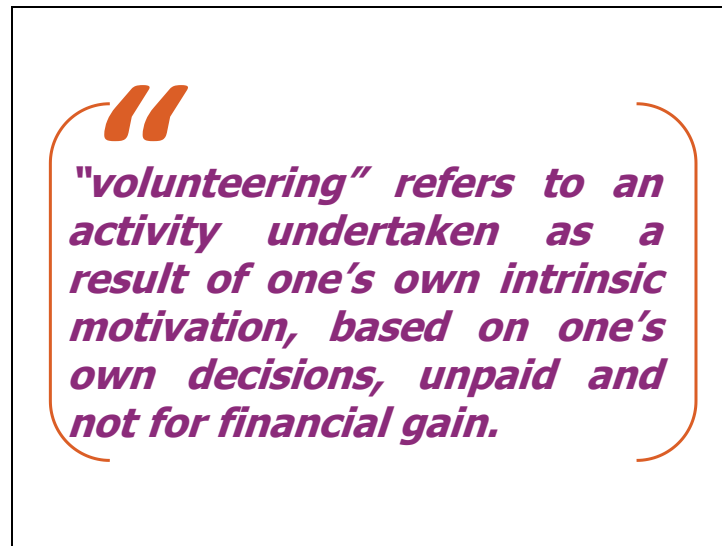




Workshop's Main Topic
SPORT ACTIVITIES & VOLUNTEERING





This work is assumed for the benefit of society, a local community, the environment or non-relatives, by supporting a non-profit organisation or an initiative launched by a local community.

It has been claimed that participation in voluntary organisations can foster social belonging and community spirit; for example, there is some evidence that members of organisations exhibit stronger democratic attitudes and participate in elections more often than non-members (Hooghe and Stolle, 2003, p.10). In addition, it has been claimed that through participation in voluntary associations where individuals meet and interact on equal terms with each other, social capital is produced; and that the positive social experiences then 'spill over' to benefit also the surrounding society (Mohan and Mohan, 2002, p.194).

NB. At the end it is important to underline also the importance of Sport as a tool to foster Social Inclusion, in order to introduce the next topic.

Slide 5





Sport for All is a basic human right, and a mighty tool to combat our greatest global challenges. (The Association For International Sport for All – TARISA).



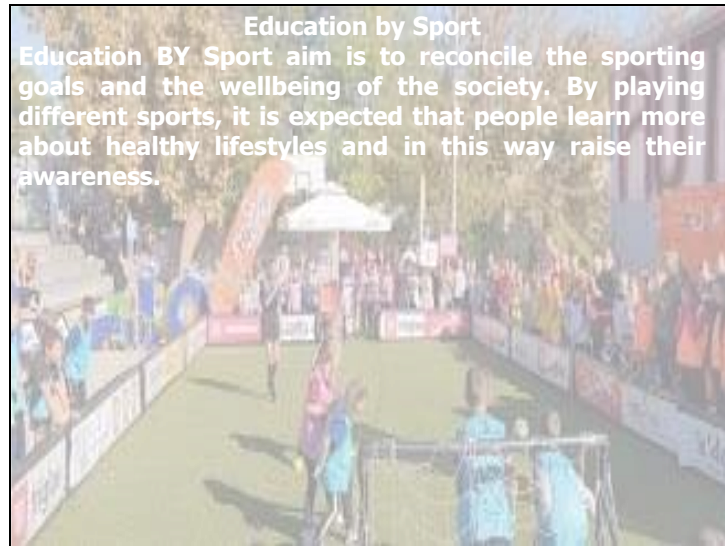
The White Paper on Sports the European Commission published in 2007 emphasizes the significance of sports for an active civil society. The paper states that “participation in a team, principles such as fair play, compliance with the rules of the game, respect for others, solidarity and discipline as well as the organisation of amateur sport based on non-profit clubs and volunteering reinforce active citizenship” (European Commission 2007a, 13).

