



CURRICULUM AND TRAINING FORMAT [D3.1]

CISCA

Curricular Innovation for Synergy between Community Sport and Activism

Project Code: 10109004



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Introduction to the guide

The European Curriculum and Training Format aims to equip sport and civil society operators and activists with the knowledge and tools to strengthen social inclusion through the synergic combination of sport and community engagement activities and programs.

The curriculum will be prepared based on the results of thorough research analyses. It will integrate both theoretical knowledge and practical good practices that combine sport with active citizen participation. During the methodological development phase (integral to D1), a specific training format will be crafted as a methodological model. This model will focus on developing the identified knowledge, skills, and competences in mixed groups of operators. These groups will include three representatives per partner organization/country, coming from the sport, civil society, and NGO sectors, all of whom work regularly within neighborhoods.

The training format will emphasize a methodology that synergizes theoretical knowledge with practical good practices, blending sport with active citizen participation.

The curriculum and training format will be tested through training courses organized in each partner country. These courses target operators established in the selected neighborhoods where partner organizations are active. Each partner organization/country will select three operators with specific profiles: one sport operator, one representative from citizen groups/committees (formal or informal), and one operator from an NGO.

This comprehensive approach ensures that the curriculum and training format are effectively tailored to enhance social inclusion through sport and community engagement, addressing the needs of a diverse range of operators working in various sectors.



General Context

Curricular Innovation for Synergy between Community Sport and Activism (CISCA) aims to address the priority of “inclusion and diversity” by strengthening cooperation between grassroots Sport as an area of community engagement and citizens' activism creating a curriculum for activists in the fields of Sport and civil society organizations, in the perspective of offering a solution for the pressing challenge of social exclusion in and through Sport within European neighbourhoods.

The specific objectives of CISCA are:

- strengthened interaction between sport and local communities by supporting the role of local grassroots sports organizations and sports events as strong community-building tools and generators of social activism and engagement in socially disadvantaged urban areas by creating a curriculum and training format (1), training local operators (3 per partner organization), organising community programs (in every partner country, reaching 60 people);
- explore how sports activities may bring new tools and responses to the current challenges of social exclusion in deprived urban neighbourhoods of European cities by creating the curriculum and training format (1), designing, testing, and promoting the e-learning through “CISCA Web Platform, Digital Learning Tools and Interactive Networking Architecture” (1 Web Platform and a network of 15 local sport and community operators per partners country);
- identify and disseminate innovative approaches valorising the social and community dimension of sport through research efforts that will form the basis for the “Manual on Integrated Practices of Sport and Engagement in Neighbourhood Communities” (1 Manual, widely disseminated by each partner organization during events and through an elaborate dissemination plan implemented through WP5).

The urban population in Europe has increased considerably during the past decades. In 2014, cities hosted 41.6 % of the EU-28 population, with a further 31.0 % living in towns and suburbs: as such, almost three-quarters of the EU-28 population. Although the majority of urban citizens are living in small and medium-sized cities, there is an increasing proportion of people living in the 20 biggest functional urban areas (17,8% in 2015) that are the most exposed to the features of poverty, inequality, social exclusion, and health problems.

The increasing problem of social exclusion and vulnerability is also coupled with the challenges to people's mental and physical health, especially of those living in the most vulnerable neighbourhoods, in abandoned historical centres in some cities, and former industrial or working-class suburban areas in others. Making our cities “healthier” has become a more and more current topic represented in several European urban programs aiming at providing innovative solutions for integrated urban development, such as URBACT, UIA (Urban Innovation Actions), and is also mentioned as one of the objectives of the European Urban Agenda and its Thematic Partnerships. Interestingly, sports and sports activities as generators of health, social inclusion, and creativity have not yet been addressed



in this complexity. Here we see the possibility to address this need with the activities of the CISCA project.

The consideration of the aspects of Sport as a community-based action with a potential for social inclusion has been neglected during the last decades. As noted by the World Health Organization in its 2015 “Physical Activity Strategy for the WHO European Region 2016-2023” the decline in Sports activity in urban neighbourhoods has been linked with a reshaping of urban environments in a way less conducive to physical activity through decisions impacting urban design, land use, and transport (among which increased road vehicles circulation).

The Eurobarometer (2014) findings suggest that participation in organized Sports has been decreasing in inner city neighbourhoods due to a greater number of modern Sports facilities being built on the outskirts of cities, strengthening the inaccessibility of everyday sports activities for people living in more deprived urban areas. This problem raises the question of the equal accessibility of urban spaces and facilities to all individuals including people living with disabilities and/or vulnerabilities. The improvement of the social and spatial conditions in deprived urban neighbourhoods is a need acknowledged as part of the Urban Poverty Partnership of the European Urban Agenda (Urban Agenda for the EU, 2019, p. 30).

The United Nations, in their “New Urban Agenda” (2016) has also set the aim “to achieve cities and human settlements where all persons can enjoy equal rights and opportunities, as well as their fundamental freedoms”. The principle of a more social Europe providing better access to infrastructures and health care is one of the priorities of the new Cohesion Policies beyond 2020.

Introduction Document

The Curricular Innovation for Synergy between Community Sport and Activism (CISCA) project is dedicated to addressing the crucial issue of social exclusion through the intersection of grassroots sport, community engagement, and civic activism. In pursuit of its objectives, CISCA aims to strengthen the interaction between sport and local communities, explore innovative approaches to tackle social exclusion and identify best practices in integrating sport into urban development.

As part of this initiative, a comprehensive competency framework is being developed to define the essential skills and attributes that social operators should possess. These competencies are designed to empower operators to effectively engage with diverse and disadvantaged groups, utilizing sport as a tool for education, community building, and activism.

The competencies identified encompass both macro and micro levels, ranging from cross-cultural communication to pedagogical skills. Each competency plays a vital role in the success of CISCA's goals by promoting inclusivity, empathy, adaptability, and community engagement.

This document serves as a guide for shaping the profile of the CISCA Sport Operator and will inform the development of training modules. The competencies outlined herein are derived from best practices and research findings, ensuring relevance and effectiveness in addressing the unique needs of various demographics and communities.



Research Results

The conclusion below has been taken from the conclusion from the Work Package 2 D2.2 Comparative Research Report:

The literature has provided robust evidence regarding the social mission of sport. Participation in sports brings interactions that can foster inclusion and integration, fight discrimination and racism, develop social skills and competencies, and enhance social capital. Yet the scientific evidence suggests that for these outcomes to occur, the sports environments should be built upon a suitable sports environment based on the principles of appropriate empowering climate, sports values, and positive youth development. A large number of projects have been implemented at the European level following repeated calls from the European Commission that acknowledge the important role of sport in the social empowerment of disadvantaged populations. In these projects consortia comprising a large variety of stakeholders develop and implement sports programmes aiming at empowering different disadvantaged populations. The acute effects of these projects bring valuable relief, however, the sustainability of the projects has been identified as a weakness. The survey that was conducted among citizens, members of NGOs and sports clubs, and officers from local authorities, emphasized the important problems the targeted disadvantaged populations (migrants and refugees, people with low income and unemployed people, and people with disabilities) face, and unveiled that provided support appears inadequate to meaningfully address the problems these populations face. Importantly, sports participation was recognized as a viable platform for developing sustainable programs. Finally, the interviews with the members of the disadvantaged groups provide further testimonials regarding the beneficial impact of sports participation for the empowerment of disadvantaged populations. Moreover, the interviewee members of the disadvantaged population, who are likely to participate in the future activities of the project, and the people working with such groups who were interviewed, have provided useful directions for designing and implementing subsequent activities of the project.



Competencies For Sports Operators

It's clear from the research provided in D2.2 that sports participation has the potential for significant social impact, especially for disadvantaged populations. The emphasis on creating a suitable sports environment based on an empowering climate, sports values, and positive youth development is crucial for achieving long-term positive outcomes.

The overarching goals of the CISCA project involve creating a transformative impact through sport in disadvantaged communities, addressing the pressing challenges of social exclusion within European neighborhoods. To achieve this, social operators need a diverse set of competencies. This includes the ability to create and sustain empowering and inclusive sports environments, fostering social skills and competencies through sports engagement. Implementing principles of positive youth development is crucial for tailoring programs to the unique needs of children and adults with varied educational backgrounds, ensuring effective learning and skill development. Sustainability in sports programs is imperative to ensure enduring positive effects on disadvantaged populations. Gaining insight into the challenges faced by these populations is fundamental, requiring a deep understanding and targeted approaches to address disparities. Engaging citizens, NGOs, and local authorities is essential for effective program development, and fostering collaborative community engagement. Finally, conducting assessments to measure the beneficial impact of sports participation is crucial for refining and optimizing interventions, ensuring their meaningful and sustainable impact on the well-being and empowerment of the targeted groups.

Based on these conclusions, some key themes can be gathered for the training modules and competencies:



Competencies (Micro/Macro)	Module Title	Why it should be possessed by the sports operator	How this competency can be used in different contexts among other groups/demographics:
Communication Skills (Macro)	Intercultural Communication	The ability to connect with individuals from diverse backgrounds is crucial for fostering inclusivity and understanding within the community and understanding unique challenges.	<p>In a context with different age groups, genders, or cultural backgrounds, the operator can effectively communicate, build trust, and create a supportive environment.</p> <p>Adaptable to refugees, migrants, and individuals from different cultural, linguistic, and ethnic backgrounds, creating trust and facilitating effective communication.</p>
Emotional Intelligence (Macro)	Empathy Mapping	Crucial for understanding and acknowledging the experiences and challenges faced by vulnerable populations, and creating a supportive and inclusive environment.	This competency is vital when working with various demographics, including people with disabilities, vulnerable populations, or those facing different forms of social exclusion
Educational Skills (Micro)	Pedagogical Skills	<p>Having expertise in child development and pedagogical techniques is necessary for teaching skills, values, and activities effectively.</p> <p>Moreover, it is necessary to design and implement educational programs that address the unique needs of young individuals with varied educational backgrounds and learning abilities.</p>	This skill can be adapted to different age groups, ensuring that educational and developmental needs are met for children, adolescents, or adults in diverse community settings.
Collaboration (Macro)	Community Engagement	Engaging with local communities and fostering partnerships is crucial for the success of community-based programs. Community engagement includes engaging citizens, parents, NGOs, and local authorities for effective program development.	Whether working in urban or suburban areas, this competency enables operators to involve the community, build collaborations, and address specific local needs effectively.



Adaptability (Macro)	Adaptable Inclusive Sports	The ability to adapt sports activities and approaches to suit specific needs and experiences is essential for ensuring inclusivity and relevance.	This competency allows operators to tailor programs for different demographics, considering factors such as disabilities, age groups, or socio-economic backgrounds.
Networking (Macro)	Social Network Building	We are facilitating the establishment of social connections and support systems within communities to enhance overall well-being.	Critical for refugees, migrants, and individuals with limited social networks, promoting social inclusion and community building through sports activities.
Trauma-Informed Approach (Micro)	Trauma-Sensitive Sports Practices	It is understanding the impact of trauma on individuals and incorporating trauma-sensitive practices into programs to create a safe and supportive environment.	Applicable to refugees, migrants, and individuals with a history of trauma, promoting mental health and well-being through sports engagement.
Resilience-Building (Micro)	Resilience & Adversity	We are fostering the development of resilience among participants to overcome challenges, setbacks, and adversity.	Particularly relevant for individuals facing socio-economic hardships, unemployment, and mental health challenges, promoting personal growth and empowerment.
Time Management (Macro)	Mastering Time for Program Success	Effectively managing time to ensure efficient planning and execution of sport programs and activities. Possessing strong time management skills is crucial for sports operators to optimize their efforts, meet deadlines, and ensure the smooth running of programs, ultimately contributing to program success.	This competency is versatile and applicable across diverse demographics, allowing sports operators to adapt schedules and activities based on the unique needs and availability of participants, including refugees, migrants, and individuals with varied time constraints.
Planning (Macro)	Strategic Planning for Impactful Programs	Developing comprehensive plans for sports initiatives, considering logistics, resources, and participant needs. Effective planning is essential for the successful implementation of sports programs, ensuring that resources are allocated efficiently and goals are met. Sports operators need to possess this skill to create well-organized and impactful initiatives.	This competency can be applied universally, allowing operators to tailor plans to the specific needs of different groups, such as children, adults, or individuals facing socio-economic challenges.



Risk Mitigation/ Assessment (Macro)	Safeguarding Success: Risk Mitigation in Sports	Sports operators need to possess risk management skills to create safe and secure environments for participants, addressing potential challenges and ensuring the overall success of programs.	This competency is adaptable across various demographics, helping operators identify and address risks unique to each group, including individuals with disabilities or those facing mental health challenges.
Conflict Resolution (Macro)	Conflict Resolution in Community Sports	Essential for maintaining a harmonious and inclusive environment, resolving conflicts ensures that the sports programs remain positive and beneficial for all participants.	This competency can be applied in various contexts, including addressing conflicts related to cultural differences, personal disputes, or issues arising from socio-economic disparities.
Data Collection & Analysis (Macro)	Data-Driven Decision Making in Sports Initiatives.	Important for evaluating the success of programs, identifying areas for improvement, and making informed decisions for future initiatives.	Applicable across different demographics, operators can use data to tailor programs based on the specific needs and preferences of participants.
Advocacy & Outreach (Macro)	Advocacy and Outreach Strategies in Sports Engagement.	Crucial for promoting the value of sports programs, attracting participants, and gaining community support for sustained impact.	This competency can be adapted to engage different stakeholders, including local authorities, schools, and other community organizations, to enhance program visibility and participation.



Conclusion

In the pursuit of addressing the priority of "inclusion and diversity," the CISCA project has undertaken a transformative journey to strengthen the cooperation between grassroots sport and citizens' activism. Through extensive research and collaborative efforts, we have identified key challenges and opportunities in leveraging sport as a catalyst for social inclusion within European neighborhoods. The diverse demographic landscape, including refugees, migrants, individuals with low socio-economic backgrounds, and those facing mental health challenges, has been at the forefront of our considerations.

The culmination of our research has brought forth a comprehensive set of competencies crucial for sports operators who play a pivotal role in driving positive change. These competencies, ranging from macro-level communication skills to micro-level trauma-sensitive practices, are designed to equip operators with the skills and knowledge necessary to navigate the complexities of community engagement and foster inclusive environments.

The identified competencies underscore the multifaceted nature of sports engagement, emphasizing the need for operators to possess a diverse skill set. From cross-cultural communication to resilience-building, each competency contributes to the overarching goal of creating sustainable, impactful sports programs. We recognize the importance of adaptability, acknowledging the unique needs of different demographics, and the significance of community collaboration for the success of our initiatives.

As we move forward, the training modules developed based on these competencies will serve as a foundation for empowering sports operators across partner organizations. These modules, structured around macro-areas such as communication, collaboration, and management skills, will enable operators to tailor their approaches to the specific challenges and opportunities presented by their communities.

In conclusion, the CISCA project stands offers the potential of sports to instigate positive social change. By fostering an environment of inclusivity, understanding, and empowerment, we aim to contribute to the broader societal goals of social cohesion and well-being.



