CHAPTER 4

SPORT ACTIVITIES & VOLUNTEERING

Chapter 4

4.1. Tutor's Handbook

Workshop title	A goal towards inclusion!
Target Group	Young people that face the risk of social exclusion (young people of migrant or refugee background, newly arrived young migrants or refugees, NEETs)
Purpose of the Workshop	In the current situation young people coming from migrant (1° and 2° generation) and refugees background as well as those belonging to the NEETs category are facing social inclusion. The present workshop is aimed at tackling the abovementioned issue fostering the idea of human rights as rules for living as well as contrasting prejudices, stereotypes and limits of tolerance promoting inclusive behaviour among young people and the communities.
Objectives of the Workshop	After completing the workshop, the participants should have o should: **Knowledge** • Knowledge of different aspects of inclusion. • Self-awareness about the limits of tolerance. • Knowledge about Human rights as rules for fair play in life. • Theoretical knowledge of Education Through Sport methodology. **Skills:** • Co-operative skills and creativity • Ability of a group to see an issue from several perspectives, rather than to argue one perspective against another.

	• Problem Solving • Attitudes/Behaviour: • Empathy, self-reflection and solidarity.
Group size:	Minimum 6 and maximum 14 people
Workshop duration:	One day 8 hours in total Introduction session of 30 min 4 sessions of 1,5 training hours each including (1,5 hours of break)
Preparation	• Pre-Work Required: Consider offering a brief presentation or short pre-reading on the themes and issues addressed • Check the facilities for safety. • Examine the proportion between the size of the working area, the materials available and the size of the group. • Ask the group if anyone has any injuries or concerns about the activities proposed.

The Lesson Plan

Nr.	Topics and Sub-topics/Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
1	**Introduction** **3 Questions** Each participant wrote in a paper 3 questions, then they asked the questions to the nearest person. Then they answered to that person questions. Finally, they will	**20**	Ice Breaker	Pens, paper

	exchange their papers and go find another person and ask him/her the questions in the new paper.			
2	**Presentation** The Trainer introduces him- or herself and presents the topics that are going to be covered during the day: - The importance of Sport & Volunteering in fostering social inclusion; - The Sport for All movement: how to include everybody in Sport; - The difference between Education for, by and through sport as well as the educational value of Education Through Sport; - Why Critical thinking is important? - Intercultural dialogue: sometimes you should put yourself in someone else's shoes.	**10**	Presentation / Questions & Answers	Laptop, Projector, PowerPoint Presentation
	1° Topic: Sport for All			
3	**Impulse** The participants are split in to two (equal number) groups. The groups form a column (line up one behind another) for each group. They should be asked to hold hands while standing in the column. All save for the first and last person in the line should be using both hands. The idea of the game is to energize participants by playing with their reaction skills. When the trainer/facilitator gives the signal, the first person in the group squeezes the hand of the person behind them. This " Impulse " (the squeeze of the hand) should travel all the way to the back of the line. As soon as the last person feels the hand squeeze, he/she runs forwards and joins the front of the line. This process	**10**	Energizer	

	is repeated until the person that was the first in line at the beginning, is back in their original position. The team that finishes first, wins the game/energizer.			
4	**Atoms** Explain to participants that you will play some music and when the music stops, they will have to form small groups or "atoms" by holding hands. Start with forming atoms of three persons. When the groups are formed, tell them next time they will have to form groups of 4 (or more). Finish the game when they form the groups sizes, that are needed for your next activity.	**10**	Energizer	Laptop Boombox to play music
5	**Sport for All** <u>Instructions</u> 1. Ask people to get into groups of four. 2. Explain that each group has twenty minutes to devise a game using the equipment provided. It is up to each group to decide the aims of the new game and the rules. 3. Let the groups play each other's games. <u>Debriefing and evaluation</u> Start with a review of how people in the different groups interacted with each other and whether they enjoyed the activity. Then go on to discuss the games themselves and the rules people invented and, finally, talk about sports and games in real life. Questions: • Was it hard to design a game? • How did the groups work? Democratically or did one person make all the decisions?	**60**	Team Activity	4 large buckets or waste-paper bin 1 ball of thick string 2 football-sized balls 2 newspapers One piece of chalk A pair of scissors

