<b>Methods</b>
<ul style="list-style-type: none"> <li>● Face-to face</li> <li>● <u>Profile of the facilitator(s)</u>: Two hiking instructors and one sports coach (at least)</li> <li>● <u>Descriptive details of the space needed</u>: Outdoors activity in a green space appropriate for hiking</li> </ul>
<b>Group size/Members required</b>
Maximum 20 people
<b>Material needed</b>
<ol style="list-style-type: none"> <li>1. First-aid kit</li> <li>2. Sports outfit: comfortable clothes and sneakers, cap, sunglasses, sunscreen</li> <li>3. <b>Re/usable</b> water bottle and a light snack</li> </ol>
<b>Contents / Structure / Description</b>
<b>Preparation phase</b>

Facilitators will organise a meeting (online or offline) with the participants aiming to inform them about the hiking excursion. The meeting ought to be implemented no more than 5 days before the excursion.

- Information will be given on the date, time, and place of the excursion, as well as security instructions for participants.
- Participants will be briefly informed about *ACTIVE- European Youth Together* project and details will be given about the objectives and activities of the excursion.
- For the excursion to have an impact on participants, it is recommended that basic notions of the initiative, like inclusion and sustainability are explained to participants, or participants can be asked to do short research at home.
- A map can be hand out to participants showing the hiking trail that will be followed.
- In order to be prepared in the day of excursion, participants will be in advance divided into four teams of five people, and they will be assigned a topic based on which they will have to be creative and take photos from their phones on the day of the excursion.

Recommended topics are:

1. *Human and nature: positive aspects (5 pictures)*
2. *Human and nature: negative aspects (5 pictures)*
3. *Hiking and Inclusion: How hiking can ban certain social groups from participating? (5 pictures)*
4. *Hiking and Inclusion: How can a hiking activity be inclusive? (5 pictures)*

It is recommended that the meeting starts with an ice-breaking activity. For example, participants can form a circle and introduce themselves. The instructors will first introduce themselves and then by tossing a ball one participant to the other, each participant that catches the ball will say his/her name and an interesting fact about him/her (e.g., hobby, studies, profession, favourite book/movie/song)

### **During the excursion**

At the starting point 15 minutes will be given to teams to discuss their topic and find ideas. All the four groups will start together and under the guidance of the hiking guides, they will follow the hiking trail and it is recommended that they stop 2 or 3 times to take pictures for about 10 minutes each time. When the participants reach the planned

destination, they will again be given 15 minutes to prepare how they will present and explain their photos taken.

After the teams' presentation, the participants inspired by the photos taken and the presentation, they can sit down in a circle and discuss on sustainability and inclusion.

Indicative questions

1. Which photo impressed you/choked you the most and why?
2. Are sports sustainable?
3. How can sports, for example hiking, promote sustainability?
4. Are sports inclusive?
5. How can sports, for example hiking, promote inclusion?
6. Can we apply these proposals for sustainability outside the field of sports and in everyday life?

**Debrief/Evaluation**

At the end of the excursion participants will be asked to share 3 things that enjoy or learned during the excursion and 3 things that they would like to have been included in the excursion (recommendations for future relevant activities).

**Resources**

Low budget.

- The budget will be used for hiring two hiking guides from a hiking agency, and for equipping a first-aid kit.
- Participants will be responsible for bringing any equipment needed, water bottles and snacks.

**Activity 6: Re-discovering our neighbourhood**

**Name of the session**

Re-discovering our neighbourhood

**Type of activity**



## Orientation activity

### Brief description

This activity aims to promote sustainability and inclusiveness by organising an orientation activity in the local area of participants.

### Estimated duration

- Preparation phase: 3 hours
- Orientation day: 4 hours (2 hours the orientation activity and 2 hours the presentations and discussion after the activity)

### Objectives

1. Raise awareness on the notion of sustainability and inclusiveness
2. Promote inclusiveness in sports activities
3. Motivate young people to take action to make their neighbourhood more sustainable and inclusive
4. Develop the sense of orientation and team working skills

### Methods

- Face-to face
- Profile of the facilitator(s): An instructor informed on the sport of orientation
- Descriptive details of the space needed: Indoor space for the preparation phase and the orientation activity will take place outdoors in the local area.

### Group size/Members required

15-20 people maximum

Target group: young people living in the local community and coming from different social and cultural backgrounds

### Material needed

1. Mobile phones equipped with a map application (e.g., Google Maps)
2. Maps
3. Compasses
4. Writing material (papers, pencils, coloured pencils, papers)
5. Bottle with water and light snacks

### Contents / Structure / Description



## Preparation phase

The day before the orientation activity, a meeting should be organised in order for the participants to be informed and get to know each other.

### *(proposed)* Ice-breaker activity 1: Sports pins on the Map

A world/national map (depending on the range of nationalities among participants) can be placed in the centre of the room and participants can point out their place of origin, sharing also an interesting fact about sports/sports values about this place.

### *(proposed)* Ice – breaker activity 2: Expectations - fears - personal contribution

After a short presentation of the project and the Orientation Activity, participants are called to write on different post-its their thoughts taking into account the three categories following:

1. Expectations: What do participants expect from today's session? What do they wish to take back home by the end of the activities?
2. Fears: What are the major insecurities participants have regarding today's session? What are the main fears that may hold them back from having fun and benefitting from the experience?
3. Contributions: What do participants bring in the session? What are the skills/knowledge/experiences they already have that will raise activities value?

After writing down their thoughts, participants are called to stick their post-its on three different papers. The facilitator is called to identify any emerging themes.

- i. What stands out?
- ii. What hopes or fears do they share?
- iii. Is there a sensitive topic or issue that's worth bringing into the open for discussion?
- iv. What are the possible measures that can be taken to reduce the possibilities for the fears to arise? What are the ground rules the participants agree to follow?

After the introduction, the participants will be informed about the program and its objectives in general and they will be given instructions about the orientation activity in particular. The participants will then be assigned to make individually a draft map of the trail that they would want to follow, with the help of a map or a map application. They should also have in mind that they should include places that have a special importance for them (schools, recreational spaces, green spaces, libraries, shop, etc) and that the ending point should be the place of the event. When they finish, they instructors will collect the maps and they will choose randomly 4 maps. The participants

who made the maps will be the leaders of the teams, which will be formed by dividing the rest of the participants in those 4 teams. Each team should have 4-5 people. Finally, the teams will be given some tasks to complete during the orientation activity and the participants will be advised to do short research to be better prepared.

### **Orientation activity**

The members of each team will meet at the starting point of their trail. They will follow the trail and end up at the location of the event. During the activity: the participants would have to complete the tasks given the previous days. These include:

- Spot 2 or 3 places in your local area that are an example of inclusiveness (for example, the existence of a mosque)
- Spot 2 or 3 places in your local area that are an example of sustainability (for example, recycling facilities)
- Spot 2 or 3 places in your local area that can become more inclusive (for example, inserting a ramp for people moving in a wheelchair)
- Spot 2 or 3 places in your local area that can become more sustainable (for example, creating a green space where citizens could gather and socialize)

Having end up at the location of the event, the teams will be called to describe their trail. They will explain why the places they crossed by are important for them, focusing on the aspect of inclusiveness and sustainability and they will present their answers to the tasks given to them.