The training Format

Aim of the training format

The aim of this training format is to empower the Sport Operators with the acquisition of specific competencies, providing them with the knowledge and skills necessary to excel in their respective fields. This comprehensive program is meticulously crafted to cater to the unique needs and goals of the participants, ensuring a tailored learning experience. Through a blend of interactive workshops, hands-on activities, and expert-led sessions, this training format fosters practical proficiency and fosters a deep understanding of the subject matter.

Structure of the training format

Programme: 8 hours training for a total of 32 hours (4 days)

Day 1: 3 workshops (Intercultural Communication for Educators and Trainers in Sport, Empathy Mapping Interviews, Setting Goals);

Day 2: 3 workshops (Developing Self-Efficacy, Time Management in Sport, Strategic Planning For Impactful Programs);

Day 3: 3 workshops (Risk mitigation and decision making in sport, Harmony on the Field, Understanding the Diverse Dynamics of the Community);

Day 4: 3 workshops (Inclusive sports in action, Social Network Campaign Simulation, Resilience Against Adversity).

Methodology used (Brief explanation on NFE and ETS)

The training format will encompass a comprehensive educational program structured around a diverse array of activities, harnessing the power of both Non-Formal Education (NFE) and Education through Sport methodologies. This meticulously designed program will span over seven days, offering a rich curriculum that addresses various competencies essential for the target group.

To ensure a holistic learning experience, each partner organization will contribute by creating two specialized workshops for each of the previously identified competencies. These workshops will serve as invaluable opportunities for participants to delve deep into the subject matter, engage in practical exercises, and benefit from the collective expertise of the partnering organizations. This collaborative approach ensures that participants gain a well-rounded understanding of the competencies, enhancing their capabilities and readiness to excel in their respective domains.

NFE and ETS

1. What is NFE: Non-Formal Education (NFE) is an “Educational activity which is not structured and takes place outside the formal system. Nonformal education covers two rather different realities: on the one hand education activities taking part outside the formal education system (for example a lecture on social rights organised by a trade union) and on the other the experience acquired while exerting responsibilities in a voluntary organisation (for example being a member of the board of an environment protection NGO)” (Council of Europe, 1999).



2. What is ETS: Education Through Sport (ETS) is a meaningful combination between Sport and Non-Formal Education (NFE) methods extrapolating and adapting both physical and specific Sport exercises in order to provide a strong lifelong learning outcome, tailored to the needs of society and to the specific educational objectives pursued. ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competencies of individuals and groups in order to contribute to personal development and sustainable social transformation (ICSCA, 2013). The approach of ETS itself consists of the integration and implementation of sport elements to be used for an educational purpose to address a social issue, develop social competencies and provoke a lasting social transformation. The whole educational process is planned and prepared, and clear, realistic and measurable outcomes are expected after it happens. ETS creates existential learning between people. Through ETS a lasting social change is supposed to happen. It aims to enable empowerment and provoke a sustainable social transformation. ETS requires many elements which go from using sport and physical exercise in order to provoke a strong lifelong learning outcome such as improving tolerance, solidarity or trust among nations. ETS should be seen more as a plan for reflection than for a field action. From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of the planned learning project. It is a matter and a process of adaptation of sport and physical activity, both in terms of their expression and their representation, which characterises specifically the ETS approach.



Section 1: Interpersonal skills (4 modules)

Interpersonal skills are essential in the field of sports education as they span various fields and situations. These include communication skills, emotional intelligence, conflict management, time management, advocacy, and outreach. Nowadays, with issues of social inclusivity and new frictions in sports, these characteristics are at least essential for successfully managing a sports group. Empathy and effective communication are crucial skills for resolving conflicts that may arise during the journey, so the combination of these is vital for creating a positive and beneficial environment for all participants. Emotional intelligence plays a primary role due to the relationship and interaction that will be created with vulnerable or disadvantaged people. Empathizing and communicating effectively with them will help them integrate with the rest of the group and develop an environment of understanding, respect, and personal growth.

In this field understanding how coaches interact with their athletes it's prominent, learn how team members communicate among themselves, and how these interactions intertwine. It's about capturing the essence of these interactions in their most natural settings to gain genuine insights. Effective communication and robust interpersonal relationships are not just facilitators of a harmonious team environment but are also catalysts for enhanced performance because the relationship between a coach and an athlete, grounded in trust and mutual respect, becomes a foundation for not just athletic achievement but personal growth as well. In this diverse and multicultural world, cross-cultural competence in communication becomes more than just a skill – it's a necessity. Understanding and respecting cultural differences within teams enriches the process and it fosters an environment where every voice is heard and valued. This cultural sensitivity is especially pivotal in teams with a mix of nationalities and cultural backgrounds.

In weaving these elements into the fabric of sports education, the role of interpersonal skills becomes not just about managing a group effectively but about nurturing a community where each member, irrespective of their background or ability, finds a place to grow, both as an athlete and as an individual.

1. **Intercultural Communication:**

In environments where age groups, genders, and cultural backgrounds vary, an operator should successfully engage in effective communication, establish trust, and cultivate a supportive atmosphere. Intercultural communication is necessary for interacting with refugees, migrants, and individuals from diverse cultural, linguistic, and ethnic backgrounds. It emphasizes creating a foundation of trust and enabling clear, effective communication channels. Moreover, the capacity to connect with individuals from various backgrounds is vital to nurture inclusivity and understanding within the community. It also plays a crucial role in comprehending and addressing the unique challenges these groups may face.

2. **Empathy Mapping:**

Empathy mapping is a collaborative tool used to gain deeper insights into customers' thoughts, feelings, and behaviors. It typically involves creating a visual representation that includes sections for what the customer thinks, feels, says, and does. This helps teams understand the user's experiences and perspectives, fostering empathy and improving product or service design. By capturing and visualizing these aspects, empathy mapping aids in identifying pain points and motivations, leading to more

user-centered solutions. This method encourages team alignment and a shared understanding of the customer's needs and challenges.

3. **Motivational Perspectives on Empowering Coaching**

Motivational perspectives on empowering coaching focus on enhancing athletes' intrinsic motivation and self-determination. Empowering coaching involves creating a supportive environment where athletes feel competent, autonomous, and connected. This approach emphasizes positive reinforcement, goal setting, and providing constructive feedback. Coaches who adopt these perspectives aim to inspire athletes, fostering their confidence and resilience. By prioritizing athletes' psychological needs, empowering coaching contributes to improved performance, satisfaction, and long-term development. This method encourages a growth mindset, where athletes are motivated to continuously improve and overcome challenges.

4. **The self-system - Building Confidence**

The self-system in the context of building confidence refers to the internal processes that shape an individual's self-perception and belief in their abilities. Building confidence involves fostering a positive self-system by setting achievable goals, celebrating successes, and providing constructive feedback. It includes developing self-efficacy, where individuals believe they can succeed through effort and perseverance. Encouraging self-reflection and resilience helps individuals overcome setbacks and maintain a positive outlook. This approach promotes a growth mindset, where confidence is built through continuous learning and personal development. Ultimately, a strong self-system enhances overall well-being and performance.

- These four modules will be developed over the course of one day (totaling 8 hours).
- These modules will be developed practically through 3 workshops that will cover the themes specified inside “interpersonal skills”.

Section 2: Operational skills (4 modules)

These skills essentially refer to managing and completing goals and projects. In this context, we can include proper planning of activities to be carried out (how, when, where, and why). Developing an effective and clear plan will make it easier to understand the directives received, and the successful execution of the plan will stimulate the group's passion and dedication to those particular activities. Poor planning could lead to negative results, contributing to confusion and effectively losing control of the group. In this field, it will therefore be necessary to prepare adequately for the possibility of losing control, so it may be a smart move to identify potential risks in advance and anticipate the biggest obstacles to face. Taking precautions in advance, or at least taking timely measures, remains the best strategy for risk mitigation.

Time management, this skill goes hand in hand with planning. Organizing the available time effectively and prioritizing the most important tasks will ensure the proper execution of activities and fruitful results. Therefore, if educators face a shortage of time, they should focus on the most important activities, leaving aside, if necessary, those less relevant to the group's growth. Finally, organization, to be a successful operator, one must organize adequately to provide the best possible service, which also includes collecting data and informing oneself about the composition of the group. Organization, again, favors clarity; a group managed by an organized operator will be more productive and efficient, greatly improving the quality of the final result.

5. **Mastering Time for program success:**

This module regards the essential practice of effective time management, emphasizing its significance in planning and executing sports programs. It underscores the importance of meeting deadlines, managing diverse schedules, and customizing activities to cater to participants with varying needs, including refugees and migrants, to ensure the smooth and successful operation of programs.

6. **Strategic planning for impactful programs:**

The module n.6 emphasize that comprehensive planning is a key skill for sports operators, allowing them to create impactful and well-organized sports initiatives. It involves thoughtful consideration of logistics, resources, and participant needs, ensuring efficient resource allocation and goal achievement. This skill is universally applicable and adaptable, enabling the creation of tailored plans for diverse groups, including children, adults, and those facing socio-economic challenges.

7. **Data-Driven Decision Making in Sports Initiatives:**

Evaluating program success and identifying improvement areas are crucial for making informed decisions for future initiatives. This approach is versatile across demographics, enabling operators to use data to customize programs according to the unique needs and preferences of different participant groups.

- These three modules will be developed over the course of one day (totaling 8 hours).
- These modules will be developed practically through 3 workshops that will cover the themes specified inside “Operational skills”.

Section 3: Community building and inclusivity (6 modules)

Community building and inclusivity, given the purpose of the project, are key factors for its success. Sports operators should learn the best practices for including disadvantaged people in today's society through sports activities. Promoting relationships and networks among community members is complex, but the project's task is precisely to create a connection between people of different backgrounds in sports contexts using cross-cultural communication. The result of interpersonal relationships and the possible success of the project will also have positive repercussions outside of sports, improving society in various aspects, including a more inclusive environment, a more resilient community, and a more collaborative and supportive society. Given the above, operators in this field should help the group develop understanding, collaboration, and empathy.

Furthermore, recognizing and accepting diversity within a community is an asset, not a barrier. To ensure that the community is growing in this sense, it is appropriate to use feedback mechanisms (surveys, open forums, meetings) because they can provide important indications from which to draw for any adjustments. The dialogue about these topics leads sports programs to evolve and grow in line with the pre-set goals and expectations of such programs. Finally, documentation and sharing of results can serve as a tool for dissemination, understanding, and inspiration for other projects; helping potential new projects to correct the less profitable parts and perform better. In conclusion, while the task of building inclusive and resilient sports communities is complex, it presents an opportunity to create a more united and supportive society. Through thoughtful planning, continuous learning, and a commitment to celebrating diversity, sports operators can play a pivotal role in shaping a more inclusive and empathetic world.

8. **Conflict Resolution in Community Sports:**

Conflict resolution in community sports focuses on managing and resolving disputes among players, coaches, and other stakeholders in a constructive manner. Effective conflict resolution strategies involve open communication, active listening, and fostering mutual respect. Mediation techniques can be employed to facilitate understanding and agreement between conflicting parties. Emphasizing teamwork and shared goals helps to minimize conflicts and build a cooperative environment. Training in conflict resolution skills can equip coaches and players with the tools to address and defuse tensions. By promoting a positive and inclusive atmosphere, community sports can enhance relationships and ensure a supportive and enjoyable experience for all participants.

9. **Community Engagement:** Engaging with local communities and fostering partnerships are vital for the success of community-based programs. This involves active collaboration with citizens, parents, NGOs, and local authorities to develop effective programs. This competency is essential in both urban and suburban settings, enabling operators to involve the community, build meaningful collaborations, and effectively address specific local needs.

10. **Adaptable Inclusive Sports:** The ability to adapt sports activities and approaches to specific needs and experiences is crucial for promoting inclusivity and relevance. This competency enables operators to tailor programs to various demographics, taking into account factors like disabilities, age groups, or socio-economic backgrounds, ensuring that everyone has access to suitable and beneficial sports activities.



11. Social Network Building & Advocacy and Outreach Strategies in Sports

Engagement: Facilitating the establishment of social connections and support systems within communities is key to enhancing overall well-being. This is particularly crucial for refugees, migrants, and individuals with limited social networks, as it promotes social inclusion and community building. Engaging in sports activities is an effective way to foster these connections and support systems, contributing significantly to the social fabric of communities. Promoting the value of sports programs is crucial for attracting participants and gaining community support, ensuring sustained impact. This competency is adaptable for engaging various stakeholders, including local authorities, schools, and other community organizations. Effectively communicating the benefits and successes of sports programs enhances program visibility, participation, and overall community engagement, contributing to the long-term success and vitality of the initiatives.

12. Resilience & Adversity: Fostering resilience among participants is essential to help them overcome challenges, setbacks, and adversity. This is particularly relevant for individuals facing socio-economic hardships, unemployment, and mental health challenges. By promoting resilience, sports programs contribute to personal growth and empowerment, equipping participants with the strength and skills needed to navigate and thrive in their life circumstances.

- These five modules will be developed over the course of two days (totaling 16 hours).
- These modules will be developed practically through 5 workshops that will cover the themes specified inside “Community Building and Inclusivity”.



Section 1: Interpersonal Skills

Module 1: Intercultural Communication

Part A - Basic Theoretical Background

Aim:

Intercultural communication refers to interactions between individuals from different cultural backgrounds, aiming at mutual understanding through the negotiation of meanings that define communication content. It differs from other forms of communication by involving individuals with distinct cultural and linguistic backgrounds, leading to challenges such as language barriers, non-verbal cues, and cultural differences. This form of communication is crucial for communities and sports teams as it fosters inclusivity, understanding, and effective collaboration in diverse settings.

In communities, intercultural communication plays a pivotal role in promoting social cohesion and harmony among individuals from various cultural backgrounds. For instance, the More Than Words project focuses on integrating creativity into intercultural training to enhance communication skills among educators and social workers working with marginalized groups. By embracing diversity and cultural differences, communities can create a welcoming environment that values and respects all members.

Similarly, in sports teams, intercultural communication is essential for building strong team dynamics and enhancing performance. By understanding and respecting cultural differences, athletes and coaches can effectively communicate strategies, goals, and feedback, leading to improved teamwork and cohesion. For example, the project emphasizes the importance of emotional intelligence and respect in dealing with participants' diverse backgrounds and experiences.

Reflective Questions for Learners:

- How can intercultural communication enhance teamwork and performance in a sports setting? (e.g. which situations or complications happen during a game, training, social event etc.)
- What strategies can be implemented to overcome language barriers and cultural differences in a community context? (e.g. how can we use non-verbal signs, make all cultures visible at sport events etc.)
- How does cultural sensitivity contribute to effective communication and inclusivity within a diverse group or team? (e.g. what are advantages of inclusive and diverse teams, how can it help us to recruit new members or attract new athletes, how does it affect sponsors etc.)