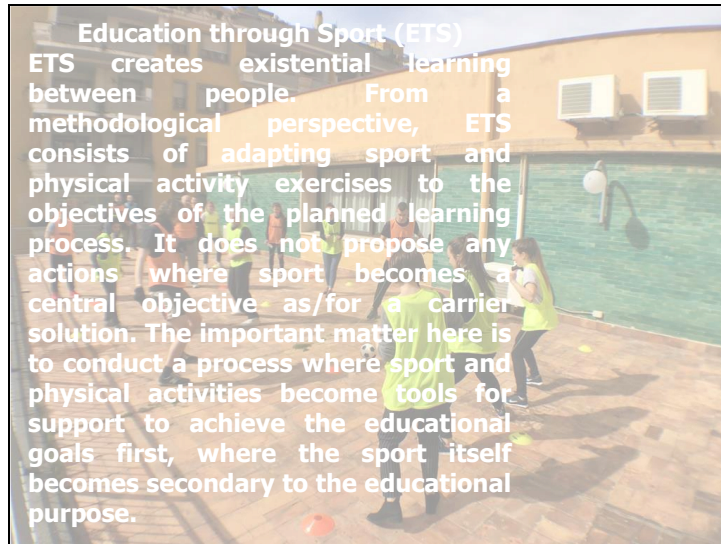
Sport for All has the power to make a change, to make the world a better place, to contribute to solving the world's problems like little else can. All people are made to play, and play, in all its physical forms, is understood by all people. It crosses boundaries of race, religion, gender, sexual orientation, age, socio-economic status, geographic location and physical or mental abilities, and builds bridges and bonds between people. It increases physical, mental and social health, reduces environmental and economic costs, preserves cultural diversity and creates peace (The Association For International Sport for All – TARISA).



NB. To understand what is Education Through Sport (ETS), it is important to understand the difference between education FOR, BY and THROUGH Sport.

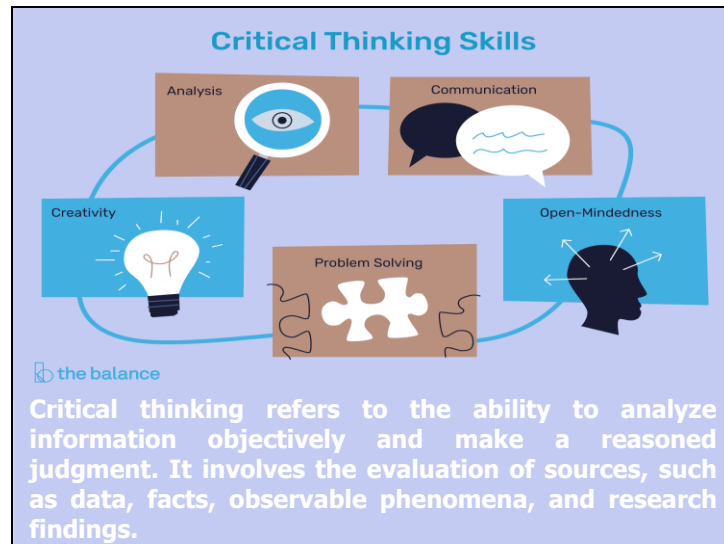






**What is Critical
Thinking?**





Examples of Critical Thinking

The circumstances that demand critical thinking vary from industry to industry. Some examples include:

A triage nurse analyzes the cases at hand and decides the order by which the patients should be treated.

A plumber evaluates the materials that would best suit a particular job.

An attorney reviews evidence and devises a strategy to win a case or to decide whether to settle out of court.

A manager analyzes customer feedback forms and uses this information to develop a customer service training session for employees.



Good critical thinkers can draw reasonable conclusions from a set of information and discriminate between useful and less useful details to solve problems or make decisions.

**What is Parallel
Thinking?**




Parallel thinking

Traditional approach:

Take sides. Argue. Prove other side wrong.

Parallel thinking:

Cooperate. Coordinate.
Lay out different—maybe differing—ideas.
Get full view of the problem.
Try the "six hats" approach.



De Bono, *Six Thinking Hats*

Critical thinking refers to the ability to analyze information objectively and make a reasoned judgment. It involves the evaluation of sources, such as data, facts, observable phenomena, and research findings.

Argument and Critical Thinking

To this day, Western culture depends on this type of thinking. In family arguments, in business discussions, in the law courts, and in governing assemblies, we use the thinking system of the Greeks, based on argument and critical thinking.