The day can close with a discussion, where the participants will exchange their impressions from the orientation activity. Some questions that can be asked are:

- *Is there any place that you didn't know or haven't visited, despite being in your local area?*
- *Do you think that your local area is sustainable?*
- *Do you think that your local area is inclusive?*

### **Debrief/Evaluation**

At the end of the event the participants will be asked to share 3 things that they enjoy and 3 things that they wanted to have been included in the event or at a future similar event.

### **Resources**

Medium budget.

The budget will be used for renting the space for the event, for providing beverages and snacks to the participants, for buying maps, compasses and writing material.

### Activity 7: Inclusive Jenga Game

<b>Name of the session</b>
Inclusive Jenga Game
<b>Type of activity</b>
Game
<b>Brief description</b>
This activity aims to promote inclusive sport activities in a playful way.
<b>Estimated duration</b>
60-90 minutes
<b>Objectives</b>
<ol style="list-style-type: none"> <li>1. Raise awareness of the notion of inclusiveness</li> <li>2. Discuss issues on including people with and without disabilities</li> <li>3. Develop the sense of orientation and team working skills</li> </ol>
<b>Methods</b>
<ul style="list-style-type: none"> <li>● Face-to-face</li> <li>● <u>Profile of the facilitator(s)</u>: The facilitator should be familiar with the Jenga game and know how to explain it.</li> <li>● <u>Descriptive details of the space needed</u>: Indoor space</li> </ul>
<b>Group size/Members required</b>
15-20 people maximum, each team has 4-5 players
<u>Target group</u> : young and older people with or without handicap
<b>Material needed</b>
<ol style="list-style-type: none"> <li>1. Several Jenga Games</li> <li>2. Blind Masks</li> <li>3. Inch Stick</li> </ol>

4. Stopwatch
5. Gadget (e.g., sweets) for the winning team
6. Flipcharts
7. Pens

### Contents / Structure / Description

#### Preparation phase

The instructor divides the group into equal teams and explains the rules.

#### The game

The following rules apply:

- Each team needs to decide which person should wear the blind masks. Only one person per group will be “blinded”
- The teams distribute the Jenga stones on the table. The aim is to build up the highest tower within 7 Minutes. The team is only allowed to talk, while the blinded person is the only one allowed to touch the stones and build the tower
- The other teammates give instructions where and how to place the stones
- If possible, the instructions are given in different languages (if the participants have different cultural backgrounds)
- The instructor is stopping the time. After 7 minutes, the game is over and the instructor will measure every tower. The team with the highest tower wins and gets a small gadget.

#### Debriefing session

Afterwards the participants will exchange their impressions from the game. The following questions will be asked by the instructor and the answers are written down on flipcharts by the “blinded” people as well as the other teammates:

- *How did you feel while playing?*
- *Where did you encounter difficulties?*
- *In how far was communication important in this game?*
- *How can this situation be transferred to everyday life in your sport club?*

At the end, the teams present their flip charts results and discuss in the group issues on inclusive sports. The following questions should be discussed:

- What does inclusion mean for you in the context of sport?
- Do you know sports which are inclusive already?
- Which elements should be changed in your local sport club to make sport offers more inclusive? The following aspects could be discussed here:
  - Infrastructure (blind people, wheelchairs, deaf athletes)
  - Communication (barrier-free website, use of sign language)
  - Inclusive sport offers (Sitting Volleyball, Wheelchair basketball, Goalball etc.)

### Debrief/Evaluation

At the end of the event the participants will be asked to give feedback what they enjoyed and which aspects could be improved for further inclusive sport activities.

### Resources

#### *Low budget*

The budget will be used for:

- renting the space for the event
- buying Jenga Games
- buying blind masks
- buying writing materials

## Activity 8: Gender (In)-Equality in Sports

Name of the session
Gender (In)-Equality in Sports
Type of activity
Workshop with young athletes, including theoretical input, quizzes, and group activities
Brief description
This activity aims to promote gender equality by organising a workshop with <b>sports</b> activists and young athletes. It focuses on various aspects <b>of</b> gender inequality such as media coverage, gender gap and stereotypes.

<b>Estimated duration</b>
3 hours
<b>Objectives</b>
<ol style="list-style-type: none"> <li>1. Raise awareness of stereotypes and inequality in sports</li> <li>2. Promote gender equality in sports</li> <li>3. Motivate young people to take action to make their sports clubs more equal</li> <li>4. Discuss on equality</li> </ol>
<b>Methods</b>
<ul style="list-style-type: none"> <li>● Face-to-face</li> <li>● <u>Profile of facilitator(s):</u> <ol style="list-style-type: none"> <li>1. experienced in working with children and adolescents</li> <li>2. knowledge on issues on sport and gender</li> <li>3. capable of leading controversial discussions</li> <li>4. ideally, personal sports background and high interest in sports</li> </ol> </li> <li>● <u>Descriptive details of the space needed:</u> Indoor space such as a classroom or community centre is required</li> </ul>
<b>Group size/Members required</b>
<p>20-30 people maximum</p> <p>Target group: young people interested in sports and living in the local community, ideally coming from different social and cultural backgrounds</p>
<b>Material needed</b>
<ol style="list-style-type: none"> <li>1. Writing material (papers, pencils, coloured pencils, post-its)</li> <li>2. Smartphones</li> <li>3. Laptop, Beamer</li> <li>4. Flipchart</li> </ol>
<b>Contents / Structure / Description</b>
<p><u>Ice-breaker activity 1: Sports idols</u></p> <p>The participants have three minutes to write down as many people from the national team as they can. They are not allowed to talk or ask questions at the beginning.</p>

While collecting the slips of paper, the coordinator asks them in an informal way how the X team played last weekend.

Evaluation: Were only men written down? Only footballers? Did they talk about the men's team of X? The results will be discussed with the group and reasons will be clarified, why mostly men were written down.

### **Block 1: Media Coverage in Sports**

After a short presentation of the workshop, the topic of media sports coverage in X country will be explained.

1. Participants are asked to fill ping pong balls into transparent columns in proportion as they think the coverage is distributed regarding men and women in sports. The results will not be announced yet.
2. Afterwards, the participants are divided into small groups and given different newspapers and sports magazines. The following tasks are to be applied:
  - a. How balanced is the proportion of men and women in sports?
  - b. How are women shown?
  - c. How many articles are there about footballers?
  - d. How many about female footballers?
  - e. Who is on the cover?
  - f. How many female journalists have written an article?
3. The participants have the chance to change the amounts of ping pong balls in the columns.
4. The results are shared and discussed in the groups and written down on the flipcharts.
5. The moderator gives theoretical input on media sports coverage (based on academic research) and shares recommendations of movies, podcasts and blogs that draw attention to gender equality in sports.
6. Feedback: Participants are asked to give feedback on the sessions by writing down their thoughts on post-its on different papers. The following questions are asked:
  - i. What did you like about this block?
  - ii. Were you surprised by the gap between male and female sports coverage?
  - iii. What are your key take-aways?

iv. Is there anything else you would like to comment on?