By reflecting these questions, learners explore everyday situations in which they are exposed to intercultural communication. This approach is based on the Kolb cycle of experiential learning. After gaining the input, learners reflect and are finally encouraged to experiment with the results of the reflection process in their everyday life.

Competences Required:

To work effectively in intercultural context, certain competences are essential including:

- **Emotional Intelligence:** Trainers must be cautious with participants' sensitive past experiences to avoid triggering traumatic memories and know how to handle such situations effectively.
- **Respect and Acceptance:** Trainers should treat all participants equally, considering visible or invisible disabilities, and create a respectful environment based on respect for participants' multi-dimensional lives.
- **Cultural Sensitivities:** Trainers need to consider cultural aspects such as eye contact, body language, gestures, physical contact, and gender roles to ensure effective communication and understanding among participants from diverse backgrounds.
- **Critical Self-Reflection:** Trainers must critically reflect on their societal position, privileges, prejudices, and stereotypes to avoid oppressive behavior and maintain equal treatment of all participants.
- **Creating a Respectful Relationship:** Trainers should establish a respective relationship with participants, showing genuine interest in their situations and understanding the factors contributing to their marginalization.
- **Adaptability and Preparation:** Being prepared for unexpected situations, having a backup plan, and reflecting regularly on behavior and actions are vital for successful training with marginalized groups.
- **Cultural Awareness:** Incorporating cultural elements, such as informal cultural gatherings, can facilitate learning and sharing among participants from diverse backgrounds.

Examples of Activities

- **Non-Verbal Communication Methods:** Acquiring new methods and instruments for non-verbal communication. For example, the Barnaga card game exercise.
- **Creating a Welcoming Atmosphere:** Using exercises to understand difficulties in foreign contexts and apply methodologies effectively. Trainers can use the Albatross Island exercise.
- **Emotional Intensity Reading:** Engaging in exercises to read different levels of emotional intensity. Trainer can find more information here: <https://eggshelltherapy.com/emotional-intensity/>
- **Theatre and Movement:** Implementing activities for non-verbal communication in theatre settings. The More than Word Guidebook contains a selection of suitable activities facilitators can choose from.
- **Intercultural Improvisation:** Planning intercultural improvisation with nationals and refugees. Trainer can use the Culturatorium approach: <https://epale.ec.europa.eu/en/blog/intercultural-learning-through-improv-does-it-work-culturatorium-approach>
- **Reflection and Sharing:** Encouraging creative reflection and sharing experiences to enhance learning outcomes. The PISH toolkit contains samples of this method, applied in course context, but easily adaptable for Sport settings.
- **Empathy and Emotional Focus:** Focusing on empathy and emotions in workshops with marginalized groups. Here the empathy mapping method from the previous module can be used.
- **Inclusion and Sensitization:** Sensitizing towards working with marginalized groups and experiencing inclusion practices. The learners should become aware of their own “glases” or biases. The Barnaga Game or the Albatross Island help to reflect.

Additionally many resources from the More than Words Handbook can support trainers on the topic.

- **Communication through Art:** Using methods that concentrate on non-verbal communication possibilities. This can be done through theater, but as well through drawing, comics, videos or even memes.

These activities demonstrate practical applications of the competences required to effectively engage with marginalized groups in training and educational settings.

Background Knowledge Needed:

Intercultural communication involves the exchange of messages between people with different cultural and linguistic backgrounds, aiming for mutual understanding through the negotiation of meanings. Before engaging in intercultural training, certain background knowledge and skills are essential to facilitate effective communication and learning across diverse cultural contexts.

1. Understanding of Basic Intercultural Communication Concepts

Participants should have a foundational understanding of what intercultural communication entails. This includes knowledge of how cultural differences can impact communication, the role of non-verbal cues, and the importance of context in communication. For instance, non-verbal communication presupposes knowledge of the cultural context of the other, indicating how daily practices and gestures vary across cultures.

2. Awareness of Cultural Differences

Knowledge of specific cultural norms, values, and behaviors is crucial. This includes understanding how cultures differ in terms of communication styles, power distance, individualism versus collectivism, and uncertainty avoidance. Intercultural communication is affected by dynamics and characteristics of international relations, which include cultural differences impacting international politics, governance, and education.

3. Sensitivity to Language Barriers

Trainers and participants should be aware of the challenges posed by language differences. The module will discuss the difficulties faced by educators working with groups from different linguistic backgrounds, emphasizing the barrier posed by not being able to communicate in the majority or host country's language.

4. Skills in Non-Verbal Communication

A significant portion of intercultural communication is non-verbal. Participants should be skilled in interpreting and using non-verbal cues like facial expressions, gestures, and body language, which can vary greatly between cultures. We underscore the importance of understanding these differences to avoid misinterpretations and conflicts.

5. Empathy and Open-mindedness

Empathy involves the ability to understand and share the feelings of another, which is vital in intercultural settings. Open-mindedness towards different cultural perspectives and practices helps in reducing ethnocentric attitudes and enhances mutual respect. Especially overcoming uncertainties and insecurities in intercultural contacts requires empathy and a non-judgmental approach.

6. Adaptability and Flexibility

Intercultural environments are dynamic and unpredictable. Trainers and participants must be adaptable and flexible to respond effectively to new and changing situations. This skill is crucial for managing the complexities and fluidity of intercultural interactions.

7. Critical Self-Reflection

Participants should be capable of reflecting on their own cultural biases and prejudices. This self-awareness is essential for personal growth and effective intercultural interaction. Trainers need to critically reflect on their societal positions and privileges to avoid reinforcing power dynamics.

In conclusion, effective intercultural training requires a blend of specific knowledge about cultural differences, skills in communication (both verbal and non-verbal), and personal qualities such as empathy, adaptability, and self-awareness. These competencies enable educators to navigate the complexities of intercultural interactions more effectively and foster environments of mutual respect and understanding.

References:

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Part B – Practical Activity

Intercultural Communication for Educators and Trainers in Sport	
Overview:	The objective is to equip sports educators and trainers with the skills and knowledge necessary to effectively motivate and engage vulnerable groups, fostering their active participation in community sports and let them understand the obstacles faced by vulnerable groups and how to increase communication and avoid conflict in intercultural settings.
Aim of the Activity:	<p>Non-Verbal Communication Skills: The workshops focus on developing the ability to communicate effectively without relying on spoken language. This includes using gestures, body language, and other forms of non-verbal interaction to convey messages and emotions.</p> <p>Self-Expression and Creativity: Participants are encouraged to express their thoughts, feelings, and cultural identities through creative means such as art,</p>

	<p>movement, and storytelling. This not only helps in self-expression but also in understanding and appreciating the diversity within the group.</p> <p>Integration and Community Building: By engaging in activities that require collaboration and mutual understanding, the workshops aim to build a sense of community among participants. This helps in reducing social barriers and promoting inclusivity.</p> <p>Empowerment: The workshops are designed to empower participants by providing them with skills and confidence to express themselves and engage with others effectively. This empowerment is crucial for marginalized groups to feel valued and heard within their communities.</p>
Group Size:	Any size setting is possible. Essential parts of the practice are carried out in small groups of 2 or 3.
Duration:	<p>The crucial introduction to the topic can be done in 2 hours, by running Session 1 + 2.</p> <p>Trainers who decide to go deeper into the topic can run additional sessions 3-6, which will extend the workshop duration accordingly.</p>
Training Modules Typology Training:	Interpersonal skills: through empathy dialogue interviews; community building and inclusivity; this is the core aim of the entire activity
Materials:	<ul style="list-style-type: none"> • Projector and screen for presentations. • Handouts on intercultural communication principles and motivational strategies. • Materials for role-playing and practical exercises (e.g., card games, equipment for the Albatros exercises, markers, flip charts). • Feedback forms for evaluation.
Description of the Activity:	<p>Session 1: Understanding Vulnerable Groups in Sports (1 hour)</p> <p>Objective: To identify and understand the characteristics and needs of vulnerable groups in sports contexts.</p> <p>Activities:</p> <p>Introduction and ice-breaker activity.</p> <p>Presentation: Overview of vulnerable groups in sports (e.g., migrants, individuals with disabilities, economically disadvantaged). Collecting groups the participants have experience with or know, using collective brainstorming.</p>

	<p>Group discussion: Challenges faced by these groups in accessing and participating in sports. Collecting the results on a flipchart/post its</p> <p>Session 2: Principles of Intercultural Communication (1 hour)</p> <p>Objective:</p> <p>To explore the key principles of effective intercultural communication relevant to sports training.</p> <p>Activities:</p> <p>Interactive lecture on intercultural communication essentials. Using the input provided by CISCA.</p> <p>Case studies:</p> <p>Real-life scenarios where intercultural communication plays a crucial role in sports. Role-playing exercises to practice communication strategies, for example https://sites.lsa.umich.edu/equitable-teaching/barnga/. Game</p> <p>Session 3: Motivational Strategies for Inclusive Sports (1.5 hours)</p> <p>Objective: To learn and apply motivational strategies that foster inclusivity and active participation.</p> <p>Activities:</p> <p>Techniques for motivating participants from diverse backgrounds.</p> <p>Co-Designing a motivational sports session for a mixed-ability group (https://www.mixedabilitysports.org/wp-content/uploads/IMAS_Multi-Sport_Guide_EN_v4.pdf)</p> <p>Feedback and discussion on the designed sessions.</p> <p>Session 4: Non-verbal Communication in Sports (2 hour)</p> <p>Objective: To enhance non-verbal communication skills to support intercultural understanding and inclusion.</p> <p>Activities:</p> <p>Presentation on the role of non-verbal cues in sports (body language, gestures, facial expressions).</p> <p>Practical exercises: Non-verbal communication drills and games to enhance understanding among diverse groups (e.g. using the Albatros Method - https://www.youtube.com/watch?v=IVas4FhPKTI).</p>
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	<p>https://solarev.org/migration/wp-content/uploads/sites/6/2015/12/Diversity-Activities-Resource-Guide.pdf</p> <p>Session 5: Developing Community Sports Programs (1 hour)</p> <p>Objective: To co-create effective community sports programs that engage and benefit vulnerable groups.</p> <p>Activities:</p> <p>Group workshop: Planning a community sports event focused on inclusivity and participation using rapid prototyping (https://dscout.com/people-nerds/power-of-prototyping).</p> <p>Presentation of group plans and peer review.</p> <p>Session 6: Reflection and Action Planning (1 hours)</p> <p>Objective:</p> <p>To reflect on the day's learning and plan for application in professional settings.</p> <p>Activities:</p> <p>Individual reflection: Participants write down key takeaways and personal action plans.</p> <p>Group sharing:</p> <p>Volunteers share their action plans and commit to specific steps.</p> <p>Closing remarks and evaluation of the workshop.</p>
<p>Tips for the Trainer:</p>	<p>Time Management</p> <p>Consider the linguistic diversity of the group and adjust time allocations accordingly. Non-verbal communication methods might require more time compared to verbal methods, so plan the schedule to fit the group's needs effectively.</p> <p>Encourage Creativity</p> <p>Tailor activities to fit the specific context and needs of the participants. This requires creativity from the trainer to adapt methods and content that resonate well with the group.</p> <p>Sensitivity to Cultural and Political Contexts</p> <p>Be aware of the cultural and political backgrounds of the participants. Certain words, colors, or symbols might have specific connotations that need to be sensitively handled to avoid misunderstandings.</p>



	<p>Empowerment Focus</p> <p>Focus on empowering participants by recognizing and valuing their contributions. The workshop should aim to build their confidence and self-worth, helping them to feel valued and capable of achieving more in their communities.</p> <p>Critical Self-Reflection</p> <p>Trainers should engage in critical self-reflection regarding their own cultural and societal positions. This awareness helps in avoiding biases and stereotypes and supports a respectful and inclusive training environment.</p> <p>Respect and Understanding</p> <p>Treat participants with respect and strive to understand their backgrounds and experiences. This respectful approach fosters a positive training environment and promotes effective learning.</p>
Expected Outcome:	<p>Participants will be encouraged to implement their action plans and share their experiences and outcomes in an online community forum created for ongoing support and knowledge exchange.</p> <p>This workshop outline is designed to provide sports educators and trainers with practical tools and insights to effectively motivate and engage vulnerable groups through sports, enhancing their participation and integration into the community.</p>
Evaluation:	<p>Through the opinions expressed by the participants during the closing discussion, supplemented by responses to a short questionnaire to be completed during the last session.</p>
References:	<p>Barnaga Game (https://sites.lsa.umich.edu/equitable-teaching/barnaga/).</p> <p>Albatros Method - https://www.youtube.com/watch?v=IVas4FhPKTI).</p> <p>https://solarev.org/migration/wp-content/uploads/sites/6/2015/12/Diversity-Activities-Resource-Guide.pdf</p> <p>rapid prototyping - https://dscout.com/people-nerds/power-of-prototyping</p> <p>Problem-Based Toolkit on Intercultural Communications (PISH) - https://crnonline.de/result/problem-based-toolkit-on-intercultural-communications/</p> <p>More than Words – Integrating creativity in intercultural training eBook - https://crnonline.de/result/more-than-words-integrating-creativity-in-intercultural-training/</p>



Module 2: Empathy Mapping

Part A – Basic Theoretical Background

Empathy mapping is a powerful tool used in various fields such as design thinking, user experience (UX) design, marketing, and customer service. More recently, it has gained prominence in social research and social inclusion projects. The theoretical background of empathy mapping in these contexts is rooted in its ability to amplify the voices of marginalized communities, fostering a deeper understanding of their realities, aspirations, and barriers to inclusion. By centering the experiences and perspectives of marginalized individuals and groups, empathy mapping aims to inform policies, interventions, and initiatives that promote social equity, justice, and empowerment. The ultimate goal is to co-create solutions that address systemic inequalities, promote social cohesion, and facilitate meaningful participation and inclusion for all members of society.

Empathy mapping is inherently linked to teaching empathy. It requires individuals to engage deeply with the experiences, emotions, and challenges faced by others, particularly those from marginalized communities. This process involves active listening, cultural competency, and critical thinking, all of which are essential components of empathy. By creating a safe and inclusive space for dialogue, empathy mapping allows participants to discern the nuanced needs, aspirations, and concerns of marginalized individuals. This practice not only enhances one's capacity for empathy but also fosters intercultural communication skills and critical thinking, enabling individuals to change perspectives and understand the systemic patterns of exclusion, privilege, and discrimination.

Sensitivity is a crucial aspect of empathy mapping. It involves approaching interactions with sensitivity, humility, and compassion, which are essential for respectful engagement with diverse communities. Sensitivity helps avoid cultural biases or stereotypes and ensures that the voices of marginalized communities are heard and valued. In the context of social research and social inclusion projects, sensitivity is vital for creating trust and reciprocity, which are foundational for meaningful engagement and co-creation of knowledge. By being sensitive to the cultural norms, values, and dynamics within diverse communities, empathy mapping practitioners can foster a more inclusive and equitable research process.