I sometimes refer to prominent philosophers of this day as the "gang of three." Who were the famous Greek gang of three, and how did they form the thinking habits of Western culture?

The Gang of Three Socrates (469-399 B.C.)

Socrates was trained as a "sophist." Sophists were people who played with words and showed how careful choice of words could lead you to almost any conclusion you wanted. Socrates was interested in challenging people's thinking and, indeed, getting them to think at all instead of just taking things for granted. He wanted people to examine what they meant when they said something. He was not concerned with building things up or making things happen.

From Socrates we get the great emphasis on argument and critical thinking. Socrates chose to make argument the main thinking tool. Within argument, there was to be critical thinking: Why do you say that? What do you mean by that?

Plato (c. 427-348 B.C.)

Plato is generally held to be the father of Western philosophy. He is best-known for his famous analogy of the cave. Suppose someone is bound up so that the person cannot turn around but

can only look at the back wall of the cave. There is a fire at the mouth of the cave. If someone comes into the cave, then the bound person cannot see the newcomer directly but can only see the shadow cast by the fire on the back wall of the cave. So as we go through life, we cannot see truth and reality but only "shadows" of these. If we try hard enough and listen to philosophers, then perhaps we can get a glimpse of the truth. From Plato we get the notion that there is the "truth" somewhere but that we have to search for it to find it. The way to search for the truth is to use critical thinking to attack what is untrue.

Aristotle (384-322 B.C.)

Aristotle was the pupil of Plato and the tutor of Alexander the Great. Aristotle was a very practical person. He developed the notion of "categories," which are really definitions. So you might have a definition of a "chair" or a "table." When you come across a piece of furniture, you have to judge whether that piece of furniture fits the definition of a chair. If it does fit, you say it is a chair. The object cannot both be a chair and not be a chair at the same time. That would be a "contradiction." On the basis of his categories and the avoidance of contradiction, Aristotle developed the sort of logic we still use today (based largely on "is" and "is not"). From Aristotle we get a type of logic based on identity and non-identity, on inclusion and exclusion.

The Outcome of the Gang of Three

So this was the gang of three. The outcome was a thinking system based on the search for the "truth." This search was going to be carried out by the method of argument. Within argument there was to be the critical thinking that sought to attack "untruth." This attack was going to use the methodology of Aristotle's logic.

The Pervasiveness of Argument

To this day, argument is the basis of our normal thinking. The purest form of this type of thinking is in the law courts where the prosecution takes one side of the argument and the defense the other side. Each strives to prove the other side wrong. The "truth" is to be reached by argument.

The Inadequacy of Argument

There is a place for argument, and argument is a useful tool of thinking. But argument is inadequate as the main tool of thinking.

Argument lacks constructive energies, design energies, and creative energies. Pointing out faults may lead to some improvement but does not construct something new. Synthesizing both points of view does not produce a stream of new alternatives.

Today in business, as elsewhere, there is a huge need to be constructive and creative. There is a need to solve problems and to open up opportunities. There is a need to design new possibilities, not just to argue between two existing possibilities.

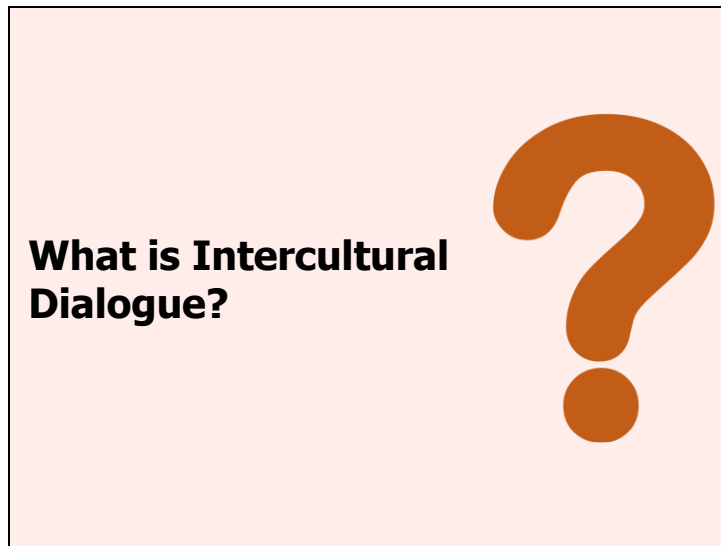
Parallel Thinking: An Alternative to Argument

Traditional argument is totally useless for such a design process. Instead, we need Parallel Thinking®, where each thinker puts forward his or her thoughts in parallel with the thoughts of others-not attacking the thoughts of others.