**Break:** 15 mins

### **Block 2: Women in Sports**

The topic of women in sports will be explained by the moderator. In this block, the focus is on gender equality in sports and the empowerment of female athletes with a specific focus on football.

1. The block starts with a Kahoot Quiz. The participants gather in five groups and answer the following questions:
  - a. How many girls (aged 5-18) are active in sports compared to boys in X country?
  - b. How many men and **women** coaching licenses are issued each year in X football?
  - c. How many female coaches are employed in the women's football league?
  - d. How many women have been active as coaches in men's professional football?
  - e. How many women currently hold management positions in this sport?
  - f. What does a professional female football player earn compared to a male player?
2. The participants discuss the results in their groups. Afterwards, the moderator answers the five questions and provides the participants with statistics on the current situation in X football.
3. The results are shared and discussed in the groups and written down on the flipcharts.
4. Together, the group works out what sexism and gender inequality **mean** for them and what can be done about it in their local sports club.

The workshop closes with a discussion, where the participants will exchange their impressions from the various activities. Some questions that can be asked:

- *How can your **sports** club be more open for girls?*
- *Do you think that gender equality in **sports** is possible?*



- *Why is equality important for all genders in sport?*

### **Debrief/Evaluation**

At the end of the event the participants will be asked to share aspects that they enjoy as well as critical feedback.

The following questions can be asked to have an in-depth evaluation discussion in the end. The answers can be discussed in the setting of a group discussion or written down on post-its:

- *Could you describe one aspect or fact you learned through this event?*
- *Did you like the overall content of the workshop?*
- *Is the topic of gender equality useful and relevant to your area of interest?*
- *In how far will you be able to integrate the new insights into your everyday sports activities?*
- *Did you enjoy the level of interactivity?*
- *Do you have any feedback for the staff (in terms of support, availability, knowledge)?*
- *Was the overall organization of the event effective?*
- *Do you have any suggestions about how this event could be improved?*

### **Resources**

#### *Medium budget*

The budget will be used for:

- renting the space for the event
- providing beverages and snacks
- buying writing material



### Activity 9: The value of the difference

<b>Name of the event</b>
The value of the difference
<b>Type of activity</b>
Playful-motor activity – cooperation games interspersed with brief theoretical references to the theme of racism (and the importance of sport to fight it) and discussion with the participants.
<b>Brief description</b>
This activity aims to raise awareness about inclusion, treating the topic of racism (from the perspective of sport) both through theoretical and informal activities.
<b>Estimated duration</b>
<ul style="list-style-type: none"> <li>○ Preparation phase: 120 minutes All contributors meet to adequately prepare themselves for both the ACTIVE project in and the session.</li> <li>○ Duration of the session: 90 minutes</li> </ul>
<b>Objectives</b>
<ol style="list-style-type: none"> <li>1. Improve the understanding of the concept of discrimination</li> <li>2. Explore and enhance the concept of difference</li> <li>3. Investigate their bias and prejudice levels</li> </ol>
<b>Methods</b>
<ul style="list-style-type: none"> <li>○ Face-to-face session</li> </ul>

- Profile of the facilitator(s): teachers, coaches or educators familiarised with the objectives of the [ACTIVE project](#)
- Descriptive details of the space needed: a large space where participants can easily move; better if it is indoor (as the session can be done regardless of the weather)

### Group size/Members required

10 - 30 participants

### Material needed

1. Screen for sharing images/videos
2. Projector
3. Laptop
4. Kahoot platform

### Contents / Structure / Description

#### Introduction (5-10 mins)

Presentation of the topic of racism and what sport has been able to do against this serious problem. Example: [https://www.eurosport.it/tutti-gli-sport/razzismo-nello-sport-le-parole-di-muhammad-ali-michael-jordan-kobe-bryant-pele-e-thuram\\_sto7771106/story.shtml](https://www.eurosport.it/tutti-gli-sport/razzismo-nello-sport-le-parole-di-muhammad-ali-michael-jordan-kobe-bryant-pele-e-thuram_sto7771106/story.shtml)

#### Description: (10 mins)

Facilitator (s) share the example of the extraordinary story of the American sprinter [Jessie Owens](#). They can also project the trailer of the relevant film entitled: "[Race](#)" - The colour of victory.

#### Autonanalysis - Why a [test to check if I'm racist too?](#) (20 mins)

1. The facilitator(s) either writes the login link on the screen or turns it into QR code.
2. The facilitator(s) **also shares** each question on the big screen and explains it, allowing time to answer and then moving on to the next.
3. Each participant will **take** the test using their mobile phone.

#### Ice-breaker activity - [How xxx \(nationality\) are you?](#) (5 mins)

Facilitator(s) explain to do a step forward for each affirmative answer to these questions:

1. Do your parents both have xxx (*colour*) skin?
2. Were both of your parents born in xxx (*country*)?

3. Are your grandparents *xxx (nationality)*?
4. Do your grandparents have *xxx (colour)* skin?
5. Were your grandparents born in *xxx (country)*?
6. Were you born in *xxx (country)*?
7. Do you have *xxx (colour)* skin?
8. Do you speak only the *xxx (national)* language in your home?
9. Have you always lived in *xxx (country)*?

At the end of the game, the distance between the participants gives the measure of the diversity shared by citizens who define themselves / consider themselves *xxx [nationality]*.

The facilitator(s) asks:

- What does it mean for you to consider yourself *xxx [nationality]*?
- What aspects of life do you think make you feel *xxx [nationality]* citizens?

**Game - Do you know how to look at "the other"?** (20mins- 30mins)

*"The game helps to look at the details not to be indifferent. If we look closely at our neighbour, we can learn to appreciate him. We can't do that if we ignore it or are indifferent"*

- a. Participants are divided into two teams following the selection criteria created by the previous game (e.g., with respect to the starting line facilitator(s) can divide the participants in half between the most distant from the closest ones)
- b. The two teams line up (one next to the other) and sit down.
- c. Two players (one of each team) stand opposite each other between the two lines formed by the two teams so that everyone can see them.
- d. The two players must be balanced on one foot (the preferred one) and must be observed carefully (20 seconds).
- e. After 20 seconds, the players turn their backs (with both feet on the ground) and the facilitator asks questions about the details:
  - What colour are his/her eyes?
  - What colour is his/her hair?

- Does (s)he wear earrings?
- How was (s)he dressed?
- How was his/her hair combed?
- Does (s)he have any jewellery on?
- Does (s)he have any tattoo?

Each correct answer is a point for the team. The team with the most points wins.

It is recommended to ask only one question per pair of competitors so that each participant can play the game and contribute to the result. Obviously, the questions are not known, so the competitors observe but do not know what will be asked of them

### **Debrief/Evaluation (10mins)**

At the end of the activity, participants will be asked:

- to share 3 things that they have enjoyed or learned;
- to express one's own opinion about the importance of sport for a more inclusive society.