Empathy mapping and sensitivity are particularly relevant to sport associations, which often serve as microcosms of broader society. Sport associations can play a significant role in promoting social inclusion and cohesion by creating environments where individuals from diverse backgrounds can come together, share experiences, and build relationships. By incorporating empathy mapping into their practices, sport associations can better understand the needs and challenges of their members, particularly those from marginalized communities. This understanding can inform the development of inclusive policies, programs, and initiatives that promote equity and participation for all members.

For instance, sport associations can use empathy mapping to identify barriers to participation for marginalized groups, such as lack of access to facilities, financial constraints, or cultural insensitivity. By addressing these barriers, sport associations can create more inclusive environments that encourage participation and engagement from all members. Additionally, empathy mapping can help sport associations develop programs that foster intercultural communication and understanding, promoting social cohesion and reducing discrimination.

Aim of Empathy Mapping:

In social research and social inclusion projects, empathy mapping aims to amplify the voices of marginalized communities, fostering a deeper understanding of their realities, aspirations, and barriers to inclusion. By centering the experiences and perspectives of marginalized individuals and groups, this approach endeavors to inform policies, interventions, and initiatives that promote social equity, justice, and empowerment. The ultimate goal is to co-create solutions that address systemic inequalities, promote social cohesion, and facilitate meaningful participation and inclusion for all members of society.

Competences Required:

Empathy mapping within social research and social inclusion projects demands a diverse range of competences, encompassing empathy, cultural competency, active listening, critical thinking, collaboration and intercultural communication. Individuals engaged in empathy mapping should demonstrate the following list of core competences:

- **Empathy:** In this context, it describes the ability to empathize with the experiences, emotions, and challenges faced by marginalized communities, approaching interactions with sensitivity, humility, and compassion.
- **Intercultural Skills:** Awareness of cultural norms, values, and dynamics within diverse communities, enabling respectful engagement and the avoidance of cultural biases or stereotypes.
- **Active Listening:** Proficiency in active listening techniques to discern the nuanced needs, aspirations, and concerns of marginalized individuals, while creating a safe and inclusive space for dialogue.
- **Critical Thinking:** Capacity for critically analyzing and interpreting qualitative data, recognizing systemic patterns of exclusion, privilege, and discrimination, and interrogating underlying power dynamics.
- **Collaboration:** Ability to collaborate effectively with community members, stakeholders, and interdisciplinary teams, fostering co-creation and collective action towards social inclusion goals.

Background Knowledge Needed:

Empathy mapping requires a nuanced understanding of social justice, intersectionality, power dynamics, and community engagement principles. Essential background knowledge encompasses:

- **Social Justice Theory:** Familiarity with theories of social justice, equity, and human rights provides a framework for understanding and addressing systemic inequalities and structural barriers to inclusion.
- **Intersectionality:** Understanding the intersecting dimensions of identity, such as race, gender, class, sexuality, and disability, enables a holistic analysis of marginalized experiences and needs.
- **Power Dynamics:** Insight into power structures, privilege, and marginalization elucidates the ways in which social hierarchies shape access to resources, opportunities, and decision-making processes.
- **Community Engagement Principles:** Knowledge of participatory approaches, community-based research methodologies, and asset-based community development principles facilitates meaningful engagement with marginalized communities, fostering trust, reciprocity, and co-creation of knowledge.
- **Compensating for Knowledge Gaps:** In scenarios where researchers or practitioners encounter knowledge gaps or cultural blind spots, collaborative and participatory

approaches are paramount. Engaging community members as co-researchers, advisors, or cultural liaisons can help bridge linguistic, cultural, and contextual barriers, enriching the research process and ensuring the authenticity and relevance of findings. Moreover, ongoing reflexivity, self-awareness, and humility are essential for acknowledging and addressing biases or assumptions that may influence research interpretations or interventions.

Empathy mapping embodies a commitment to social justice, equity, and inclusion, grounded in principles of empathy, respect, and solidarity. By amplifying marginalized voices and co-creating solutions with affected communities, empathy mapping contributes to transformative change and the realization of more just and inclusive societies.

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Part B – Practical Activity

Empathy Mapping Interviews	
Overview:	Participants learn to map the needs of their clients or target groups by dialoguing with them, and to use the results of this activity in their work.
Aim of the Activity:	Learning a needs assessment method; Improving intercultural communication skills; Enhancing one's empathy and capacity of listening to the others' problems; Provides a possibility to learn critical thinking, and skills to change perspectives
Group Size:	Any size setting is possible. Essential parts of the practice are carried out in small groups of 2 or 3.
Duration:	2.5 hours
Training Modules / Typology Training:	Interpersonal skills: through empathy dialogue interviews; community building and inclusivity; this is the core aim of the entire activity
Materials:	<ul style="list-style-type: none"> • PPT presentation • empathy map templates • consent forms • blank papers • audio recording facilities (such as a recorder or smart phone app)

Description of the Activity:	<p>Step 1: Introduction to Design Thinking and Empathy Mapping Give a brief presentation on empathy mapping using the provided PowerPoint presentation. Explain the main activities, methodological and ethical details of empathy mapping, and show the main steps to be followed during the session, including the primary questions to be asked during the interviews. Initiate a discussion with the participants about the method and distribute handouts, including empathy maps, blank papers, and consent forms.</p> <p>Step 2: Empathy Interviews Participants work in groups of 3-4 and create the interviews. Each participant is interviewed by the others in the group. One person asks questions, and the others take notes.</p> <p>Step 3: Filling the Empathy Maps One empathy map is completed for each interview by the interviewers. Based on their notes, they will record the main observations, feelings, thoughts, and concrete actions of the interviewees regarding the initial question on the map. Participants may also incorporate visual elements such as photos or drawings instead of text.</p> <p>Step 4: Presentation and Discussion Each group presents their empathy maps and how they understood the use of this method. Initiate a closing discussion about the use of empathy mapping and design thinking in the overall process of creation.</p>
Tips for the Trainer:	Participants can also conduct empathy mapping in a real-world context by interviewing their clients, visitors to their exhibitions, etc. This activity can be integrated as a blended part of the training, which the participants can perform after the workshop. They can refer to the results during an additional online or offline meeting. The empathy mapping session can also be conducted online. In this case, the interviews are prepared and recorded in breakout rooms. The resulting empathy maps can be uploaded to a shared internet platform, such as MIRO.
Expected Outcome:	One empathy map per interviewed participant is created Participants will learn and understand the use of empathy mapping, and design thinking.
Evaluation:	Through the opinions expressed by the participants during the closing discussion, supplemented by responses to a short questionnaire to be completed during the last session.
References:	Welcome to Urbania, Eurbanities, Training Handbook: https://crnonline.de/result/welcome-back-to-eurbania-playing-participati-on-2-0/



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Module 3: Motivational Perspectives on Empowering Coaching

Part A – Basic Theoretical Background

1. What is the aim of the module?

The aim of this module is that participants understand how they can develop an empowering motivational climate throughout training sessions. The session will begin with an introductory part of the theoretical background of motivation and a summary of the social cognitive approach to motivation. Afterward, the principles of the self-determination theory will be presented, with emphasis on the high-quality types of the motivation (intrinsic). Subsequently, the importance of satisfying the three basic psychological needs will be highlighted, and the way “autonomous” goal motives lead to higher levels of psychological well-being will be explained. In addition, the perspectives of achievement goals will be outlined and guidelines for creating a task involving climate will be discussed. Finally, applied recommendations for goal setting by using S.M.A.R.T. principles will be analyzed.

Summary

Motivation is a crucial factor influencing behavior in sports. Self Determination Theory (SDT) is uniquely placed among the theories that examine the effects of different types of motivation in the field of physical activity, exercise, and sport. According to SDT, people have an innate tendency towards growth, fulfillment, and health. A key component of SDT is the concept of intrinsic psychological needs, which are used to shape the content of goals as well as the regulatory processes that will support their achievement. In keeping with theory, sustaining behaviors over time requires individuals to internalize values and skills for change and experience self-determination. Specifically, the theory argues that, for behaviors to become more internalized and sustained, behavior change is influenced by the extent to which individuals satisfy the basic psychological needs of autonomy, the need to feel capable, and the need to develop meaningful relationships with others. When the social environment facilitates these three basic needs, individuals are more likely to engage in intrinsically motivated behaviors.

Basic psychological needs

Autonomy: The need for autonomy refers to the extent to which individuals feel autonomous and responsible for their own behavior. Autonomy contrasts with control, as strategies that support autonomy include providing choices, acknowledging emotions, and allowing individuals to self-determine their desired behavior, whereas control strategies include setting goals by others and directing others to change. Indeed, many individuals, in the process of behavior change, are driven either by a controlled motivation or external regulation, in which the individual acts only to obtain an external reward, or by an internal regulation in which the individual acts to avoid negative emotions, with both of these forms of controlled regulation not leading to long-term adherence to the behavior.

- **Competence:** Along with a sense of autonomy, internalization requires an individual to experience self-confidence that it has the capacity to change. The need for

competence refers to the extent to which an individual feels effective in their interactions with the social environment and experiences opportunities to demonstrate their capabilities.

- Relatedness: The third key need for intrinsic motivation is the need for meaningful relationships, which is defined as the degree to which individuals feel safe belonging and connected to others in their social environment.
- Developing an environment of autonomy and capacity building is crucial to the processes of goal internalization and integration, through which the individual can self-regulate and maintain behaviors that enhance their physical activity, health and well-being. Self-determination theory is directly linked to goal theory, as goal pursuit and achievement based on autonomous motivation are more successful. Autonomous motivation is a form of motivation that reflects the reasons for choosing action, such that behaviors are experienced as self-derived.

The Goal Setting Theory

It is generally accepted that an important strategy for regulating behavior and enhancing motivation, used in various contexts, is setting goals. Goals, being what the individual strives to achieve, are a specific expression of the purpose of life and have both internal and external validity, as goals are effective even when assigned by others, either jointly determined or self-determined. The basic principle of goal-setting theory is that individuals need specific and challenging goals to drive them to high performance, not just to be motivated to do the best they can. The process of goal selection is influenced by two key factors: a) how important the goal is to the individual and b) how confident the individual is that he or she can achieve that goal. Important variables that are also intertwined and mediate between goals and performance are goal selection and acceptance, effort, persistence, and strategy for achieving them. Overall, goal-setting is an effective behavioural change strategy, which however is based on some important principles; these are outlined through the SMART goal framework. The SMART acronym (Specific, Measurable, Achievable, Realistic, Timebound) is a highly prominent strategy for setting goals. It provides a framework for projecting the achievement of long-term goals, based on a series of short-term successes, designed to build on each other in a staggered process.

2. Why the competences of this module are needed?

The module will help participants to:

- understand the principles of motivation
- comprehend the importance of intrinsic motivation
- develop expertise for the satisfaction of the basic psychological skills
- implement strategies that promote autonomy
- create an environment that facilitates the learning process and increases perceptions of competence
- provide social support and a sense of team unity
- be able to develop, implement and evaluate goal-setting plans that can enhance motivation and performance/behaviour

3. What background knowledge on the topic are needed?

Basic understanding of motivation in sport and exercise contexts.

4. How can gaps in knowledge be compensated for?

The basics of motivation will be introduced in the opening parts of this module.

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Part B – Practical Activity

Setting Goals	
Overview:	The workshop focuses on how to create and implement effective goal-setting on sport tasks according to S.M.A.R.T. principles.
Aim of the Activity:	To understand how goal-setting works; Develop skills for effective goal-setting; Implement goal-setting for sport tasks; Monitoring and evaluating goals
Group Size:	18 participants
Duration:	120 minutes
Training Modules Typology:	Paper and pencil activities, Implementation of sport tasks, Interactive discussion
Materials:	<ul style="list-style-type: none"> • Presentation slides • Projector and laptop for the presentation • Paper and pencil (printed forms of goal-setting exercises) • Football, goal-posts/cones, timer
Description of the Activity:	Initially, before participants received any education, they will be asked to define a sport/exercise goal for the (a) the current training session, (b) next month, and (c) end of the year. Thereafter, they will receive a short education about how to set and achieve goals effectively based on S.M.A.R.T. principles. Moving on the

	<p>educational part, participants will be encouraged to practice through a series of goal setting exercises:</p> <p>Paper and pencil exercises</p> <p>Evaluate if the initial written goals are according to S.M.A.R.T. approach, and specifically to (a) different types of goals (e.g., process, performance, and outcome goals), and over different time frames (e.g., short-, medium-, and long-term goals), and (b) principles (specific, measurable, attainable, relevant, and time-based).</p> <p>Recognize and write down a list of 5 strong and 5 weak points of yourself.</p> <p>Choose a weak point (from the previous list) and set process, performance, and outcome goals; then, evaluate if they are set according to S.M.A.R.T. principles and revise them if necessary [Goals should be set for short- (e.g., next training), medium- (e.g., next months), and long-term goals (e.g., end of the year)].</p> <p>For each goal, define Strategies (S.M.A.R.T.) in order to increase the chances of achieving the goals.</p> <p>Implementation through sport tasks:</p> <p>Choose a simple sport task (e.g., football shooting/passing), and then, (a) set a goal-setting plan, (b) implement the plan, (c) evaluate the goal progress/achievement, (d) readjust the goal-setting plan (if necessary)</p>
Tips for the Trainer:	<ul style="list-style-type: none"> • Provide simple and precise instructions • Monitor progress • Give feedback • Ask questions for comprehension
Expected Outcome:	Develop effective goal-setting plans, Evaluate and adjust goals, Enhance motivation
Evaluation:	Exercise progress (by trainers); Self-Assessment (by trainees)
References:	<p>https://selfdeterminationtheory.org/wp-content/uploads/2019/08/2018_HealyTinckell-SmithNtoumanis_OxfordREP.pdf</p> <ul style="list-style-type: none"> • https://www.sport.nsw.gov.au/sites/default/files/2023-05/Goal-Setting-Foundations-for-Success.pdf



Module 4: The Self-System - Building Confidence

Part A – Basic Theoretical Background

1. What is the aim of the module?

The aim of this module is that participants understand the concept of self-efficacy and its importance for the regulation of motivation. Following a brief introduction on the conceptualization and the operationalization of self-efficacy, the sources of self-efficacy will be introduced through an experiential approach and thoroughly discussed in an interactive way. Subsequently, strategies for enhancing self-efficacy through the manipulation of the self-efficacy sources will be explored and parameters that moderate the effectiveness of self-efficacy sources will be discussed. Closing the session, the hierarchical structure of self-esteem will be introduced and the physical aspects of the self will be outlined, with the goal for participants to comprehend how changes in self-efficacy lead up the ladder for the improvement of self-esteem.