	• Did you share the jobs? I.e. was one person an idea person, another good at putting the ideas into a practical form, someone else good at setting the game up, etc.? • Which games did people enjoy the most? What makes a game a "good game"? • Which groups found it necessary to change the rules once they tried the game out with others? Why did they need to change the rules and how did they do it? (Was the process carried out by the whole group, by just a few individuals or by just one person?) • How important is it to have a clear aim and fair rules for everyone to feel that they can participate? • Did everyone feel able to participate fully, or did some feel that they were at an advantage or disadvantage? • In reality, how are certain groups excluded from sports? Which modes of exclusion are infringements of people's human rights?			
6	**Coffee break**	**10**		
	2° Topic: Education through Sport			
7	**Exclusion through Sport** Some objects are disposed in the field. Participants will receive task. 1. Pick one object at time and bring it in the centre of the field 2. Pick one object at time and bring it in the corners of the field; Make papers with these two tasks to split participants in two equal groups.	**30**	Energizer	Paper Pen Objects

	3. One person had the task to just walk around without doing anything, he could help only if the others asked for it. Rules: participants cannot talk, they have to try communicating with gestures and find a strategy for both groups to complete the task. Facilitators will observe the activity and then give feedback during the debriefing session, final feedback will be received from the participant that was walking around.			
8	**Lunch time**	**60**		
9	**Frisbee for all 10 passes** Introduce the activity. Explain the basic techniques of Frisbee, like throwing and catching. Explain the rules of the game: no running with the Frisbee, no physical contact, no referee (spirit of the game, everything has to be discussed within the group), team scores by passing the Frisbee 10 times between each other (this can be reduced depending on the skill level of the group), passes have to be counted out loud, the Frisbee has to be passed within 5/10 seconds otherwise other team gets the Frisbee, if the Frisbee falls the other team gets it, take over (even if it falls afterwards) is allowed and the Frisbee stays with that team (5 min). First round starts. (10 min). Stop the first game and give the following instructions: • two new rules, everyone on the team has to touch the Frisbee at least once in order to score, no back and forth Second round is played (10 min). Stop the second round and give the following instructions:	**40**	Team Activity	Frisbee (1 per 3 participants) bibs flipchart markers

	• distribute roles to different participants. The roles can be for example: being hyperactive, blindfold one eye, not interested, only use your weak hand, play as you played before. Third round is played. (10 min). Debriefing (15 min). Start by identifying which roles the participants had and ask them what happened in the different phases of the game. The easiest start could be asking them if they liked the game and how they felt. Tell the participants to reveal their role when they are answering the questions if they do not do it themselves. The Trainer will ask the following questions: • What did you experience? • How did you react? • What did you feel? • How did you cope with your role? • Have you thought about others? • How easy/difficult was it to play your role? • How easy/difficult was it to identify with your role? Draw a connection to everyday life by asking if the activity mirrors society and if they have encountered similar situations in their daily life, also giving examples. • Did you behave differently in the game opposed to your daily life and can you see a connection between the exercise and your reality? Last part of the debriefing is the conclusion.			

	• What first steps could be taken to act more inclusive in your life? What can you as an individual, as a group and as a society do to be more inclusive?			
	3° Topic: Critical Thinking			
10	**Ultimate Ninja** The primary goal to be the quickest ninja warrior by hitting another player's hand — while dodging other player's ninja attacks! This activity works best with about ten people in a group. If you have a very large group, subdivide into groups of ten. Ensure you have plenty of space to play this game. <u>Setup for Ultimate Ninja</u> Have all players stand in a circle, facing each other, in the middle of a room. To begin, have everyone say together, "Ultimate Ninja!" And then everyone can freeze in a ninja pose. At the beginning of the game, everyone must remember their turn order. Turns go clockwise; thus, a person should remember who was before and after them. <u>Playing the Game</u> The goal of the Ultimate Ninja game is to be the last ninja standing. To stay in the game, you must not let anyone hit your hand. If someone hits your hand, you are "out" and must leave the game. Each player takes turns. On a player's turn, he or she is allowed one motion: one smooth motion to attack another player, or one smooth motion to move somewhere (to jump or take a large step in any direction). <u>Attacking another player</u> When you attack another player, you try to hit their hand with one smooth motion. When you attack, another player is allowed one smooth motion to try to dodge	**10**	Energizer	Playing field