### **Resources**

Medium budget.

The budget will be used for renting/buying the equipment needed (screen, projector, laptop).

## Activity 10: A step towards gender equality through sports

<b>Name of the event</b>
A step towards gender equality through sports
<b>Type of activity</b>
Playful-motor activity - cooperation games interspersed with brief theoretical references to the theme of gender equality in sport and discussion with the participants.
<b>Brief description</b>
This activity aims to raise awareness about inclusion, treating the topic of gender equality through both theoretical and informal activities.
<b>Estimated duration</b>
<ul style="list-style-type: none"> <li>○ Preparation phase: 120 minutes All contributors meet to adequately prepare themselves for both the ACTIVE project in and the session.</li> <li>○ Duration of the session: 120 minutes</li> </ul>
<b>Objectives</b>
<ol style="list-style-type: none"> <li>1. Raise awareness about gender equality and gender discrimination</li> <li>2. Explore the concept of gender/sex difference in order to enhance the value of gender equality</li> <li>3. Analyse the gaps in gender inequality in sports</li> </ol>
<b>Methods</b>
<ul style="list-style-type: none"> <li>○ Face-to-face session</li> <li>○ <u>Profile of the facilitator(s)</u>: teachers, coaches or educators familiarised with the objectives of the <a href="#">ACTIVE project</a></li> <li>○ <u>Descriptive details of the space needed</u>: Large space where participants can easily move</li> </ul>
<b>Group size/Members required</b>
10 - 30 participants
<b>Material needed</b>
<ol style="list-style-type: none"> <li>1. Screen for sharing images/videos</li> <li>2. Projector</li> <li>3. Laptop</li> </ol>

4. Kahoot platform
5. Print outs “information on the theory being delivered”

### Contents / Structure / Description

#### Introduction (15mins)

Facilitator(s) introduces the topic of sexism and gender equality and the relevant situation in sport with the video “[Nike - Dream Crazier](#)”. The EU Erasmus+ funded [Step Up Equality project](#) has developed the document “[Reporting Gender Discrimination in Sport - Guidelines for Sports Governing Bodies](#)” about gender inequality in sport (it has been done by Assist in a precedent which facilitators are encouraged to study. Example topics are:

- Was it easy for women to play sports?
- Have they had the same opportunities and benefits?
- Has the situation improved to date?
- Can women who play competitive sports be professionals?
- Are women present in top management roles in the world of sport?

#### Description (15mins)

Facilitator(s) shares the story of [Alice Milliat](#), thanks to her today women can be involved in sports

Presentation of her biography

- [Alice Milliat: Suffragette of Sport](#)
- [Alice MILLIAT: An activist for women’s sport - Daring to get a foot in the door](#)

The themes of focus concern questions already written above but after the introduction of the charismatic person of Alice Milliat it is possible to put relevance on the topic of individual responsibility: a more inclusive society needs the effort of every person, even if it seems extremely difficult.

#### Autoanalysis - “How much do I know about the gender gap in sport?” (30 mins)

The following questions aim to check participants’ level of knowledge regarding the gender gap in sports. It is expected that they will start reflecting on gender equality in sports.

#### Proposed questions

1. In Europe, women in sports are paid
  - A) Equally per hour as men
  - B) 14% less than men

C) 5% less than men

Correct answer: **B** - Women in Europe earn on average 14% less per hour than men. That is the equivalent of 2 months of free work

2. Female sports in media take up to

A) 50% of total coverage

B) 30% of total coverage

C) 4% of total coverage

Correct answer: **C** - Women's sports still make up only 4% of sports coverage worldwide and national and professional female athletes are still paid less than men

3. Women worldwide occupy

A) 50% of the leadership positions

B) 24% of the leadership positions

C) 10% of the leadership positions

Correct answer: **B** - Only 24% of world leaders are female.

4. In the last four Olympic Games (i.e., Tokyo 2020, Rio de Janeiro 2016, London 2012, Beijing 2008)

A) 45% of the coaches were female

B) 25% of the coaches were female

C) 10% of the coaches were female

Correct answer: **C** - Only 10% of the coaches of the last four Olympic games were female.

5. Which sport in xx [country] is most practised by women?

A) xxx [sport 1]

B) xxxx [sport 2]

C) xxxxx [sport 3]

**Proposed methods (the two methods are in alternative):**

a) Kahoot test



**b) Body positions game:**

1. The participants stand **in line** side by side.
2. The facilitator(s) asks the question **and provides the three answer's options together.**
3. **The facilitator(s) leaves participants with 5 seconds to reflect on the question.**
4. **The facilitator(s) calls the first option (and leaves time to make a step forward); the same with the second option (and leaves time to make a step backward); who chooses the third answer stand without moving.**
5. **After this phase the facilitator says the right answer and a collaborator (referees) take note of the name of the participant who knew the right answer.**

**Reflection**

At this point of the session participants should have more information to discuss on and also add their own experience. Some examples of questions to initiate the discussion are:

- *Do you think there are sports for men and women? Has it ever happened to you (personally or as witness) the negative judgment of males who want to practice sports considered for females (e.g., synchronized swimming) and the contrary (e.g. rugby)*
- *Why do you think there are not women in sport occupying leadership positions? Is it so only in sports?*
- *Are there any sports practiced by women that you would like to watch on television but there is not space for that?*

**Informal activity (30')**

**Game:** The following game promotes participants' collaboration regardless of their gender.

- a. The facilitator splits participants into **three (3) teams:** one all-female group, one all-male and one mixed-genders team.
- b. Each team lines up (all facing the same direction). The members of each team must stay away from each other by the distance of an outstretched arm.
- c. At the start of the game, the last of the row have to run (doing the fast slalom between their teammates) and goes to the front of the row.

- d. The team runs first a certain distance (30, 50 or more meters depending on the space and the number of members of each team) wins.

#### Tips

1. Three matches in three different ways (running, walking quickly with closed eyes, walking / running backwards) are recommended.
2. The ranking is based on the won **results**.
3. After the first three **prove** the teams need to be changed and the three **prove** repeated. So that the results can be compared regardless **of** the components of the teams.
4. There must be a referee for each team who checks that everything goes according to the rules.

#### **Discussion**

At the end of the game, participants are called to think about and discuss about

1. the results and the composition of the teams;
2. the compositions of the teams and the emotions felt;
3. the emotions felt and the efficacy of the collaboration.

#### Indicative questions to initiate the discussion

- Would you like sports to be practiced together by men and women? Do you know if there are any?
- What is your opinion of men and women competing together?
- In your opinion, how can sports be significant to improve inclusion into society?

#### **Debrief/Evaluation (30')**

Participants are invited to express their opinion/impressions, and evaluate their experiences in the session, taking into account the following elements:

1. the results and the composition of the teams;
2. the compositions of the teams and the efficacy of the collaboration;
3. the results, the composition of the teams and the emotions felt.