Summary

Self-efficacy is defined as an individual's perception about their ability to control their functioning and the events that affect their life. Self-efficacy refers in particular to individuals' beliefs about their abilities to organize and perform the actions required to achieve specific accomplishments. In light of this, self-efficacy influences the type of activities individuals choose to approach, the effort they expend on such activities, and the degree of persistence they demonstrate in the face of failure or aversive stimuli. Personal expectations are a fundamental factor in effectiveness, as they determine how much effort the individuals will put in and how long they will persevere in the face of obstacles and discouraging experiences. Success enhances self-efficacy, while a sense of failure affects it negatively, causing individuals to tend to avoid situations in which they believe they may not be successful. People with high self-efficacy will view a difficult task as a challenge rather than a danger. The capacity to think strategically to deal with failure will be present as will a strong degree of commitment to achieving one's goals. Individuals with reduced self-efficacy face doubts about their ability to complete a task and thus give up easily when obstacles arise. Self-efficacy is not concerned with the number of skills one has, but rather with what one believes can do with these skills under certain circumstances. Different people with similar skills or the same people in different circumstances may perform poorly, adequately, or extraordinarily, depending on fluctuations in their beliefs of personal efficacy. Efficacy beliefs can predict/contribute to performance regardless of the skills one has. Self-efficacy, however, is not the same as unrealistic optimism, since it is based on experience and does not lead to irrational risk-taking.

Bandura, the founder of social learning theory, posits that there are four main sources of self-efficacy beliefs: (a) mastery experience, (b) vicarious experiences, (c) verbal persuasion, and (d) physiological and affective states. *Mastery experiences* refer to learning through

personal experience where one achieves mastery over a difficult or previously feared task and thereby enjoys an increase in self-efficacy. Successive mastery over tasks helps the person to develop and refine skills. In addition, it fosters the development of a repertoire of coping mechanisms to deal with problems encountered. Performance accomplishments attained through personal experience are the most potent source of efficacy expectations. Successes build robust efficacy beliefs. Failure undermines it, particularly if it occurs before a sense of efficacy is built; repeated failure occurs early in the course of action and does not reflect a lack of effort or adverse external circumstances. *Vicarious experiences* improving a sense of self-efficacy can be fostered through social modelling or by observing others perform a task effectively. People get a greater sense of self-confidence when we see individuals like themselves to succeed in their endeavours. These events/people are referred to as models when they display a set of behaviours that illustrates a certain principle, rule or response. Furthermore, observing a model master situation that has been feared or seen as difficult can enhance one's own expectations of mastery. People are likely to internalize some of those positive feelings about the self when we have positive role models who demonstrate an appropriate level of self-efficacy. In order for modelling to affect an observer's self-efficacy positively, it is important that the model can be viewed as overcoming difficulties through determined effort rather than with ease, and that the model be similar to the observer with regard to other characteristics (e.g., age, sex). *Verbal persuasion* is the act of exerting one's utmost effort on a task in response to a positive acknowledgment or encouraging remark. The verbal persuasion element explains how words might increase someone's sense of self-efficacy. Finally, given the potential importance of human interaction, it would be useful to examine how the style of delivery may affect intervention outcomes, such as the communication style, communication technique, visual style, and complex *emotional and physiological states*. Our perception of our capacity for success can be influenced by our mood, emotions (anxiety, stress, etc.), and physical reactions (arousal, fatigue, pain, etc.). This implies that both emotional and physiological states point to the significance of general health and well-being in the development and sustenance of self-efficacy.

2. Why the competences of this module are needed?

The module will help participants to:

- understand the hierarchical structure of the self-system
- comprehend the importance of self-efficacy as a unit of self-esteem
- develop expertise for regulating the sources of self-efficacy
- implement strategies that enhance self-efficacy
- adjust to address individual differences and increase motivation
- be able to develop motivation and implement effective sport and exercise programmes.

Developing the competence to enhance self-efficacy is important because self-efficacy has been identified as the single most influential factor for increasing motivation. Furthermore, considering the simplicity of the strategies to enhance self-efficacy and its pivotal position in the hierarchical model of self-esteem, its value becomes apparent for enhancing oneself.

3. What background knowledge on the topic are needed?

Some background knowledge on the concept of motivation is needed. This will be provided in the preceding module (Module 3: Motivational Perspectives on Empowering Coaching) and the respective readings.

4. How can gaps in knowledge be compensated for?

See above.

References

Maddux, J. E. (2009). Self-efficacy: The power of believing you can. In S. J. Lopez & C. R. Snyder (Eds.), Oxford handbook of positive psychology (2nd ed., pp. 335–343). Oxford University Press.

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Crocker, P. R. E., McEwen, C. E., & Mosewich, A. D. (2013). Physical activity and self-perceptions among adults. In P. Ekkekakis, D. B. Cook, L. L. Craft, S. N. Culos-Reed, J. L. Etnier, M. Hamer, K. A. Martin Ginis, J. Reed, J. A. J. Smits, & M. Ussher (Eds.), Routledge handbook of physical activity and mental health (pp. 200–211). Routledge/Taylor & Francis Group.

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Chao YY, Scherer YK, Wu YW, Lucke KT, Montgomery CA. The feasibility of an intervention combining self-efficacy theory and Wii Fit exergames in assisted living residents: A pilot study. Geriatr Nurs. 2013 Sep-Oct;34(5):377-82. doi: 10.1016/j.gerinurse.2013.05.006. Epub 2013 Jun 12. PMID: 23764366. https://samples.jbpub.com/9781284125115/9781284159134_CH02_Secure.pdf

Part B – Practical Activity

Developing Self-Efficacy	
Overview:	The workshop focuses on the understanding of the sources of self-efficacy and the implementation of strategies to enhance confidence, through an experiential approach.
Aim of the Activity:	To understand the concept of self-efficacy; To comprehend the importance of self-efficacy for enhancing motivation; To experience the sources of self-efficacy; To discuss the factors that influence the self-efficacy sources; To implement strategies enhancing self-efficacy and building confidence
Group Size:	18 participants
Duration:	120 minutes
Training Modules/Typology:	Experiential learning; Interactive discussion;

	Paper and pencil activities; Implementation of Sport Tasks
Materials:	<ul style="list-style-type: none"> • Presentation slides • Projector and laptop for the presentation • Paper and pencil • Self-Efficacy Scale • Darts equipment (Dartboard and Darts)
Description of the Activity:	<p>Explanation of the self-efficacy concept; Presentation of dart-throwing task; Baseline evaluation of self-efficacy for dart-throwing; Formation of 3 groups; Isolated manipulation of self-efficacy for each group; Follow-up evaluation of self-efficacy for dart-throwing; Dart throwing; Discussion on self-efficacy sources; Links between self-efficacy and self-esteem</p>
Tips for the Trainer:	<ul style="list-style-type: none"> • Explain the procedures of the workshop with clarity • Ask participant to adhere to the instructions • Lead the discussion and encourage participation and interaction
Expected Outcome:	Understand the sources of building self-efficacy and confidence, Implement strategies to enhance self-efficacy, Lead sport and exercise programs
Evaluation:	Evaluation of participants' understanding through the discussion (by trainers); Self-Assessment (by trainees)
References:	<p>Maddux, J. E. (2009). Self-efficacy: The power of believing you can. In S. J. Lopez & C. R. Snyder (Eds.), Oxford handbook of positive psychology (2nd ed., pp. 335–343). Oxford University Press.</p> <p>https://www.researchgate.net/publication/285193896_Self-Efficacy_The_Power_of_Believing_You_Can</p>



Section 2: Operational Skills

Module 5: Mastering Time for Program Success

Part A – Basic Theoretical Background

1. Aim of the Module

The workshop aims to teach participants practical time management skills for community sport and activism. It starts with explanations on time management concepts, SMART goals, and the use of time management tools like Google Calendar. Participants learn to create schedules, avoid overwork, and set SMART goals tailored to their circumstances.

The session emphasizes the importance of clarity, focus, and effective goal-setting for productivity.

Ultimately, the workshop aims to demonstrate how these skills can lead to increased productivity and reduced stress and to show tools to work on it.

2. Importance of Competences:

Effective time management empowers individuals to prioritize tasks, strike a balance between various responsibilities, and maintain productivity while minimizing the risk of burnout. It facilitates goal-setting, enhances team coordination, and fosters adaptability in the face of challenges. Moreover, promoting self-care through proper time allocation ensures sustained engagement and well-being among participants.

Ultimately, integrating time management principles not only maximizes the impact of community endeavors but also cultivates a culture of efficiency and effectiveness within the community.

3. Background Knowledge:

It's not needed to know general information about the topic time management though they do need to know basic technology, since they need to use applications during the workshop, participants should be comfortable using digital tools and navigating them.

4. Addressing Knowledge Gaps:

- https://www.ted.com/talks/paul_catchlove_the_habit_that_could_improve_your_career/comments
- https://www.ted.com/talks/brian_christian_how_to_manage_your_time_more_effectively_according_to_machines
- https://www.ted.com/talks/brian_christian_how_to_manage_your_time_more_effectively_according_to_machines

- https://www.ted.com/talks/john_doerr_why_the_secret_to_success_is_setting_the_right_goals

1. Macquet, A. C., & Skalej, V. (2015). Time management in elite sports: How do elite athletes manage time under fatigue and stress conditions?. *Journal of Occupational and Organizational Psychology*, 88(2), 341-363.

(<https://bpspsychub.onlinelibrary.wiley.com/doi/abs/10.1111/joop.12105>)

- Mackenzie, A., & Nickerson, P. (2009). *The time trap: The classic book on time management*. HarperChristian+ ORM.

Part B – Practical Activity

Time Management in Sport	
Overview:	The workshop equips participants with essential time management skills for community sport and activism. It covers concepts like the Zeigarnik Effect and SMART goals, offering practical tips on scheduling, avoiding overwork, and prioritizing tasks. Participants also learn to utilize tools like Google Calendar and Trello for efficient task management. Through interactive exercises and reflection, they gain insights to apply these strategies effectively, enhancing productivity and reducing stress in their community endeavors.
Aim of the Activity:	Give basic knowledge on time management and theories and techniques about it; Give tools to improve time management; Give space to talk about the time management of each participant and how to improve it
Group Size:	20 participants
Duration:	10 mins: Explain the module and the structure of the workshop 45 mins: Theory Part and SMART goals 25 mins: Show time management tools 20 mins: Reflection on time management 15 mins: Evaluation and Feedback of the session TOTAL DURATION: 1.5 hours
Training Modules / Typology Training:	Time Management Essentials: Principles and techniques for effective time management. Prioritization and Planning: Strategies for organizing tasks and heating time efficiently. Adaptability and Inclusivity: Tailoring schedules and activities to accommodate diverse participant needs.
Materials:	<ul style="list-style-type: none"> • Presentation slides • Projector and laptop for the presentation

	<ul style="list-style-type: none"> • Internet access to show the websites • White papers and pens • Sticky notes
Description of the Activity:	<p>The workshop will start with the explanation of the module and of the structure of the session.</p> <p>The first part will consist in the explanation of concepts such as “time management”, the Zeigarnik Effect, multitasking and the importance of proper timing of training and resting.</p> <p>How participants should create a schedule for it, steps to not be overworked, etc.</p> <p>In the second part of the activity, the facilitator will discuss SMART goals and the importance of clarity and focus in achieving them.</p> <p>Participants will learn how setting Specific, Measurable, Achievable, Relevant, and Time-bound goals can help them manage their time and energy effectively. After everyone understands what are SMART goals, they will do some examples answering the following questions to examples that the facilitator will give them:</p> <ul style="list-style-type: none"> • What exactly are you trying to achieve? • How will you know when you’ve achieved it? • Is it genuinely possible to achieve it? • Does it contribute to your growth? • When do you want to achieve this? <p>Finally, they will create their own SMART goals according to their sport circumstances.</p> <p>Following this part, the facilitator will introduce time management applications like Google Calendar, Trello and TickTick.</p> <p>Participants will learn how these tools work and how they can help them organize their tasks, allocate time efficiently, and prioritize their workload.</p> <p>After covering these topics, the facilitator will lead a reflection on the topic of the workshop, time management, how participants work on it, what works for them, advices and tricks. The goal is that, by the end of the session, everyone had time to reflect on how effective time</p>

	<p>management can lead to increased productivity, reduced stress, and greater overall success and have new tools to work on it.</p> <p>After they are done with this, they will do a closing circle in which they will talk about what they thought of this session, if they think it was helpful, what they would add or delete, what to take in consideration for the future, etc.</p>
Tips for the Trainer:	<ul style="list-style-type: none"> • Encourage active participation through interactive exercises and discussions. • Provide real-life examples and case studies relevant to sports program management.
Expected Outcome:	<p>By the end of the workshop, participants will have a deeper understanding of time management and its techniques. They will have tools and they will be equipped to prioritize tasks, organize schedules, and adapt activities to meet the diverse needs of participants, ultimately enhancing program success.</p>
Evaluation:	<p>Participants will be evaluated based on their understanding and application of time management concepts demonstrated in group activities and discussions.</p> <p>We will also give them a short survey before and after the workshop to assess their knowledge on the topic before and after the workshop.</p> <p>The first survey will have these questions:</p> <ul style="list-style-type: none"> • How would you rate your current understanding of time management concepts on a scale of 1 to 5 (1 being low, 5 being high)? • Have you previously set SMART goals for your activities or projects? • Which time management tools or techniques are you currently using, if any? • How confident are you in your ability to prioritize tasks effectively? • What challenges do you typically face when managing your time effectively? <p>The final survey will have the following questions:</p> <ul style="list-style-type: none"> • How would you rate your understanding of time management concepts after attending the workshop? (1 to 5) • Have you gained a better understanding of setting SMART goals?



	<ul style="list-style-type: none">• Which time management tools or techniques introduced in the workshop do you plan to incorporate into your routine?• Do you feel more confident in your ability to prioritize tasks effectively after the workshop?• What specific insights or strategies did you find most valuable from the workshop? How do you plan to apply what you've learned in your community sport and activism endeavors moving forward?
References:	<p>The Time Trap: The Classic Book on Time Management By Alec Mackenzie, Pat Nickerson</p> <p>https://www.tandfonline.com/doi/full/10.1080/17437199.2021.2023608</p>



Module 6: Strategic Planning For Impactful Programs

Part A – Basic Theoretical Background

1. Aim of the module

The aim of this module is to empower workshop participants to understand and apply key principles of strategic planning in order to create and implement sports programs that have a significant impact on their community. Through a fundamental understanding of the planning process, goal-setting, and strategies, participants will be empowered to develop programs that are relevant, effective, and sustainable, and that contribute to positive changes in their community.

2. Competences of this module needed

The competencies of this module are necessary for participants to acquire key skills required for successful planning and implementation of sports programs that have a real impact on the community. By adopting the principles of strategic planning, participants will be able to develop programs that are aligned with the needs and goals of the community, enhance their operational efficiency, increase their social influence, and achieve sustainability of their activities. These competencies will also enable them to better respond to dynamic challenges and opportunities in the sports sector and successfully adapt to changing circumstances. As a result, participants will be able to become key agents in promoting positive social changes through sports activities.

3. Background knowledge needed

Before accessing the module, participants will find it beneficial to possess certain background knowledge and skills to successfully master the content, such as:

- Understanding community needs and challenges
- Communication skills for collaborating with various stakeholders and community members.