	your attack, even if it is not their turn. That is, he or she can react by moving their arm or hand away; however, he or she must hold this new pose. If you have a successful attack (i.e., if you hit their hand successfully), that person must leave the game. As soon as a player takes his or her turn, the next person in order may immediately take their turn. He or she does not have to wait. The last person remaining wins. Have fun — may the best ninja survive!			
11	**Six hats** <u>Before</u> Pre-Work Required: Consider offering a brief presentation or short pre-reading on the nature of Parallel Thinking. <u>During</u> 1. Introduction: The metaphor of six coloured thinking hats; "white, red, black, yellow, green and blue" is used to align the members of a discussion so that they are all looking in the same direction at one time. It is essential that everyone is wearing the same colour hat at the same moment. The "hats" are described below; • The white hat suggests paper and computer printouts. The white hat means "information". When the white hat is on everyone if focusing on information. • Think of red as fire and warm. The red hat represents emotions, feelings and intuition. The red hat is very important because it allows emotions and intuitions in the discussion without the need to explain why one feels that way. • This is the most used in normal behaviour. The black hat is the basis of "critical thinking": is this right or wrong?	**80**	Team Activity Discussion Feedback	Flip charts, markers Prop hats of the 6 colours, or some other visual prompt

	• The yellow hat is the much-neglected positive aspect of thinking. Wearing the yellow hat, the group looks for values, benefits and why something should work. • The green that lets participants explore the issue using a creative mindset. In this role they may use statements of provocation and investigation. Let wild ideas and thoughts flow freely. Experience the freedom of seeing where a thought goes. This approach would best be characterized as thinking creatively and outside the box. • The blue hat considers the issue from a managing perspective. Wearing the blue • hat the group asks questions such as; "What is the subject? What are we thinking about? What is the goal? Can we look at the big picture...”? 2. Steps: participants discuss their issue from the perspective of one of the hats and then move to another one. 3. The Trainer captures the ideas generated on flipcharts. <u>After</u> Follow-Up Required: Go to the idea processing step or convergence steps.			
	4° Topic: Intercultural dialogue			
12	**Wink Murder** Wink Murder is a fun party game in a secret “killer” winks at people in the eye in order to get them eliminated. Try to identify who the wink murderer is before he murders everyone! <u>Setup for Wink Murder</u>	**5**	Energizer	

	This game requires no special materials at all, making it a very convenient game to play. It can be played both outdoors and indoors. Also, no materials are required to be purchased. The only step required is to get everyone together and to have them arranged in a circle. This game works best when there are at least ten people, but no more than thirty, as the game may take too long. <u>Playing Wink Murder</u> Each round, you need a way to determine who is to be the "wink murderer." You can use a moderator who secretly picks a person while everyone's eyes are closed, or you can deal each person a card from a deck of cards and pick a card like the Joker to represent who is the wink murderer for the round. Once a wink murder has been selected and everyone is ready to play, the game begins. Everyone stands up and wanders around the room, making conversation. Each person must make eye contact with each other. The wink murderer must try to wink at other people. If a person receives a wink from the murderer, that person must "die" by falling to the ground dramatically (in a funny way, such as clutching one's heart or gasping with loud noises). He or she is allowed to wait a few seconds in order to make it harder to tell who the murderer is. The dead person must leave the game and play resumes. If a living person thinks that he or she knows who the murderer is, he or she can raise their hand and say, "I accuse!" Another person must "second" the accusation. If there is a second, the accuser yells the name of the person they suspect is the murderer. The accused must say "yes" (they are the murderer) or "no" (they are innocent). If correct, the murder has been successfully caught and the round is over (a win for the people). If the accusation is incorrect, the accuser must leave the game as penalty. Alternatively, the group may gain a "strike" for a			