#### **Proposed methods:**

1. The facilitator formalizes the result of the game and he/she **starts** asking **about** the relationship between the sessions results and the composition of the teams:

➤ *Is there any relation?*



➤ *Can we say that the performance of a monogender or mixed team is better?*

2. The facilitator proceeds with the questions regarding the emotions felt. Example questions are:

- *Was it fun to play in a monogender team?*
- *Or was it more fun to play in a mixed team?*
- *Was it easy to understand each other in the monogender team?*
- *Or was it easier in a mixed team?*

### **Final considerations**

When we ask if performance is better what do we mean? In terms of result, collaboration, fun? Moving from sport to life, can we say that every team action is better if every member is included/accepted/being oneself regardless of gender?

### **Resources**

Medium budget.

The budget will be used for renting/buying the equipment needed (screen, projector, laptop) and print the “information on the theory being delivered”.

## Activity 11: Open Inclusive Badminton

<b>Name of the event</b>
Open Inclusive Badminton
<b>Type of activity</b>
Sports training including activities on European Youth Goals
<b>Brief description</b>
<p>This activity aims to promote movement and participation by occupying urban spaces to create a meeting place where badminton courts and equipment will be provided. For this purpose, a group of badminton players will be trained to facilitate this inclusive and public sports activity. On the one hand, this open training aims to bring people together and create a space for encounters where everyone is welcome. On the other hand, it is creating a space to inform and discuss the European Youth Goals, especially "Inclusive Societies", "Space and Participation for All" and "Mental Health and Well-being".</p> <p><i>*This event can be adapted to be held with other sports, such as ping pong.</i></p>
<b>Estimated duration</b>
2h and 30mins
<b>Objectives</b>
<ol style="list-style-type: none"> <li>1. Connect people by cultivating personal encounters through a sports activity</li> <li>2. Engage people by letting them participate in a public space through sports</li> <li>3. Promote movement and membership in a sports group by engaging people in badminton</li> <li>4. Empower people by informing them about the European Youth Goals and enable them to criticise the status quo that lacks inclusivity, universal participation, and adequate support for young people struggling with their mental health</li> </ol>
<b>Methods</b>
<ul style="list-style-type: none"> <li>● Face-to-face</li> <li>● <u>Profile of the facilitator(s)</u>: Two facilitators with profound knowledge on the European Youth Goals are required.</li> </ul>

- Descriptive details of the space needed: A public space is needed where badminton courts, as well as an information point with information material, can be set up, such as a public square with a level floor; it must be checked whether authorization by the local authorities is needed

### Group size/Members required

A badminton group with an interest in learning about the European Youth Goals and supporting this public activity is required.

The badminton club will be informed about the European Youth Goals within an interactive workshop.

### Material needed

1. Badminton rackets
2. Badminton nets
3. Shuttlecocks (AirBadminton)
4. Table with info material about the European Youth Goals
5. Umbrella or tent to shield the table from the sun and create a good atmosphere
6. Speaker for music (e.g., Bluetooth box)
7. Refreshments for the badminton group and other players

### Contents / Structure / Description

#### 1. Preparatory workshop & setting up the courts and info booth (45 mins)

- A short introduction will be given by the facilitators before opening the event to the public presenting the structure and schedule of the event as well as the main contents of the three European Youth Goals "Inclusive Societies", "Space and Participation for All" and "Mental Health and Well-being" (10 min).
- The badminton group will be divided into three subgroups and each subgroup will be assigned one of the European Youth Goals; each subgroup is asked to discuss the following questions (10 mins):
  - *Is this European Youth Goal currently promoted in our sports club?*
  - *What action could be taken by us to further promote this European Youth Goal?*

- *What is one political strategy that could be implemented in support of this European Youth Goal?*

- After their individual discussions, the subgroups come back together and briefly present the results of their discussions and exchange thoughts (10 mins).
- Finally, the whole group together with the facilitators set up the badminton courts and the info booth (15 min)

## **2. The badminton event (75 mins)**

The sports training is taken place on an open badminton court (1 or 2 fields). Short matches will be played (around 10 minutes each).

- Badminton players from the training group are called to engage bystanders, inviting them to play together, explaining to them the rules and giving short training if necessary.
- Badminton players are also encouraged to speak to the bystanders about the European Youth Goals and invite them to get some more information at the info booth.
- Facilitators oversee the matches and are available to support, answer questions and intervene if necessary

## **3. European Youth Goals info booth (*simultaneously to the badminton event*, 75 mins)**

An info booth will be set up next to the courts providing info material about the European Youth Goals and refreshments for the badminton players.

Pedestrians are invited to the info booth after they have played a match or while waiting for their match to start; bystanders that are not interested in playing a match are also encouraged to join the info booth.

### **Debrief/Evaluation**

At the end of the event, a debriefing session is required. The debriefing will contain:

- an evaluation round among the badminton group and the facilitators discussing what new insights they have gained and what they liked/disliked about the event (20 mins);
- an online evaluation questionnaire with more specific questions distributed to the participants via a QR code.

### Resources

#### Medium budget

The budget will be used for:

- Rental costs for the equipment (badminton court and bats, table and umbrella, refreshments)
- Information material (handouts about the European Youth Goals, mental health and sport, inclusion and sport, and public spaces and sport)
- Signs with barcodes for the evaluation



## Activity 12: A Sports & EU Policy Session

<b>Name of the event</b>
A Sports & EU Policy Session
<b>Type of activity</b>
A variety of outdoor sports activities about the goals of the EU Youth Policy and the European Youth Goals
<b>Brief description</b>
This activity aims to engage young people in sports, disseminate the objectives and goals of the EU Youth Policy, the European Youth Goals and the ACTIVE project to the participants of an outdoor summer fest. The activity involves three simultaneous activities (Krav Maga, Badminton, Ping Pong) each one being connected to European Youth Goals.
<b>Estimated duration</b>
Approximately 6 hours
<b>Objectives</b>
<ol style="list-style-type: none"> <li>1. Learn and understand more about EU Youth Goals and EU Policies, especially in the field of youth and sports</li> <li>2. Empower young people, especially young people at risk of marginalization and discrimination, with the help of a Krav Maga workshop led by an expert in this self-defence sport</li> </ol>
<b>Methods</b>
<ul style="list-style-type: none"> <li>● Face-to-face</li> <li>● <u>Profile of the facilitator(s):</u> <ul style="list-style-type: none"> <li>➢ 1 general facilitator familiar with the European Youth Policy and European Youth Goals who oversees this activity.</li> <li>➢ 3-4 assistant facilitators, i.e., youngsters that are familiar with the European Youth Goals and the sports activities offered (e.g., ping pong and badminton). Their main tasks are to approach people directly for one-on-one sports or motivate them to play matches in bigger, more inclusive groups, such as a roundabout/run-around version of ping pong, where more than two participants play ping pong while running around the table; this facilitates togetherness.</li> </ul> </li> </ul>