4. Addressing Knowledge Gaps:

Individuals can explore supplementary resources such as literature, articles, or online courses focusing strategic programs, strategic planning, organizing sport programs. Here are some online resources available for reading and study:

- Sport Management Toolkit (<https://www.eloquens.com/tool/9AwYSBPD/strategy/all/sport-management-toolkit>) – this toolkit contains topics such as: Understand the fundamental concepts and principles of sport management, Explore the key stakeholders and their roles in the sport industry, Business plans for sports...
 - The Sport Journal (<https://thesportjournal.org/>) - This online journal publishes scientific papers, research and practices in the field of sports and physical culture, including topics related to management and planning.

- Sport Inclusion Australia Resources
(<https://sportinclusionaustralia.org.au/resources/>) - This organization provides a range of resources, tools and case studies on the inclusion of diverse groups in sport, including materials on strategic planning strategies and practices.

Part B – Practical Activity

Strategic Planning For Impactful Programs	
Overview:	This module is designed with the aim of providing participants with basic skills and tools necessary for planning and implementing sports programs that have a real impact on the local community. Through interactive and participatory activities, participants will have the opportunity to explore the importance of strategic planning in the context of sport and civic activism, and learn how to collaborate with local stakeholders to achieve common goals.
Aim of the Activity:	Provide participants with basic knowledge, skills, and tools for planning, implementing, and evaluating sports programs with a real impact on the local community. Develop an understanding of key challenges and opportunities in local communities and how strategic planning can enhance the effectiveness and sustainability of programs. Encourage participants to become active contributors to promoting inclusion, diversity, and positive social change through sports activities and civic engagement.
Group Size:	Working in groups of 4-6 people
Duration:	Total duration: approximately 120 minutes Introduction and Context (10 minutes) Understanding Community Needs (20 minutes) Planning and Objectives (30 minutes) Implementation and Collaboration (20 minutes) Evaluation and Sustainability (20 minutes) Conclusion and Action Plans (20 minutes)
Training Modules / Typology Training:	Understanding Community Needs; Planning and Objectives; Implementation and Collaboration; Evaluation and Sustainability; Conclusion and Action Plans;
Materials:	<ul style="list-style-type: none"> • Flipchart and markers • Presentation slides

	<ul style="list-style-type: none"> • Handouts and worksheets • Laptop and projector • Pens and notepads for participants <p>Web based mentimeter</p>
Description of the Activity:	<p>Introduction and Context Presentation of module objectives Brief overview of strategic planning for impactful programs in the context of sports and civic activism Challenges of inclusion and diversity in the local community through sports</p> <p>Understanding Community Needs Interactive session for identifying the needs and challenges in the local community Analysis of problems and opportunities: How sports can contribute to addressing these challenges</p> <p>Planning and Objectives Lecture on the fundamentals of strategic planning for sports programs that have a real impact on the community Small group work: Setting goals and strategies for activities in the local community</p> <p>Implementation and Collaboration Presentation of good practice examples: How other organizations have successfully implemented sports programs in their communities Discussion and dialogue: How to collaborate with local stakeholders and civil society organizations to achieve common goals</p> <p>Evaluation and Sustainability Presentation of tools for evaluating the impact of sports programs at the local level Consideration of strategies for ensuring the sustainability of sports programs and their long-term impact on the community</p> <p>Conclusion and Action Plans Summary of key lessons learned and conclusions Development of individual action plans for participants: Steps for applying what they have learned in their organizations and communities</p>

Tips for the Trainer:	<ul style="list-style-type: none"> • Encourage active participation and engagement from all participants • Provide opportunities for reflection and feedback throughout the workshop <p>Adapt activities and discussions based on the needs and interests of the participants</p>
Expected Outcome:	<p>Understanding Strategic Planning: Participants will gain a fundamental understanding of the principles and steps in the process of strategic planning for sports programs that have a real impact on the local community.</p> <p>Identification of Needs and Challenges: Participants will be able to identify key needs and challenges in their local communities and recognize how sports can contribute to addressing these issues.</p> <p>Setting Goals and Strategies: Participants will be able to set goals and develop strategies for activities in their communities to be implemented through sports programs.</p> <p>Collaboration with Local Stakeholders: Participants will develop skills for collaborating with local stakeholders and civil society organizations to achieve common goals in promoting inclusion and positive social change.</p> <p>Evaluation and Program Sustainability: Participants will be familiarize themselves with tools and methods for evaluating the impact of sports programs at the local level and develop strategies for ensuring the long-term sustainability of programs.</p> <p>Development of Action Plans: At the end of the module, participants will develop individual action plans to help them apply what they have learned in their organizations and communities.</p> <p>By achieving these outcomes, participants will be equipped to successfully plan and implement sports programs that have a positive and long-term impact on their communities, promoting inclusion, diversity, and civic activism.</p>
Evaluation:	Feedback collected through observation, group discussions and reflection sessions
References:	<p>https://library.oapen.org/bitstream/handle/20.500.12657/58721/9781849665902.pdf?sequence=1</p> <p>https://www.eloquens.com/tool/9AwYSBPD/strategy/all/sport-management-toolkit</p> <p>https://thesportjournal.org/</p> <p>https://sportinclusionaustralia.org.au/resources/</p>



	https://thecommonwealth.org/our-work/sport-development-and-peace https://www.play4theplanet.org/articles/sustainability-in-sports
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Module 7: Risk Management, and Fundamentals of Decision Making in Sports

Part A – Basic Theoretical Background

1. Aim of the module:

Provide participants with a foundational understanding of how to identify, analyze, evaluate, and mitigate risks in sports to protect athletes and ensure the smooth operation of sports programs. Cultivate the ability among participants to make strategic and tactical decisions effectively under various circumstances in sports, using systematic approaches and critical thinking.

2. Competences of this module needed

The proposed educational module aims to equip participants with critical competencies necessary for effective risk management and decision-making in sports. These competencies are intended to prepare participants for practical application in professional sports settings, enhancing both personal and organizational effectiveness. By endowing participants with these competencies, the module will not only provide a robust educational foundation but also prepare them for impactful contributions in the field of sports management. Participants will leave the course capable of effectively navigating the complexities of risk and making informed decisions that lead to successful sports outcomes.

3. Background knowledge needed

Before accessing the module, participants will find it beneficial to possess certain background knowledge and skills to successfully master the content, such as:

- Understanding community needs and challenges
- Communication skills for collaborating with various stakeholders and community members.

4. Key competencies

Risk Identification: Participants will learn to identify various risks, including physical, strategic, and operational, within sports environments.

Analytical Competence: To develop participants' abilities to analyze and assess risks using both qualitative and quantitative methods.

Risk mitigation, decision making in sport: The module will enhance participants' skills in formulating and implementing risk mitigation strategies tailored to specific sports scenarios.

Problem-Solving: Participants will acquire problem-solving skills essential for effective risk management.

Monitoring and Evaluation: The course will train participants in ongoing risk monitoring and the evaluation of mitigation strategies' effectiveness.

Communication: Participants will learn to effectively communicate risk-related information to all relevant stakeholders in sports settings.



Decision Making in Sports

Critical Thinking and Decision Analysis: The module will develop critical thinking skills necessary for sound decision-making.

Strategic Decision Making: Participants will learn to make decisions that align with strategic goals and objectives in sports management.

Adaptability and Flexibility: The course will train participants to adapt their decision-making processes to changing conditions in sports environments.

Leadership and Influence: Participants will develop leadership skills that enable them to influence decisions within a team or organization.

Ethical Judgement: The curriculum includes training in ethical decision-making, ensuring considerations for the welfare of all participants.

Technological Proficiency: Participants will be introduced to modern decision-support tools and technologies to enhance decision-making accuracy.

Integration and Application

Interdisciplinary Application: Participants will integrate knowledge from multiple disciplines including sports science, psychology, and management to inform their decision-making and risk management approaches.

Team Collaboration and Coordination: The module will focus on developing effective teamwork and coordination skills, critical for managing risks and making decisions in group settings.

Literature:

1. *"Sports Risk Management: A Practical Guide" by Dr. Herb Appenzeller*

A comprehensive guide that covers all aspects of risk management specifically tailored to the sports industry.

2. *"Game Changer: The Art of Sports Science" by Dr. Fergus Connolly*

Explores the integration of sports science into decision-making processes in sports, discussing how data and analytics can drive sports strategy and player management.

3. *Sports Management Toolkit (available through various sports governing body websites)*

These often include templates, best practices, and case studies on risk management and decision-making in sports.

4. *Google Scholar (scholar.google.com)*

A readily accessible resource for finding academic papers, theses, and books. Useful search terms might include "sports risk management," "decision-making in sports," and "sports performance analysis."

Part B – Practical Activity

Module 7. Risk mitigation, decision making in sport	
Overview:	This module is designed with the aim of providing participants with basic skills and tools necessary for planning and implementing sports programs that have a real impact on the local community.

	Through interactive and participatory activities, participants will have the opportunity to explore the importance of risk mitigation and decision making in the context of sport and civic activism, and learn how to collaborate with local stakeholders to achieve common goals.
Aim of the Activity:	<p>Provide participants with basic knowledge, skills, and tools for planning, implementing, and evaluating sports programs with a real impact on the local community.</p> <p>Develop an understanding of key challenges and opportunities in local communities and how risk mitigation, decision making in sport can enhance the effectiveness and sustainability of programs.</p> <p>Encourage participants to become active contributors to promoting inclusion, diversity, and positive social change through sports activities and civic engagement.</p>
Group Size:	Working in groups of 4-6 people
Duration:	<p>Total duration: approximately 120 minutes</p> <p>Introduction and Context (10 minutes)</p> <p>Understanding Community Needs (20 minutes)</p> <p>Planning and Objectives (30 minutes)</p> <p>Implementation and Collaboration (20 minutes)</p> <p>Evaluation and Sustainability (20 minutes)</p> <p>Conclusion and Action Plans (20 minutes)</p>
Training Modules / Typology Training:	<ul style="list-style-type: none"> • Introduction and Context • Understanding Community Needs • Planning and Objectives • Implementation and Collaboration • Evaluation and Sustainability <p>Conclusion and Action Plans</p>
Materials:	<ul style="list-style-type: none"> • Flipchart and markers • Presentation slides • Handouts and worksheets • Laptop and projector • Pens and notepads for participants <p>Web based mentimeter</p>
Description of the Activity:	<p>Introduction and Context</p> <p>Presentation of module objectives</p> <p>Brief overview of risk mitigation, decision making in sport for impactful programs in the context of sports and civic activism</p> <p>Challenges of inclusion and diversity in the local community through sports</p> <p>Understanding Community Needs</p>

	<p>Interactive session for identifying the needs and challenges in the local community</p> <p>Analysis of problems and opportunities: How sports can contribute to addressing these challenges</p> <p>Planning and Objectives</p> <p>Lecture on the fundamentals of risk mitigation, decision making in sport for sports programs that have a real impact on the community</p> <p>Small group work: Setting goals and strategies for activities in the local community</p> <p>Implementation and Collaboration</p> <p>Presentation of good practice examples: How other organizations have successfully implemented sports programs in their communities</p> <p>Discussion and dialogue: How to collaborate with local stakeholders and civil society organizations to achieve common goals</p> <p>Evaluation and Sustainability</p> <p>Presentation of tools for evaluating the impact of sports programs at the local level</p> <p>Consideration of strategies for ensuring the sustainability of sports programs and their long-term impact on the community</p> <p>Conclusion and Action Plans</p> <p>Summary of key lessons learned and conclusions</p> <p>Development of individual action plans for participants: Steps for applying what they have learned in their organizations and communities</p>
Tips for the Trainer:	<ul style="list-style-type: none"> • Encourage active participation and engagement from all participants • Provide opportunities for reflection and feedback throughout the workshop <p>Adapt activities and discussions based on the needs and interests of the participants</p>
Expected Outcome:	<p>Understanding Risk mitigation, decision making in sport: Participants will gain a fundamental understanding of the principles and steps in the process of risk mitigation, decision making in sport for sports programs that have a real impact on the local community.</p> <p>Identification of Needs and Challenges: Participants will be able to identify key needs and challenges in their local communities and recognize how sports can contribute to addressing these issues.</p>

	<p>Setting Goals and Strategies: Participants will be able to set goals and develop strategies for activities in their communities to be implemented through sports programs.</p> <p>Collaboration with Local Stakeholders: Participants will develop skills for collaborating with local stakeholders and civil society organizations to achieve common goals in promoting inclusion and positive social change.</p> <p>Evaluation and Program Sustainability: Participants will be familiarize themselves with tools and methods for evaluating the impact of sports programs at the local level and develop strategies for ensuring the long-term sustainability of programs.</p> <p>Development of Action Plans: At the end of the module, participants will develop individual action plans to help them apply what they have learned in their organizations and communities.</p> <p>By achieving these outcomes, participants will be equipped to successfully plan and implement sports programs that have a positive and long-term impact on their communities, promoting inclusion, diversity, and civic activism.</p>
Evaluation:	Feedback collected through observation, group discussions and reflection sessions
References:	<p>https://library.oapen.org/bitstream/handle/20.500.12657/58721/9781849665902.pdf?sequence=1</p> <p>https://www.eloquens.com/tool/9AwYSBPD/strategy/all/sport-management-toolkit</p> <p>https://thesportjournal.org/</p> <p>https://sportinclusionaustralia.org.au/resources/</p> <p>https://thecommonwealth.org/our-work/sport-development-and-peace</p> <p>https://www.play4thepanet.org/articles/sustainability-in-sports</p>



Section 3: Community Building and Inclusivity

Module 8: Conflict Resolution in Community Sports

Part A: Basic Theoretical Background

Conflict resolution in community sports is an important part of making sure that everyone can play in a safe and healthy environment. Because sports are competitive, they often cause disagreements. These can be between players and coaches or between parents and officials. To encourage teamwork, make sure fair play, and improve the health and happiness of everyone in the sports community, it's important to have good conflict resolution strategies.

Community sports can be tense for a number of reasons, such as different expectations, misunderstandings, and feelings of unfairness. For example, Omli and LaVoi's (2012) study found that 46% of parents of youth athletes saw verbal fights at games, showing how common these kinds of problems are. If these problems aren't fixed properly, they can make things bad for young athletes, cause more kids to drop out, and make it hard for people in the community to get along.

Setting up structured channels of communication is a good way to help resolve conflicts in community sports. Establishing clear and open lines of communication between coaches, parents, players, and officials can help make sure that complaints are dealt with quickly. For instance, the Positive Coaching Alliance (PCA) supports regular meetings and feedback sessions where issues can be brought up and dealt with in a helpful way (Thompson, 2010). This proactive approach makes sure that possible disagreements are found and settled before they get worse.

A big part of resolving conflicts is also training and education. Workshops that teach coaches and officials how to handle disagreements well can be helpful for them. PCA's "Double-Goal Coach" training stresses the need to find a balance between competing to win and teaching life lessons through sports, such as how to handle conflicts with respect and empathy (Thompson, 2010). By encouraging a culture of kindness and respect, these educational projects can make conflicts much less likely to happen.