The Six Thinking Hats method is a practical way of carrying out Parallel Thinking. This method is of fundamental importance because it provides us, for the first time, with a practical method of constructive thinking. We now have a more constructive alternative to argument or drifting discussion.

It is important to understand this very fundamental nature of the Six Hats method in order to appreciate the importance of the method. The Six Hats system is not just another gimmick. This system provides an alternative to that most basic of thinking procedures: the argument.

NB. For further information visit: http://www.debonogroup.com/parallel_thinking.php



Within this frame, the unevenness in background mixed groups and contexts can be easily smoothed by the presence of intercultural dialogue, an issue that has long been a focus of attention for European member countries. The increased amount of relationships between different groups in European cities has led to the emerging of various types of conflict, which represent the background of reflection on how intellectual dialogue can foster social inclusion.

For further information check:

- Council of Europe's "Strategy for Developing Intercultural Dialogue" (2005)
- Council of Europe's "White Paper on Intercultural Dialogue" (2008)

Slide 18

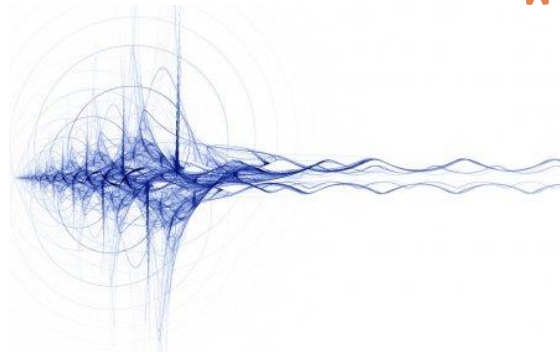
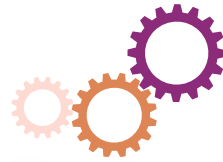


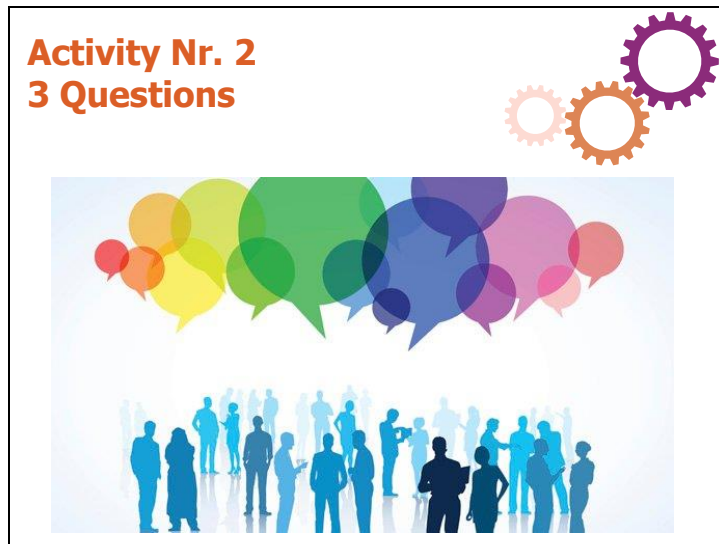
“

Intercultural dialogue as "an open and respectful exchange of views between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect"
(Council of Europe)

Topic Nr. 1: Sport for All

Activity Nr. 1 Impulse





NB. It is important to explain that this Ice Breaker is an opportunity to ask something interesting which can be further deepened outside the activity time.

Activity Nr. 3
Atoms



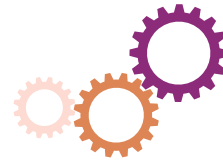
The image is a square frame containing a central illustration of an atom. The atom has a bright, glowing yellow and orange nucleus. Three elliptical orbits surround the nucleus: two are blue and one is orange. Small glowing spheres are positioned at the intersections of the orbits. To the left and right of the atom are musical notes on a treble clef. In the top right corner of the frame are three interlocking gears: a small light orange one, a medium orange one, and a large purple one.