- 1 Krav Maga trainer, who has been briefed on the European Youth Goals and EU Youth Policies so as to incorporate these values into the training; his/her methods will be non-formal, potentially using anecdotes and story-telling to combine Krav Maga and the values of an inclusive society with the empowerment of the participants
- Descriptive details of the space needed: A big outdoor space for
  - the placement of two table tennis tables
  - the Krav Maga workshop, suitable for approximately 20 participants
  - badminton matches (can be played with or without net) during the times when the Krav Maga workshop does not take place

### Group size/Members required

40 participants who could be divided as follow (indicative):

- 14 participants for the Krav Maga workshop
- 16 people playing ping pong
- 10 people playing badminton

### Material needed

1. Badminton rackets (2 pairs);
2. 1 badminton net
3. Ping pong equipment (2 tables, ping pong rackets for at least 10 players, several balls)
4. Krav Maga equipment (focus mitts, mats)
5. A tablet for the digital evaluation of the session (e.g., via Google Forms); alternatively, printed out evaluation forms or barcodes that lead to the evaluation form

### Contents / Structure / Description

#### Before the event:

All necessary equipment (listed above) needs to be collected and transported to the venue  
 The venue has to be visited with the Krav Maga trainer so that he/she can familiarize himself/herself with the space

#### On the day of the session:

The main facilitator together with the young facilitators set up the ping pong tables  
 Then the 1.5-hour Krav Maga workshop is implemented by the trainer; it is introduced by the main facilitator with a short speech about EU Youth Policies and the main aims of the

training (e.g., empowerment of youth at the risk of marginalization, such as young minorities, young women towards an open society)

The trainer will also talk about the history of Krav Maga, how it was invented and how it helps people today to avoid violence or to solve challenging situations with as little violence as possible

After participation in the workshop or during the other sports sessions, participants will be asked to fill out an evaluation questionnaire

### Debrief/Evaluation

A tablet for the **digital** evaluation of the session (e.g., via Google Forms); **alternatively**, printed out evaluation forms **or barcodes that lead to the evaluation form**

### Resources

High budget

The budget will be used for:

- Trainers' compensation (in case they do not already member of the organisation)
- Rent/Buying the materials (ping pong tables, badminton rackets, Krav Maga equipment etc.)

### Activity 13: (Beach) Volley for all

<b>Name of the event</b>
(Beach) Volley for all
<b>Type of activity</b>
(Beach) Volley sessions with mixed teams
<b>Brief description</b>
The aim of this session is to raise awareness about the European Youth Goals and in particular, the Goal 2: Equality for all gender, the Goal 3: Inclusive Societies and the Goal 11: Youth organization and European programmes. In order to implement this activity, the facilitators are called to involve young athletes, activists and coaches.
<b>Estimated duration</b>
1h and 30 mins
<b>Objectives</b>
<ul style="list-style-type: none"> <li>○ Gain knowledge and understanding of the European Youth Goals</li> <li>○ Promote gender equality and social inclusion</li> <li>○ Develop empathy towards people facing exclusion and discrimination based on their gender and disability</li> </ul>
<b>Methods</b>
<ul style="list-style-type: none"> <li>● Face to face</li> <li>● <u>Profile of the facilitator(s)</u>: 1 of beach volley or volleyball coach and 1 facilitator The facilitator should have           <ul style="list-style-type: none"> <li>➢ knowledge about European youth policies and about sports in general.</li> <li>➢ a strong competence in non-formal education and in methods, such as non-formal education, group dynamics and team building activities, learning by experience methods, learning circles, role play</li> </ul> </li> <li>● <u>Descriptive details of the space needed</u>: An outdoor or indoor field for volley or beach volley with recommended size court's size: 16 m x 8 m and nets' size: 8,5 m x 1 m.</li> </ul>
<b>Group size/Members required</b>

8 - 12 participants aged 15-45 years old with diverse characteristics (e.g., gender, sociocultural background).

### Material needed

1. 1 volley or beach volley net
2. 1 ball

### Contents / Structure / Description

#### Introduction of the activity (15 mins)

Facilitators introduces to the participants the aim of the activity which is to raise their awareness on the ways they can contribute to the creation of a more equal society. To do this, the participants will play some match of beach volley or volleyball, each time changing the group composition. Through role-playing, they will be involved in different situations people with disabilities may be face for their introduction in the different challenges that each disability could require.

According to the number of participants, two or three diverse teams (code names: A, B, and C) of 4 people will be created mixing people with different ages and genders (ideally 2 men and 2 women per group).

#### Game (1,5 -2 hrs)

Two teams (e.g., A and B) are chosen to play while the third team (e.g., C) observes the game and take notes about the dynamics within each group, keeping in mind

- *How each team is dealing with the person that role plays someone with a physical disability/barrier?*
- *How does each team deal with gender differences?*

The session is composed of **3 games**.

#### First game

Within the two selected groups (A and B), one participant per group must play sitting down. The match starts and each team has to make points as the traditional rules of volley. The match finishes at 13 points.

Team C takes notes.

#### Second game

Within the next two selected teams (B and C), one participant per group plays with their hands tied.

Then, the match starts and each team has to make points as the traditional rules of volley.

The match finishes at 13 points.

Team A takes notes.

### Third game

Within the next two selected teams (A and C), one participant per group should not speak at all.

Then, the match starts and each group has to make points as the traditional rules of volley.

The match finishes at 13 points.

Team B takes notes.

### **Discussion (30mins – 45mins)**

The facilitator starts the discussion, asking the participants to share in a round circle the notes they took during the three games.

The facilitator also asks participants the following questions:

- *Which of the three games was more difficult and why?*
- *Did you work as a team to involve the participant that role-played a physical disability/ barrier? In which way? If not, why?*

The facilitator is called to ask also the participants who role-played with the various physical disabilities/barriers how they felt themselves in that position and if they felt involved during the game.

### **Debrief/Evaluation**

This activity is aimed to allow the participants to reflect on the 11 European Youth Goals, in particular the ones mentioned in the description of the activity.

The facilitator distributes post-its to the participants asking them to reply to the following questions:

- *Has this activity taught you anything about yourself? Has it made you reconsider any of your previous opinions or beliefs related to the topic?*
- *What do you think the activity was intended to illustrate? Did it succeed in the general aim mentioned above? If so, how? or if not, why not?*
- *What is your opinion regarding gender equality?*
- *What is your opinion regarding social inclusion?*

### **Resources**



### Low budget

The budget will be used for:

- 1 net
- 1 ball
- 1 outdoor or indoor volleyball or beach volleyball field
- 12 pens + 12 copybooks
- post-its
- Snacks and beverages



## Planning a sports session

### Prior the sports sessions

After deciding which activities they will implement, facilitators should start thinking about the practical and organisational elements that are required to be addressed beforehand. The ACTIVE Sports Session Kit provides below a set of core questions that organisers can reflect on, keeping always in mind the unique contextual conditions at local level.

#### Conditions

1. What spaces are available in my area?
2. Where is the best place to organise my activity?
3. Is the selected location accessible for all target groups?
4. Should I book the place beforehand? Do I have the budget to do so?
5. What is the condition of the soil? Should certain forms of ground training be excluded?
6. Is there another team training at the same time and on the place I am going to use? (If necessary, make arrangements with other trainers.)
7. What extra caution measures should be taken to ensure participants' safety and the smooth implementation of my activity (taking also into account possible Covid-19 restrictions)?