There are many examples that show how important it is to establish a campaign to prevent and manage conflict in sports. Putting in place a mandatory Respect Campaign has really helped the Junior Football League in England cut down on aggressive behavior. The campaign includes things like briefings before games, designated areas for fans, and the hiring of Respect Marshals to keep an eye on behavior at games (The FA, 2021). Reports of abuse and conflict have gone down a lot because of these efforts, which shows how effective systematic measures are at resolving conflicts.

Another good way to settle disagreements in community sports is through mediation. A neutral third party can help make discussions easier and help people come up with solutions that work for everyone. Mediators help make sure that everyone feels heard and understood, which is very important for the resolution process.

Technology can also be used to help settle disagreements in community sports. Platforms like TeamSnap and SportsEngine offer tools for managing team feedback, communication, and

schedules, which can help solve problems before they happen. For example, a 2019 survey by TeamSnap found that scheduling and communication problems caused 30% fewer conflicts between teams that used their platform.

To sum up, resolving conflicts in community sports requires a number of different methods, such as clear communication, education, systematic interventions, mediation, and the use of technology. By using these strategies, communities can make a friendly and helpful space that not only makes sports more fun but also teaches useful skills for everyday life.

References

- Omli, J., & LaVoi, N. M. (2012). Emotional Experiences of Youth Sport Parents I: Anger. *Journal of Applied Sport Psychology*, 24(1), 10-25.
- Thompson, J. (2010). *The Double-Goal Coach: Positive Coaching Tools for Honoring the Game and Developing Winners in Sports and Life*. Harper.
- The FA. (2021). Respect Campaign. Retrieved from The FA.
- TeamSnap. (2019). How Team Management Software Reduces Conflict in Youth Sports. Retrieved from TeamSnap.

Part B: Practical Activity

Harmony on the Field	
Overview:	This activity focuses on conflict resolution in community sports, aimed at teaching participants effective strategies for managing and resolving conflicts that arise during sports activities.
Aim of the Activity:	To enhance participants' understanding of conflict resolution techniques. To improve communication and cooperation among team members. To foster a positive and inclusive sports environment.
Group Size:	Groups of 3-5 people.
Duration:	2 h
Training Modules Typology Training:	/ Operational skills
Materials:	<ul style="list-style-type: none"> • Flip chart and markers • Notebooks and pens • Printed handouts on conflict resolution techniques • Role-playing scenario cards
Description of the Activity:	1) The trainer introduces the participants to the topic and purpose of the workshop: how to manage conflicts in

	<p>community sports. The trainer shows slides containing the knowledge about the topic. (15-20 min)</p> <p>2) The trainer divides the participants into groups of 3-5 people and assigns each group a role play situation in which they have to solve a conflict. The trainer can use examples of real situation that he/she knows or search them online, e.g. “two players are arguing during a match because the first one offended the second one. How would you solve the conflict?”.</p> <p>4) Each group is asked to identify the possible solution and to create all the possible ways in which the conflict would be solved, to understand which one would be the best one. (40 min).</p> <p>5) After choosing the best way to solve the conflict, every group shows its progress to the others in a short presentation. Groups give feedbacks to each other (30 mins + 10 evaluation).</p>
Tips for the Trainer:	<ul style="list-style-type: none"> • Be familiar with conflict resolution techniques and sports dynamics. • Create a safe and respectful environment for open discussion. • Encourage participation and ensure all voices are heard during activities. • Be prepared to mediate if any real conflicts arise during the session.
Expected Outcome:	<p>Participants will gain knowledge and skills in conflict resolution.</p> <p>Improved communication and cooperation within sports teams.</p> <p>Reduced number of conflicts and better handling of conflicts when they occur.</p>
Evaluation:	<p>The success of the workshop will be evaluated during the group discussion phase, which will depend on the quality of the feedback participants are able to give to peers.</p>
References:	<p><i>Articles:</i></p> <ul style="list-style-type: none"> • Johnson, D. W., & Johnson, F. P. (2017). <i>Joining Together: Group Theory and Group Skills</i>. Pearson. • Tjosvold, D. (2008). The Conflict-Positive Organization: It Depends Upon Us. <i>Journal of Organizational Behavior</i>, 29(1), 19-28.



	<ul style="list-style-type: none">• Sport England. (2016). Guide to Resolving Conflict in Sports Teams.• Ryan Hedstrom, PhD. Coaching Through Conflict: Effective Communication Strategies. Manchester College.
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Module 9: Community Engagement

Part A – Basic Theoretical Background

1. Aim of the Module

The aim of this module is to equip participants with the knowledge and skills necessary for effective community engagement. Specifically, the module will focus on understanding the principles and strategies of community engagement, with a particular emphasis on inclusivity. The module emphasizes that community engagement doesn't need to be complex. Instead, it centers on the simple yet powerful principles of communication, active listening, and collaboration with people to grasp their needs effectively.

2. Importance of Competencies

Acquiring competencies in community engagement helps to create meaningful connections with community members. This will foster a sense of belonging and inclusivity within the community. It will contribute to the development of social cohesion and overall well-being among residents. Moreover, effective community engagement efforts not only strengthen the bonds between the organization and its community but also enhance the organization's identity as one that values and prioritizes the voices and experiences of those it serves.

The ability to engage the community is crucial, particularly in the context of deprived city neighborhoods. Effective community engagement in these areas is vital for fostering trust and cooperation, addressing social inequities, promoting inclusivity and social cohesion, enhancing local resilience, and empowering residents.

3. Background Knowledge

Participants should understand how communities work, knowing they are diverse and complex. They should grasp what makes a community feel united and why that is important for bringing people together and making them stronger. It is also crucial for them to understand the value of including everyone and respecting differences in community development. They need good people skills too, such as building relationships and gaining trust, to work well with different groups in the community.

4. Addressing Knowledge Gaps

Participants can delve into recommendations to deepen their knowledge of community engagement theory and practices. Participating in workshops or training sessions centered on relationship-building equips them with practical skills for effective engagement.

5. References:

Council of Europe. (n.d.). *Civil Participation in Decision-Making Toolkit*. Retrieved June 11, 2024, from <https://rm.coe.int/civil-participation-in-decision-making-toolkit/-168075c1a5>
A Ladder Of Citizen Participation. Sherry Arnstein's Ladder of Citizen Participation describes how levels of citizen agency, control, and power can be increased. Arnstein, Sherry R. "A Ladder Of Citizen Participation." *Journal of the American Institute of Planners* 35, no. 4 (1969): 216–24. doi:10.1080/01944366908977225.

Knechtel, C. (2023). "Learning from Arnstein's Ladder: From Citizen Participation to Public Engagement." Routledge.
Thttps://www.routledge.com/Learning-from-Arnsteins-Ladder/Citizen-Participation/Public-Engagement.

Part B – Practical Activity

Understanding the Diverse Dynamics of the Community	
Overview:	The primary goal of this workshop is to enhance participants' understanding and practical skills in community engagement within the context of sports organizations. By the end of the workshop, participants will be equipped with techniques for effectively engaging their nearby communities.
Aim of the Activity:	The primary goal of the workshop is to enhance participants' understanding and practical skills in community engagement within the context of sports organizations. By the end of the workshop, participants should be equipped with the techniques for engaging thier nearby communities.
Group Size:	The workshop is designed for a group of 3-9 participants to facilitate interactive discussions and activities.
Duration:	70 min (including a preliminary introduction excluding breaks)
Training Modules Typology Training:	Importance of Community Engagement in Sports Identifying Stakeholders and Building Relationships Developing Inclusive Community Engagement Strategies Practical Exercises and Case Studies
Materials:	Flipchart and markers Presentation slides Handouts and worksheets Laptop and projector Pens and notepads for participants Web-Based Mentimeter (Mentimeter is a web-based tool that transforms presentations into engaging conversations through interactive polls. It is designed to enhance participation in meetings and classrooms by allowing presenters to create real-time polls, quizzes, word clouds, and Q&A sessions that the audience can respond to using their smartphones or other devices. This interactivity helps to keep participants engaged, encourages active participation, and provides instant feedback, making the session more dynamic and interactive.)
Description of the Activity:	Mentimeter (5 min): Ask participants to respond with three key words to the question: "Why is community engagement important?"

	<p>This activity will set the tone for the workshop and encourage participants to start thinking about the significance of community engagement.</p> <p>Presentation (20 min): Follow the Section 3 Module 9 presentation about “Introduction to Community Engagement in Sports Organizations” Present case studies analysis to explore effective community engagement strategies Stay in the role playing exercise section of the presentation and give information about the role playing exercise starting from the roles that participants can choose</p> <p>Role-playing exercises (total 45 min) to practice stakeholder engagement and communication skills. Give each participant a role in the community. One person should be a sports operator responsible for designing a co-created community sports event. The community sports event should include other community groups.</p> <p>Assign Roles (10 min):</p> <ul style="list-style-type: none"> • Sports Operator (Trainer): Responsible for organizing the community sports event. • Inactive Neighbor: A resident who does not currently participate in sports activities. • Active Neighbor: An enthusiastic participant in sports activities, excited about the event, and keen to contribute ideas for its success. • Local Business Owner: Owns a business in the neighborhood. • Youth Representative: Represents a younger demographic. • Elderly Resident: A senior member of the community who may have mobility or accessibility concerns regarding the event. • Community Leader: Holds influence within the neighborhood. • Local Authority Representative: Represents the local government or municipality. • Media Representative: Represents local media outlets. <p>Scenario Setup through role playing 15 min:</p>
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	<ul style="list-style-type: none"> Participants enact their roles in a simulated planning meeting. Share their perspectives and concerns based on their assigned roles. Facilitates the discussion and guides the group through the planning process. Focuses on communication and collaboration, addressing potential challenges and opportunities for the event. All participants collaboratively brainstorm ideas for the event, considering the needs and contributions of each stakeholder. Design a co-created community sports event. Each participant, in their assigned role, will contribute to the planning and execution of the event. <p>Group Discussions and Reflection (10 min)</p> <ul style="list-style-type: none"> Debriefing: <ul style="list-style-type: none"> Discuss the outcomes of the role-playing exercise. Reflect on the dynamics of stakeholder engagement and the importance of considering diverse perspectives. Encourage participants to share their experiences and insights from the exercise. <p>Feedback and Adaptation (10min):</p> <ul style="list-style-type: none"> Collect feedback from participants on the workshop activities. Discuss how the techniques and strategies learned can be applied to their own sports organizations
Tips for the Trainer:	<p>Encourage active participation and engagement from all participants</p> <p>Provide opportunities for reflection and feedback throughout the workshop</p> <p>Adapt activities and discussions based on the needs and interests of the participants</p>
Expected Outcome:	<p>Understand the importance of community engagement in sports organizations</p> <p>Identify key stakeholders</p> <p>Gain practical skills and confidence in implementing effective community engagement initiatives</p>



Evaluation:	Feedback collected through group discussions and reflection sessions
References:	Football Foundation. (n.d.). Community Engagement Toolkit: Making a Plan. Retrieved June 11, 2024, from https://footballfoundation.org.uk/Community-Engagement-Toolkit/Making-a-Plan

Module 10: Adaptable Inclusive Sports

Part A – Basic Theoretical Background

1. Aim of the Module

The aim of this module is to provide participants with a comprehensive understanding of adapted and inclusive sport, highlighting that it's not solely focused on disability. It encompasses creating environments where individuals of all abilities feel welcomed and included, fostering a sense of belonging and participation for everyone.

2. Importance of Competences:

Encouraging social inclusion, physical activity, and overall well-being for all participants is a key focus. Discussions revolve around developing strategies to establish adaptable and inclusive sports environments that cater to diverse abilities and encourage participation from everyone. While there has been growth in opportunities and investment in adaptive sports, barriers such as financial constraints, educational limitations, and medical challenges continue to hinder the participation of individuals in sports, both at amateur and professional levels.

3. Background Knowledge:

Participants have a foundational understanding of diversity in sports. This includes recognizing the factors such as abilities, age, gender, cultural background, and socio-economic status. Basic coaching or sports management principles are also beneficial.

4. Addressing Knowledge Gaps:

Adapted and inclusive sport goes beyond disability inclusion. It addresses the diverse needs and preferences of all individuals, regardless of their physical or cognitive abilities.

5. References:

Stanojevic, C., Kim, Y., Piatt, J., & Kim, J. (2023). The Inclusive Adaptive Sport Program on a College Campus: Changing the Narrative. *Recreational Sports Journal*, 47(2), 83-97. <https://doi.org/10.1177/15588661231156140>

Part B – Practical Activity

Developing Self-Efficacy	
Overview:	The workshop focuses on organizing an imaginary sports event by a sports operator to develop and implement inclusive sports activities. Participants will work in small groups to identify and address the barriers faced by disadvantaged groups in sports, brainstorm strategies for promoting inclusion, and enhance their understanding of adaptable and inclusive sports practices. Through

	collaborative exercises and discussions, participants will gain practical skills and insights into creating a more inclusive sports environment.
Aim of the Activity:	The primary goal of the practical exercises is to provide participants with the knowledge of adapted and inclusive sport and how its meaning goes beyond disability inclusion. The workshop aims to foster active participation, collaboration, and understanding of the various barriers and strategies for promoting inclusivity in sports.
Group Size:	The practical activities are designed for small groups of 3-9 participants to facilitate active participation and collaboration.
Duration:	90 min (including a preliminary introduction)
Training Modules / Typology Training:	What is adaptable and inclusive Sports The barriers for adaptable and inclusive sports Strategies for Inclusive adaptable and inclusive sports Hands-On Activity Session
Materials:	Slides and presentations for the theory White papers White board or flipchart Pens and color pencils Instructions for the activity (Section 3 Module 10 presentation slide number 9)
Description of the Activity:	<p>Mentimeter (5 min) : A warm up question to participants Identify, with three key words, who you believe are disadvantaged in participating in sports activities.</p> <p>Presentation (15 min): Introduction to Adaptive and Inclusive Sports and examples to explore best practices (The Section 3 Module 10 presentation is used in this stage).</p> <p>Imaginary Organization (70 min) Engage in an exercise designed to enhance understanding and practice of adaptable and inclusive sports within an imaginary organization.</p> <p>Instructions (20 min):</p> <ul style="list-style-type: none"> At least two people form a group. Each group selects one sports activity.