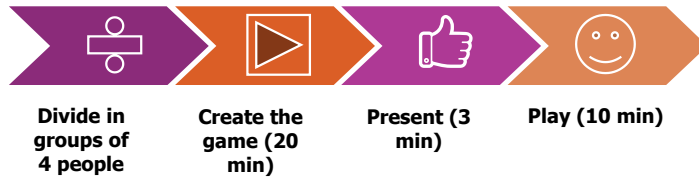
Tips:

- Try to ensure that the groups are “mixed”, for example, tall and short people, those with glasses and those without, a mix of genders, ages, athletic abilities, etc.
- Depending on the group, you may need to begin the session with a brainstorm about games in general. For example, that games need to have clear aims or objectives and rules.
- You may need to set limits, for example, that the game must be played within a certain location or not last longer than a total of twenty minutes. If they find design faults as their games are being played, let the designers of the game change the rules.

Activity Nr. 4 Sport for All



Create a game which can be played by all.





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.


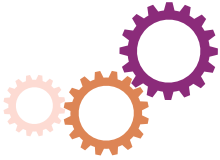
Questions:

- Was it hard to design a game?
- How did the groups work? Democratically or did one person make all the decisions?
- Did you share the jobs? I.e. was one person an ideas 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 in order 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?

NB. It is important that participants feel comfortable expressing themselves and that everyone has the chance to speak at least once.

Topic Nr. 2: Education Through Sport

Activity Nr. 1 Social Exclusion Through Sport



You can't talk!
Communication is only allowed through gestures




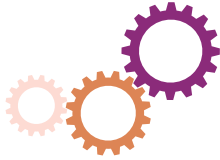
You need to find a strategy where everybody wins!

Prepare some small papers with the two task written on it, in order to have two groups. Then create also the one small paer for the observer and put them in a bowl.


NB. It is really important that when each player caught the paper from the ball and read, he/she doesn't tell it to the others.

Activity Nr. 2

Frisbee for All "10 Passes"



No running with the Frisbee
No physical contact



No running with the Frisbee
No physical contact

Team scores by passing the Frisbee 10 times between each other
Passes have to be counted out loud
The frisbee has to be passed within 5/10 sec. otherwise other team gets it
If the Frisbee falls the other team gets it

REMINDER: At the beginning of the second round you need to add two new rules: everyone on the team has to touch the Frisbee at least once in order to score, no back and forth. At the beginning of the third round distribute the roles to different participants in small papers. The roles can be for example: being hyperactive, blindfold one eye, not interested, only use your weak hand, play as you played before.

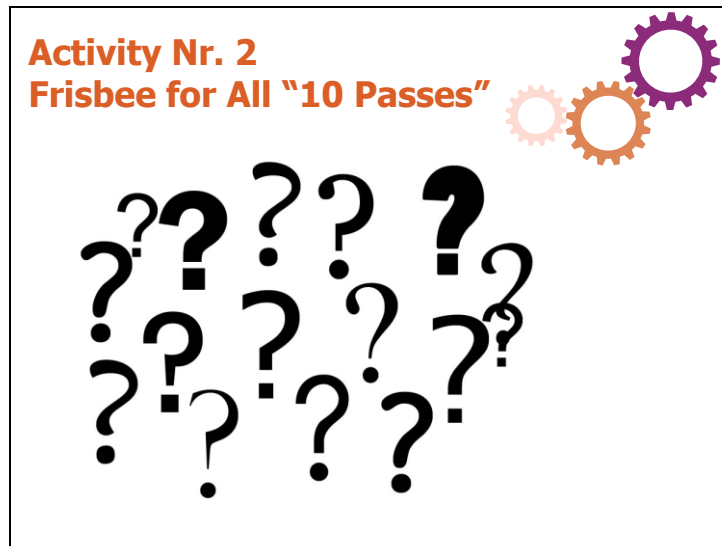
NB. It is really important that when each player caught the paper from the ball and read, he/she doesn't tell it to the others.