#### Team and participants

1. Is there enough workforce available to implement the activity?
2. How many players are expected to join the practice?
3. Do participants know each other, or are ice-breaker activities required?
4. What are their motives to participate in our activities?
5. What are the specifics of the participants in terms of skills, age, cultural background, disabilities, religion, gender, educational level? How these specifics may impact the activity and vice versa?
6. How the different target groups benefit from participating? What the reasons might be for a cancellation? What might encourage joining? What are the barriers that will make their involvement more difficult?

#### Training Material

1. What material/equipment am I going to need for the specific activity?
2. Should I buy or rent the material/equipment needed?

3. Will the necessary material be ready on time?
4. Do I have the budget to provide the material needed? If not, how can I adapt the activity so that it be implemented without material?
5. Is specific material/equipment necessary for specific participants (e.g., participants with disabilities)?
6. Is the necessary material/equipment easy to use? Do participants know how to use it or I should keep in mind that extra time for explanations and familiarisation will be used?
7. What is the environmental footprint of my activity? Are more ecological material options available and accessible to me?
8. Am I going to offer the used materials to the participants to take with them and use them further?

### During the sports sessions

- Take time to build relationships between the teams. Include break-the-ice activities and energizers in the beginning of the activities.
- Facilitate a friendly working environment during the activities.
- Set goals for individuals' participation and track their progress towards these.
- Be clear about what the next steps in the process are and explain what each activity involves.
- Help young people to keep themselves safe while participating in the orienteering activities.
- Feedback is important. Actively encourage feedback at every stage of the process. Ask how participants have found the process so far and get their opinions on the plans you make going forwards.
- Give time to the participants. Don't expect that all the persons will be fully committed to the very first moment. Some people may be more hesitant than others.
- Be flexible and constantly assess the situations.
- Visibly celebrate the outcomes of participation with young people and staff.



## Safeguarding in sports

Sport and physical activities promote the holistic development of youth, regardless of their age, gender, origin, sexual orientation, disabilities or special needs. At the same time, sport and physical activities contribute to one’s social, mental and physical well-being, fostering the creation of healthy and cohesive societies.

Although it is often assumed that child safeguarding and child protection have similar definitions, there is a difference here. Safeguarding refers to the actions taken to promote the well-being of children, youth and vulnerable adults to ensure they are safe from harm. It involves proactively doing everything possible to minimise the risks inherent to these environments and prevent all forms of harassment, abuse, neglect or exploitation while ensuring that children, youth and adults can participate in sport in a safe environment that promotes enjoyment. Safeguarding also covers responding effectively when concerns are raised about a child, youth or adult facing the risk of harm<sup>2</sup>. Conversely, **child protection** refers to the protection of an individual after they have been identified to be at risk of harm, abuse, violence, exploitation, or neglect. Child protection is therefore seen as the last line of defense, in contrast to child safeguarding which is placed at the forefront<sup>3</sup>.

Despite anyone being in position of experiencing harm, there are certain social groups that are most vulnerable:

Children and young	Talented athletes
Young adults	National minorities
Refugees and internally displaced persons (IDPs)	Persons with a mental health problem
Indigenous peoples	Persons with an intellectual disability
Elderly persons	Persons with a physical disability
Persons living with HIV and AIDS	Women and girls
Persons living in poverty	People LGBTQIAP+ community members

<sup>2</sup> The information was derived from the [Safeguarding in Sport and Sport for Development \(S4D\) contexts in Africa - A Practitioner’s Guide from Policy to Action](#) developed by the Regional Project ‘Sport for Development in Africa’.

<sup>3</sup> The information was derived from the [WP3 3.5 Information Package Guide \(EN\)](#) developed in the context of the EU funded project “ACTIVE: Focus on Children; Strengthening Policies in Sports and Leisure ACTIVities”

## Core principles<sup>4</sup>

1. All children have the right to participate, enjoy and develop through sport, in a safe and inclusive environment, free from all forms of abuse, violence, neglect and exploitation.
2. Children have the right to have their voices heard and listened to. They need to know who they can turn to when they have a concern about their participation in sport.
3. Everyone, organizations and individuals, service providers and funders, has a responsibility to support the care and protection of young people.
4. Organisations providing sports activities to children and young people have a duty of care to them.
5. Children have a right to be involved in shaping safeguarding policy and practice.
6. Organisations should always act in the best interests of the child.
7. Everyone has the right to be treated with dignity and respect and not be discriminated against based on gender, race, age, ethnicity, ability, sexual orientation, beliefs, religious or political affiliation.
8. The processes and activities for the creation, development and implementation of safeguarding measures should be inclusive.

## The role of sports organisations<sup>5</sup>

In line with the above principles all organisations, institutions, federations, schools and clubs, whether they are small or large, should have policies and measures in place that ensure children, youth and vulnerable adults can take part in sport and other activities in a safe, inclusive and fun environment.

According to the Regional Project 'Sport for Development in Africa, an organisation should do:

- Adopt a safeguarding policy.
- Create a culture of safeguarding in the organisation.
- Create a culture of listening to participants – children, youth and adults.
- Appoint lead officers for safeguarding.
- Develop codes of conduct (a sample of Code of Conduct is given in **Annex 2**).
- Introduce a safe recruitment process for all staff and volunteers.

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<sup>4</sup>The information shared was derived from the [International Safeguards for Children in Sport: A guide for organisations who work with children](#) developed by the International Safeguarding Children in Sport working group.

<sup>5</sup> The information was derived from the [Safeguarding in Sport and Sport for Development \(S4D\) contexts in Africa - A Practitioner's Guide from Policy to Action](#) developed by the Regional Project 'Sport for Development in Africa'.

- Ensure all staff and volunteers have basic safeguarding training.
- Formalise a system for reporting concerns.
- Develop relationships with key contacts in the police and social services ministry.
- Conduct regular risk assessments and implement a safeguarding plan.
- Communicate safeguarding operations to participants, parents/carers and the wider community

Taking into account the aforesaid, facilitators implanting the proposed activities should always work keeping in mind the best interest of their beneficiaries. Adequate preparation, safeguarding policies in place and a vigilant stance are recognised as the necessary elements for the creation of safe spaces in sports.