	wrong accusation, with the third strike being a loss for the people. The game continues until the killer is identified or there is only one murder left.			
13	**Coffee break**	**10**		
14	**Euro-rail <<à la carte>>** 1. Give a copy of the activity sheet to each person. 2. Briefly describe the scenario and tell them to read the descriptions of the people travelling on the train. 3. Now ask each person individually to choose the three people they would most like to travel with and the three they would least like to travel with. 4. Once everybody has made their individual choices, ask them to form into groups of four to five and to: • Share their individual choices and the reasons for them. • Compare their choices and reasons and check where there are similarities. • Come up with a common list (the three pluses and the three minuses) by consensus. 5. In plenary, ask each group to present their conclusions including the reasons for them common choices. They should also say in which « cases » there was most disagreement within the group. **Debriefing and evaluation** The debriefing and discussion will be based on the group's reports. Comparing the different results is a good way to introduce the discussion. Questions: • How realistic are the situations presented? • Has anyone in the group experienced a similar situation in real life?	**30**	Team Activity Feedback	Copies of activity sheet, one per participant. A pencil for each participant.

	• What were the major factors that determined your individual decisions? • If the groups did not manage to reach common conclusions, why was this? • What was most difficult? • What factors prevented you coming to a consensus? • Which stereotypes does the list of passengers evoke? • Are the stereotypes in the descriptions given or in our minds and imagination? • Where do we get these images from? • How would it feel to be in a situation in which nobody would want to share a train compartment with you?			
15	**Can I come in?** <u>Preparation</u> Copy the role cards. Each border guard, refugee and observer will need their own card. Set the scene for the role-play. For example, draw a line on the floor to represent a border or arrange furniture to make a physical frontier with a gap for the check point. Use a table to serve as a counter in the border control office. Inform yourself about refugees and the current refugee situation worldwide. <u>Instructions</u> 1. Explain that this is a role-play about a group of refugees fleeing their homeland who wish to enter another country in search of safety. 2. Start with a brainstorm to find out what people know about refugees. Write the points on a large sheet of paper or flipchart to refer to in the discussion later. 3. Show people the set-up and explain the scenario. Tell them that they are on the border between countries X and Y. A large number of refugees have arrived. They want to cross into Y. They are hungry, tired and cold and have travelled	**50**	Team Activity Role-play Feedback	Role cards Flipchart or board to write on Chalk and or furniture to create the border crossing post Pens and paper for the observers to make notes

	a long way from their home countries, P; Q and R. Some have a little money and only a few have identification documents or passports. 4. The border officials from country Y have different points of view about the situation. The refugees are desperate, and use several arguments to try to persuade the border officials to let them in." 5. Divide the participants into three groups: one group to represent the refugees, the second group to represent the border officials in country Y, and the third group to be observers. 6. Tell the "refugees" and the "border officials" to work out a role for each person and what their arguments will be. Advise the observers about giving feedback. Distribute the role cards and give people fifteen minutes to prepare. 7. Start the role-play. Use your own judgement about when to stop, but about ten minutes should be long enough. 8. Give the observers five minutes to prepare their feedback; then start the debriefing and evaluation. **Debriefing:** Start by asking the observers to give general feedback on the role-play. Then get comments from the players about how it felt to be a refugee or a border official, and then move on to a general discussion about the issues and what participants learnt. • How fair was the treatment of the refugees? Refugees have a right to protection under Article 14 of the Universal Declaration of Human Rights and under the 1951 Convention Relating to the Status of Refugees.			

	• Were the refugees given their right to protection? Why/why not? • Should a country have the right to turn refugees away? When? For what reasons? • Would you turn someone away if you were a border official? What if you knew they faced death in their own country? • How are refugees met at the borders of your country? Are any of their human rights are being violated? Which?			
Sources	Compass – Manual for human rights education with young people - Council of Europe MOVE And LEARN: Manual for Non-Formal Education Through Sport and physical activities with young people, International Sport and Culture Association, 2013 Six Thinking Hats | SessionLab			

4.2. Additional Training Material

- One **PowerPoint Presentation**
- One **Learner's Workbook**