Tips:

At the beginning of the debriefing session, start by talking about the connection to reality and then come to the discussion about roles. Alternatively, you can start by discussing the roles and then drawing the connection to the participant's daily life. Make sure it suits to your target group. Practice basic technical skills of Frisbee. This section should always be carried out so you can gauge the skill levels of the participants.

If your group is larger than 15 people you can also divide them into two subgroups, which play on a different field simultaneously.

Take into consideration that the roles could be offensive and use them at your discretion.



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.

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?

NB. It is important that participants feel comfortable expressing themselves and that everyone has the chance to speak at least once.

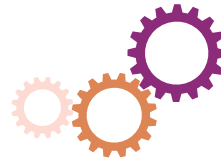
Topic Nr. 3: Critical Thinking



NB. Do not emphasize the importance of winning (meaning slapping the others) but instead the importance of surviving (meaning being a good observer and not get slapped).

Activity Nr. 2 Six Hats

The white hat suggests paper and computer print-outs. 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.

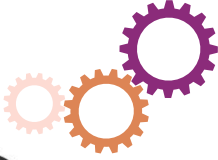

NB. It is important to take notes of all the inputs gave by the participants during each «hat» micro session.

Activity Nr. 2 Six Hats

This is the most used in normal behaviour. The black hat is the basis of "critical thinking": is this right or wrong?



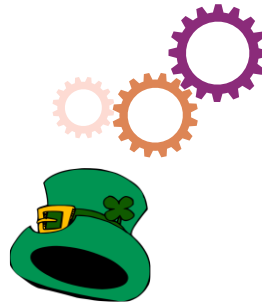
The yellow hat is the much-neglected positive aspect of thinking. Wearing the yellow hat the group looks for values, benefits and why something should work.



NB. It is important to take notes of all the inputs gave by the participants during each «hat» micro session.

Activity Nr. 2 Six Hats

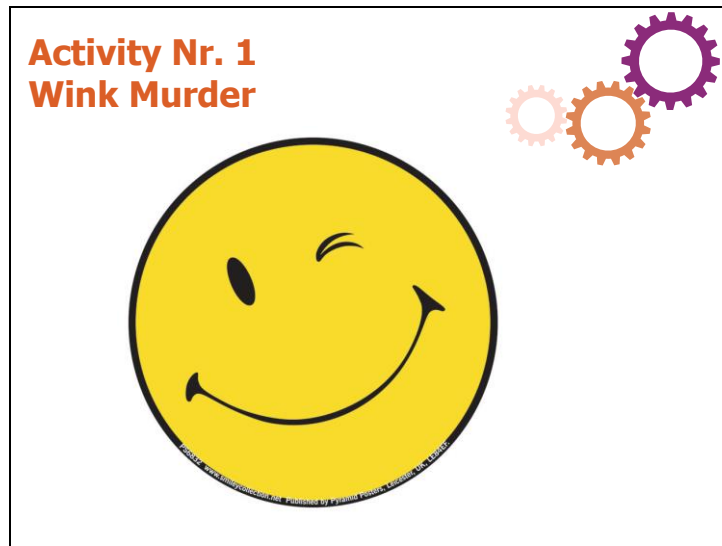
The green hat lets participants explore the issue using a creative mindset. In this role they may use statements of provocation and investigation. Let wild ideas and thoughts flow freely. Experience the freedom of seeing where a thought goes.
This approach would best be characterized as thinking creatively 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.."

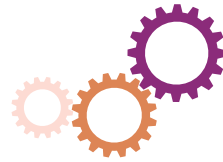
NB. It is important to take notes of all the inputs given by the participants during each «hat» micro session.

Topic Nr. 4: Inter-Cultural Dialogue



Write down your notes that could be used also as a handbook in the form of Learner's Workbook (other template).

Activity Nr. 2 Euro-rail « à la carte »



Scenario:

You are boarding the « Deer Valley Express » train for a week-long ride from Lisbon to Moscow. You are travelling in a couchette compartment which you have to share with three other people. With which of the following passengers would you prefer to share?