## Further reading

### On EYG promotion

1. EU Erasmus+ funded ACTIVE project - Engage, Connect, Empower EU Youth through sustainable, inclusive and democratic sport, ACTIVE Toolkit Youth in Sports, <https://active.geacoop.org/>
2. EU Erasmus+ funded ACTIVE project - Engage, Connect, Empower EU Youth through sustainable, inclusive and democratic sport, ACTIVE Toolkit for Coaches, <https://active.geacoop.org/>
3. The UEFA and CAFE good practice guide - 'Access for All', [www.cafefootball.eu](http://www.cafefootball.eu)
4. Gender equality Compasito, Manual working with youth in Europe by youth department of the Council of Europe, [www.eycb.coe.int](http://www.eycb.coe.int)
5. Council of Europe's Sport Department, Gender Equality and gender mainstreaming, [www.coe.int](http://www.coe.int)
6. Engso Youth, Youth sport in Europe, [www.youth-sport.net](http://www.youth-sport.net)
7. Women Win, [www.womenwin.org](http://www.womenwin.org)
8. Football and Peace, the Global Peace Games 2019, [www.childrensfootballalliance.com](http://www.childrensfootballalliance.com)
9. Football Makes History, Toolkit for using historical and cultural heritage dimensions of football to enhance social inclusion and promote diversity in non-formal settings, <https://footballmakeshistory.eu/resources/toolkit/>

### On safeguarding policies

1. "Football's safeguarding children policy": Football Authorities governing the affiliated English game, <https://resources.premierleague.com/premierleague/document/2021/03/08/a8cf61a3-7788-448d-b4e7-f7b17c5439ba/Affiliated-Football-s-Safeguarding-Policy.pdf>
2. EU REC funded ACTIVE: Strengthening Policies in Sports and Leisure ACTIVities Project, <https://www.activeproject.eu/>
3. FIFA: "Safeguarding Toolkit for Members", [nz1lyz3ykaioy7gwfmgs-pdf.pdf \(fifa.com\)](https://www.fifa.com/~/media/4ae7f7b17c5439ba/afiliated-football-s-safeguarding-policy.pdf)
4. International Safeguarding Children in Sport working group "International Safeguards for Children in Sport", <https://www.sportanddev.org/sites/default/files/downloads/international-safeguards-for-children-in-sport-version-to-view-online.pdf>
5. Keep Children Safe "Keeping Children Safe: Child safeguarding standards and how to implement them", [https://ec.europa.eu/info/sites/default/files/standards\\_child\\_protection\\_kcsc\\_en\\_1.pdf](https://ec.europa.eu/info/sites/default/files/standards_child_protection_kcsc_en_1.pdf)

6. UEFA: “Child Safeguarding Policy Keeping children safe in European football”,  
[https://www.uefa.com/MultimediaFiles/Download/uefaorg/General/02/63/58/39/2635839\\_DOWNLOAD.pdf](https://www.uefa.com/MultimediaFiles/Download/uefaorg/General/02/63/58/39/2635839_DOWNLOAD.pdf)

### Relevant EU funded projects

1. [EU Erasmus+ funded TACKLE Racism in Grassroots Football Project](#)
2. [EU Erasmus+ funded PROGRES: PROMoting Gender Equality in Sports Project](#)
3. [EU Erasmus+ funded ASPIRE: Activity, Sport and Play for the Inclusion of Refugees in Europe Project](#)
4. [EU Erasmus+ funded Green Erasmus Project](#)
5. [EU Erasmus funded SEE: Sustainability and Environmental Education in outdoor sports Project](#)

## Annexes

### Annex 1: Sample Evaluation Form Questionnaire

1. Gender
  - a. Male
  - b. Female
  - c. Other [please specify]
2. Age [short answer]
3. Nationality [short answer]
4. Country and city of residence [short answer]
5. Educational background
  - a. Primary education
  - b. Secondary education
  - c. Tertiary education/University graduate
  - d. Other [please specify]
6. Please select the answer depending on the level of agreement with the following statements (on a scale of 1: totally disagree – 5: totally agree):
  - The overall content was interesting.
  - The session's objectives were clearly and adequately stated.
  - The themes discussed were useful and relevant to my area of interest.
  - The level of interactivity was appropriate for this event.
  - The staff/facilitators were knowledgeable of the topic discussed.
  - The staff was helpful and available.
  - The structure of the agenda was effective.
  - The overall organization of the event was effective.
7. Do you think the session was useful to learn about the European Youth Goals, European Youth Policies and the values related to them?
  - a. Yes

- b. No
- 8. In what way (s) will you use the knowledge you gained during the session? [long answer]
- 9. Identify what you consider to be the strengths of the event/session. [long answer]
- 10. Do you have any suggestions about how this event could be improved? [long answer]
- 11. Will you join another event like this in the future?
  - a. Yes
  - b. No

## Annex 2: Sample Code of Conduct for Facilitators<sup>6</sup>

I hereby pledge to commit to my certification as a Facilitator by following the Code of Conduct.

I understand and respect the responsibility that comes along with my position as a role model for all participants, especially children and vulnerable adults.

I will promote good practice and:

- ensure sports and sports sessions offer a fun, safe and inclusive experience.
- respect the rights, dignity and worth of every participant without discrimination on account of age, race, skin colour, ethnic, national, or social origin, gender, disability, language, religion, political opinion or any other opinion, wealth, birth or any other status, sexual orientation or any other reason.
- always report any concern of poor practice or abuse immediately to a designated safeguarding officer. I acknowledge that I must report any concerns I may have – no action is not an option.
- lead by example when it comes to good sportsmanship and be a role model for others, including children – this includes not drinking alcohol, taking drugs or using foul, racist, homophobic or other discriminatory language in the presence of children or others.
- respect my position of trust and maintain appropriate boundaries with children, youth and vulnerable adults.
- work in an open environment and avoid spending time alone with children, youth or vulnerable adults away from others.
- arrive in sufficient time to set up activities and ensure that risk assessments are undertaken as necessary for all activities, programmes and events involving children, youth and vulnerable adults.
- ensure children, youth and vulnerable adults are safe by supervising appropriately and using safe training methods and techniques.
- challenge any form of bullying behaviour among and towards children, youth or vulnerable adults.
- communicate in a constructive, age-appropriate manner with children, ensuring they are never humiliated.

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<sup>6</sup> The Code of Conduct provided was derived from the [Safeguarding in Sport and Sport for Development \(S4D\) contexts in Africa - A Practitioner's Guide from Policy to Action](#) developed by the Regional Project 'Sport for Development in Africa'.



- provide meaningful opportunities that empower children and youth to share in the decision-making process.
- ensure that confidential information is not divulged unless with the express approval of all those concerned or when a case warrants disclosure to relevant authorities.
- encourage all participants to take responsibility for their own conduct and performance both on and off the sports field.
- communicate openly and transparently with all participants, or parents/carers where appropriate, making my expectations of them and what they can expect from me clear.

I will never:

- engage in or allow any verbal, physical or sexually provocative games with, or inappropriate touching of, children, youth or vulnerable adults.
- engage in any sexual relationship with any participant under 18 years of age, including making sexually suggestive comments to a child.
- groom or exploit a child, youth or vulnerable adult for personal and financial gain.
- engage in the inappropriate use of social media – this includes engaging children in private social media conversation and never posting comments that could compromise their well-being or cause them harm.
- reduce a child or vulnerable adult to tears or scare or humiliate him/her as a form of control.
- engage in bullying behaviour.
- condone rule violations, any form of violence or the use of prohibited substances.
- intentionally physically hurt or threaten to hurt a child, youth or vulnerable adult – hitting and punching may be regulated forms of contact in some (combat) sports but have no place in most sports.