HANDOUT TO BE GIVEN TO EACH PARTICIPANT:

1. A Serbian soldier from Bosnia.
2. An overweight Swiss financial broker.
3. An Italian disk-jockey who seems to have plenty of dollars.
4. An African woman selling leather products.
5. A young artist who is HIV positive.
6. A Roma man (Gypsy or traveller) from Hungary just released from jail.
7. A Basque nationalist who travels regularly to Russia.
8. A German rapper living a very alternative life-style.
9. A blind accordion player from Austria.
10. A Ukrainian student who doesn't want to go home.
11. A middle-aged Romanian woman who has no visa and a 1 year old child in her arms.
12. A Dutch hard-line and aggressive feminist.
13. A skinhead from Sweden ostensibly under the influence of alcohol.
14. A wrestler from Belfast apparently going to a football match.
15. A Polish prostitute from Berlin.
16. A French farmer who speaks only French and has a basket full of strong cheese.
17. A Kurdish refugee living in Germany who is on his way back from Libya.

Tips

Be aware that the list of passengers enclosed is very long and makes it difficult for the groups to come up with a common list, consequently you may require more time for both the individual and the group part. If you wish, you may reduce the list to a maximum of 10-14 passengers and

adapt it to the local or national situation of the group you work with. It is very important that some of the passengers' descriptions correspond to minorities which are familiar to the group including « invisible » minorities such as homosexuals, people with disabilities, someone who is HIV positive etc.

In many cases the groups will not manage to come up with a common list. Do not emphasise this aspect of the activity especially as it may lead to a false consensus. It is equally interesting to check why it is difficult to reach a consensus on a matter like this. It is important for everyone to respect each other's opinions and not attack people for their personal views.

If some choices seem doubtful it is more relevant to discuss the reasons which lead to a particular choice rather than to question personal decisions. In fact both the participants and you, the facilitator, will be in difficult positions: it's very easy to turn this activity into a condemnation session! For this reason beware not to let the discussion develop into « who's got the least prejudice? » but rather to work on the fact that we all have prejudice.

It is also important to discuss and explore the fact that the description of the passengers is very brief, we know little about the personality or background of people. But isn't that the way we normally react to information in newspapers and television, and in conversations or when meeting people for the first time?

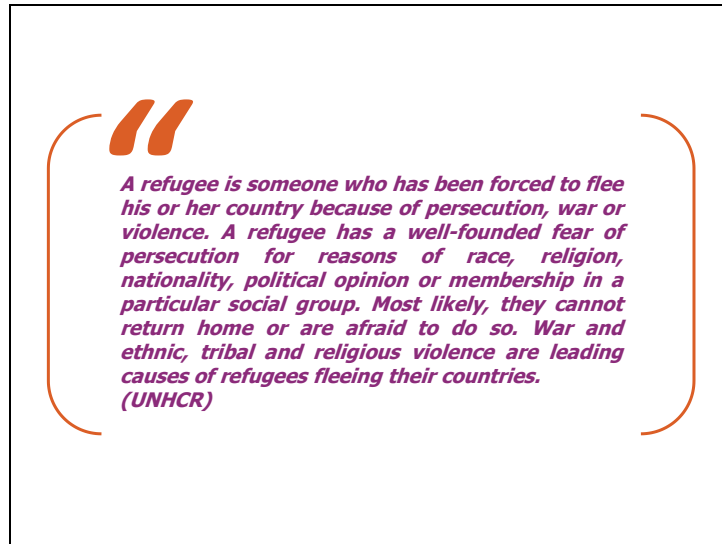


The debriefing and discussion will be based on the group's reports. Comparing the different results is a good way to introduce the discussion. You may continue by asking questions such as:

- How realistic are the situations presented?
- Has anyone in the group experienced a similar situation in real life?
- 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?

Who is a refugee?





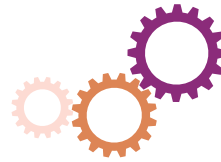
For further information regarding the different «statu» of a refugee as well as updated statistics check:

<https://emergency.unhcr.org/entry/55772/refugee-definition>

<https://www.unhcr.org/figures-at-a-glance.html>

NB. For reference regarding Germany, Italy and Greece you can also read PRIORITY “Research Report and Analysis of Best Practices”.

Activity Nr. 3 (Workshop) Can I Come In?



Scenario:

You 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 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. 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.



Refugees' role card

Refugees' arguments and options

You should prepare your arguments and tactics; it is up to you to decide whether to put your argument as a group or

whether each member, individually, takes responsibility for putting individual arguments.

You can use these arguments and any others you can think of:

- It is our legal right to seek asylum.
- Our children are hungry; you have a moral responsibility to help us.
- I will be killed if we go back.
- I have no money.
- I haven't anywhere else to go.
- I was a doctor / nurse / engineer in my hometown.
- I only want shelter until it is safe to return.
- Other refugees have been allowed into your country.
- Where are we? The smugglers agreed to deliver us to country Z.
- I will try to bribe the officials to let me enter.

Before the role play, think about the following options:

- Are you going to apply to come in as a group, or individually?
- Will you split up if the border officials ask you to?
- What will you do if they try to send you back? Will you agree to go home? Will you ask them to let you through so that you can get to county Z?
- Do any of you have travel documents? Are they genuine or are they false?

You are to role-play a mixed group of refugees, so in your preparations each person should decide their identity: their age, gender, family relationships, profession, wealth, religion and any possessions they have with them.

Observers' role card

Your job is to observe the role-play. At the end of the role-play you will be asked to give general feedback. Choose a member to be your representative.

As you watch you should, amongst other things, be aware of:

- The different roles played by both the refugees and border officials.
- The arguments they use and how they present them.
- Look out for any infringements of human rights.

You have to decide how you are going to take note of everything. For example, you may consider dividing into two subgroups so that one group observes the border officials and the other the refugees.

Border officials' role card

Border officials' arguments and options

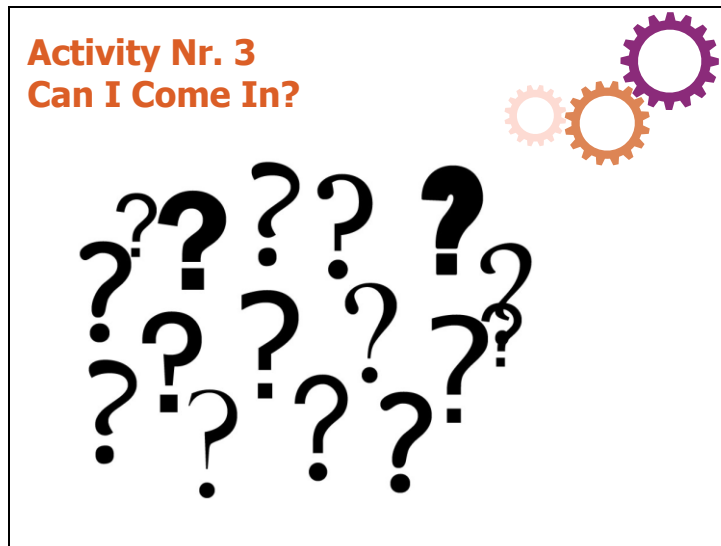
You should prepare your arguments and tactics; it is up to you to decide whether to put your argument as a group or whether each member, individually, takes responsibility for putting individual arguments.

You can use these arguments and any others you can think of:

- They are desperate: we can't send them back.
- If we send them back, we will be morally responsible if they are arrested, tortured or killed.
- We have legal obligations to accept refugees.
- They have no money and will need state support. Our country cannot afford that.
- Do they have any travel documents or means of identification? Are these genuine or false?
- Do they look like genuine refugees? Maybe some are just here to look for a better standard of living?
- Our country is a military and business partner of country X. We can't be seen to be protecting them.
- Maybe they have skills that we need?
- There are enough refugees in our country. We need to take care of our own people. They should go to the richer countries.
- We could demand that they pay us a bribe to let them in.
- If we let them in, others will also demand entry.
- They don't speak our language, they have a different religion and they eat different food; they won't integrate.
- There may be terrorists or war criminals hiding among them

Before the role-play, think about the following options:

- Will you let all of the refugees across the border?
- Will you let some of them across the border?
- Will you split them up by age, profession, wealth...?
- Will you do something else instead?



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?



Priority

PROMOTING OPEN RESILIENT INCLUSIVE SOCIETIES FOR YOUTH

www.priority-project.eu

Project Reference: 604571-EPP-1-2018-1-DE-EPPKA3-IPI-SOC-IN

Co-funded by the
Erasmus+ Programme
of the European Union



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.