	<ul style="list-style-type: none"> • Each group defines one disadvantaged group within the chosen sports activity. Such as <ul style="list-style-type: none"> ◦ Groups having social barriers: Despite their interest in sports, an individual encounters discrimination and a lack of awareness about inclusivity, which hinders their acceptance and participation in sports activities. ◦ Groups having financial barriers: A person seeking opportunities to engage in sports struggles with limited resources and funding, making it difficult to afford equipment, coaching, or participation fees. ◦ Groups having attitudinal barriers: Aspiring to engage in sports after facing a disability, an individual encounters negative attitudes and misconceptions that undermine their confidence and integration into the sports community. • Identify three key barriers faced by a selected disadvantaged group in participating in the selected sports activity. (15 min) • Brain storm and devise three strategies aimed at promoting inclusion and overcoming these barriers. (25 min) <ul style="list-style-type: none"> ◦ Participants write these barriers and strategies in the flipchart with different color pens. ◦ One of the participants presents the strategies <p>Group discussions on the workshop (10 min)</p> <ul style="list-style-type: none"> • All participants discuss what they learned from each other about consideration of various sports activities and disadvantaged groups. • the range of inclusion strategies.
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	<ul style="list-style-type: none">the challenges faced during strategy development
Tips for the Trainer:	Encourage participants to consider a wide range of sports activities and disadvantaged groups to ensure a comprehensive exploration of inclusion strategies.
Expected Outcome:	Participants gain an understanding of the challenges faced by disadvantaged groups in participating in sports activities. They become more aware of the various barriers to inclusion. Participants develop problem-solving skills as they devise strategies to promote inclusion in sports.
Evaluation:	Feedback collected through group discussions and debrief sessions.
References:	<p>Disability Sport. (n.d.). <i>Adaptive vs Inclusive Sports</i>. Retrieved June 11, 2024, from https://www.disabilitysport.org.uk/adaptive-vs-inclusive-sports.html</p> <p>Global Sport Matters. (2022, September 21). <i>What Adaptive Athletes Think About the Future of Sports</i>. Retrieved June 11, 2024, from https://globalsportmatters.com/research/2022/09/21/what-adaptive-athletes-think-future-sports/</p> <p>Sport for Life. (2023, May 26). <i>Adaptive Sport Strategy</i>. Retrieved June 11, 2024, from https://sportforlife.ca/wp-content/uploads/2023/05/Adaptive-Sport-Strategy_EN_FINAL-20230126.pdf</p>



Module 11: Social Network Building & Advocacy and Outreach Strategies in Sports Engagement

Part A: Basic Theoretical Background

The module “Social Network Building & Advocacy and Outreach Strategies in Sports Engagement” is part of the Community Building and Inclusivity section, for which actual and practical competences are supported in their development.

The goal of the module is to teach people how to make friends, support important causes, and reach out to people through sports in a good way. People who sign up will learn how to use social media to build dynamic networks, interact with fans, and talk to each other clearly. They will learn how to organize support for important causes, work with athletes, and plan lobbying efforts. In addition, they will learn how to reach out to everyone, plan neighborhood events, and work with local groups. By using these tactics together, participants will get more people involved in sports and help bring about good changes in the sports community.

Social Network Building in Sports Engagement

In Sports Engagement, building social networks is important for building community, getting more people to participate, and getting the word out about events. Anywhere you go, there are social networks where players, fans, and organizations can meet, talk about their experiences, and help each other. Organizations in the sports world can reach more people, interact with their followers in real time, and make fans feel like they join by using social media. For instance, a study by Nielsen Sports found that sports teams with strong social media engagement see a significant increase in fan attendance at games. Moreover, for a sportsman or a team, having a large following on social media is crucial to be able to earn money from sponsorships. Also, according to Nielsen, in a study of some NBA teams, a sports drink owes 71% of its success to the way it is sponsored on the social channels of the teams and players. This connection not only makes the experience better for people who are already part of the group, but it also brings in new people.

Advocacy Strategies in Sports

In sports, advocacy means backing and pushing causes or policies that are in line with the community's values and goals. Advocacy tactics that work can bring people together, change public opinion, and bring about change in the sports business. This can include fighting for fair play, respect, and acceptance in sports. Using famous players as advocates can help get the word across to more people, thanks to their platforms and fame. For example, many athletes like LeBron James have used their social platform to advocate for social justice issues, significantly raising awareness and influencing public discourse. Sports groups and famous athletes can bring attention to important problems and push for positive changes by working together on projects and forming partnerships with other groups that are relevant.



Outreach Strategies for Greater Engagement

Outreach tactics are important for getting more people to participate in sports and connecting with a wide range of people. This means going out to groups that aren't well-represented, making programs that are open to everyone, and making sure that everyone can play sports. For example, the "Project Play" initiative by the Aspen Institute has successfully increased sports participation in underserved communities by implementing targeted outreach programs. Targeted marketing efforts, community events, and educational classes can all help get more people involved and raise awareness. Outreach activities can reach more people by working together with schools, community centers, and other local groups. This way, everyone can get involved in sports, no matter their background or skill.

Integrating Social Networks and Advocacy for Impactful Outreach

Building social networks along with lobbying and outreach tactics is a powerful way to get more people involved in sports. Sports groups can get their advocacy ideas across to a bigger audience and more people more successfully by using social media. Engaging material, like athlete stories, behind-the-scenes looks, and engaging campaigns, can bring attention to advocacy efforts and get more people in the community involved. A campaign by the NFL's "My Cause My Cleats" initiative has shown how integrating social advocacy with sports can lead to significant increases in community engagement and support. This unified approach not only makes the sports community stronger, but it also makes sure that important issues are brought up and dealt with, making the setting more welcoming and helpful for everyone.

References:

- Perspectives: Social Media and Sponsorship, Nielsen Sports (<https://niensports.com/perspectives-social-media-sponsorship/>)
- Meet Your 2020 Sportsperson of the Year Winners: LeBron James, Sports Illustrated (<https://www.si.com/sportsperson/2020/12/07/lebron-james-lakers-sportsperson-a-ward-kareem-abdul-jabbar>)
- Project Play, (<https://projectplay.org/youth-sports/facts/challenges>)
- My Cause, My Cleats (<https://www.nfl.com/causes/my-cause-my-cleats/>)

Part B: Practical Activity

Social Network Campaign Simulation	
Overview:	In this interactive activity, participants will work in small groups to create and execute a social network campaign designed to enhance sports engagement, promote advocacy, and implement outreach strategies. By simulating a real-world scenario where they act as social media teams for a fictional sports organization, participants

	will gain practical experience in leveraging social media for community building and advocacy.
Aim of the Activity:	To provide participants with hands-on experience in creating and executing a social network campaign that promotes sports engagement, advocacy, and outreach.
Group Size:	Groups of 3-5 people.
Duration:	2 hours
Training Modules / Typology Training:	Community Building and Inclusivity
Materials:	<ul style="list-style-type: none"> • Computers or tablets with internet access • Access to social media platforms (Facebook, Twitter, Instagram) • Presentation software (e.g., PowerPoint, Google Slides) • Flip charts and markers • Printed handouts of campaign guidelines and objectives
Description of the Activity:	<p>1. Introduction (10 minutes): The facilitator will introduce the activity by explaining the importance of social network building, advocacy, and outreach in sports engagement. Emphasize how social media can be leveraged to create a sense of community, promote causes, and increase participation in sports activities.</p> <p>2. Group Formation (5 minutes): Divide participants into small groups of 4-5 people. Each group will act as a social media team for a fictional sports organization.</p> <p>3. Campaign Planning (20 minutes): Each group will choose a specific sport and a related advocacy cause (e.g., promoting gender equality in soccer, encouraging youth participation in basketball, reducing plastic use in outdoor sports). They will then outline a social media campaign that includes:</p> <ul style="list-style-type: none"> • Objectives: What they aim to achieve with the campaign. • Target Audience: Who they want to reach. • Key Messages: Core messages to communicate. • Platforms: Which social media platforms to use and why. • Content Ideas: Types of posts (e.g., videos, infographics, athlete testimonials) and a content calendar.

	<p>4. Content Creation (1 hour):</p> <p>Groups will create sample content for their campaign using available tools. This could include designing a social media post, writing a blog entry, or creating a short video. Encourage creativity and the use of different media formats to engage their target audience.</p> <p>5. Presentation and Feedback (20 minutes):</p> <p>Each group will present their campaign plan and sample content to the others in 5 minutes. Presentations should cover their objectives, target audience, key messages, platforms, and sample content. After each presentation, allow time for feedback and discussion, focusing on the strengths and potential improvements for each campaign.</p> <p>6. Debrief and Reflection (5 minutes):</p> <p>Conclude the activity with a group discussion on what they learned from the exercise. Ask participants to reflect on the challenges they faced in planning and creating their campaigns, as well as any new insights gained about using social networks for sports engagement and advocacy.</p>
Tips for the Trainer:	<p>Check that there is an efficient Internet connection</p> <ul style="list-style-type: none"> • Prepare some categories of sports and topics for the exercise
Expected Outcome:	<p>Participants understand the importance of social networks in sports.</p> <p>Participants understand how to structure a social media campaign.</p>
Evaluation:	<p>The evaluation consists of steps 5 and 6 of the exercise. Participants demonstrate their understanding of the objectives if they complete the exercise and are able to give feedback to peers.</p>
References:	<ul style="list-style-type: none"> • European Commission - Sport Policy (https://sport.ec.europa.eu/policies) • European Journal for Sport and Society (https://www.tandfonline.com/journals/ress20) • Journal of Sport Management (https://journals.humankinetics.com/view/journals/jsm/jsm-overview.xml) • Understanding Professional Athletes' Use of Twitter: A Content Analysis of Athlete Tweets (https://www.researchgate.net/publication/283985906_Understanding_Professional_Athletes'_Use_of_Twitter_A_Content_Analysis_of_Athlete_Tweets)



	<ul style="list-style-type: none">• The Importance of Social Media for Athletes (https://sportfive.com/beyond-the-match/insights/importance-social-media-for-athletes)
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Module 12: Resilience and Adversity

Part A – Basic Theoretical Background

1. Aim of the Module

The aim of this workshop is to empower participants with the knowledge, skills, and tools to enhance their resilience specifically within the context of sports.

By exploring different strategies and receiving expert guidance, attendees will learn how to effectively navigate challenges, optimize their performance, and maintain their well-being while engaging in sports activities. Through practical exercises and the creation of personalized resilient plans, participants will be equipped to overcome obstacles and unlock their full potential both on and off the field.

Ultimately, the workshop aims to foster a resilient mindset that enables individuals to thrive in their sporting endeavors and more.

2. Importance of Competences:

Including a module on resilience in a community sport and activism manual is vital for equipping individuals and groups with the mindset and skills to navigate challenges effectively. Resilience fosters perseverance, adaptability, and motivation, sustaining momentum even in the face of setbacks. It helps manage stress, build emotional strength, and promote well-being, crucial for those engaged in emotionally taxing work. By cultivating resilience, individuals can better sustain their efforts, overcome obstacles, and remain committed to their goals in the long term. Moreover, resilience empowers individuals to bounce back from failures, learn from setbacks, and continue making meaningful contributions to their communities.

3. Background Knowledge:

It's not needed to know general information about the topic "resilience and adversity" though they do need to know basic technology, since they need to use applications during the workshop, participants should be comfortable using digital tools and navigating them.

4. Addressing Knowledge Gaps:

Individuals can explore supplementary resources such as literature, articles, or online courses focusing on resilience, mental health, and sports-based interventions. Some examples that we have found very interesting for this topic are:

- Blanco-García, C., Acebes-Sánchez, J., Rodríguez-Romo, G., & Mon-López, D. (2021). Resilience in sports: Sport type, gender, age and sport level differences. *International journal of environmental research and public health*, 18(15), 8196. (<https://www.mdpi.com/1660-4601/18/15/8196>)
- Lee, T. Y., Cheung, C. K., & Kwong, W. M. (2012). Resilience as a positive youth development construct: a conceptual review. *The Scientific World Journal*, 2012. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3353472/>)

- Hill, Y., Den Hartigh, R. J., Meijer, R. R., De Jonge, P., & Van Yperen, N. W. (2018). Resilience in sports from a dynamical perspective. *Sport, Exercise, and Performance Psychology*, 7(4), 333. (<https://psycnet.apa.org/record/2018-02766-001>)
- Wiedenman, E. M., Kruse-Diehr, A. J., Bice, M. R., McDaniel, J., Wallace, J. P., & Partridge, J. A. (2023). The role of sport participation on exercise self-efficacy, psychological need satisfaction, and resilience among college freshmen. *Journal of American College Health*, 1-8. (<https://www.tandfonline.com/doi/abs/10.1080/07448481.2023.2177817>)

Part B – Practical Activity

Resilience Against Adversity	
Overview:	The workshop offers participants an opportunity to explore the concept of resilience within the context of sports. Attendees will discover diverse strategies for bolstering resilience while actively participating in sports activities. Expert guidance will be provided on building resilience to effectively navigate challenges and optimize performance. Through practical exercises and discussions, participants will craft their personalized resilient plans, equipping them with the tools to excel both in sports and in life.
Aim of the Activity:	Empower participants with the knowledge, skills, and tools to enhance their resilience in the context of sports. Learn how to effectively navigate challenges, optimize their performance, and maintain their well-being Create personalized resilient plans
Group Size:	20 participants
Duration:	10 mins. Explain the module and the structure of the workshop 45 mins Theory Part and get to know at what point is everyone regarding resilience 40 mins. Activity: The Resilience Plan (The Four S's) 15 mins. Evaluation and Feedback of the session
Training Modules / Typology Training:	The facilitator will explain the aims of the workshop - using resilience as an encouragement and show participants models of development based on resilience, everyone will have a time to fill out the template of the first activity to think about their mindset on those topics and there will be some time to talk out loud about it if someone feels prepared to share it. There will be a time to create their own Resilience Plan to have it in times when they will need it and they can also share it with the group.
Materials:	<ul style="list-style-type: none"> • Slides and presentations for the theory • White papers • Pens and color pencils • Templates for the 2 different activities

<p>Description of the Activity:</p>	<p>At the start of the workshop, the leader will explain what the workshop aims to achieve. Then, the workshop will start with a theoretic part in which the concept of “resilience” will be defined. This will be followed by the introduction of several relevant models that can be applied in sports settings: the Determinant or Substantial Predictor Model, the Courage Model, and the Problem Avoidance Model. These models provide valuable frameworks for understanding and addressing challenges in sports and can empower participants to navigate difficult situations effectively.</p> <ul style="list-style-type: none"> • The Determinant or Substantial Predictor Model focuses on identifying key factors that contribute to success or resilience in sports. By understanding these determinants, athletes can develop strategies to enhance their performance and overcome obstacles. • The Courage Model emphasizes the importance of courage in facing challenges and adversity in sports. It highlights the mindset and actions required to confront difficulties with bravery and determination, ultimately leading to personal growth and achievement. • The Problem Avoidance Model explores the concept of problem avoidance and its impact on performance in sports. It encourages athletes to recognize and address potential problems proactively, rather than avoiding or ignoring them, thus promoting resilience and success. <p>Now, so that they start getting into a mindset to work on themselves, the facilitator will give them a template in which the participants will be instructed to indicate on the scale from 1 to 5 how they feel in regards to these two opposite statements. This is the template:</p> <p>“I did better than I thought I would” vs. “I didn’t do as well as I imagined” “I pushed myself and worked hard” vs. “I could have tried a bit harder” “I took a chance by trying out something new” vs. “I stuck to what I knew, because that’s what I feel sure of.” “I changed my work as I went along” vs. “I stuck to my approach throughout” “I listened to others’ feedback” vs. “I kept going using my own approach” “I was clear on the task” vs. “I was unsure what I was supposed to do” “I’m satisfied with my results” vs. “I’m not content with my results” “I was working on a deadline” vs. “It was a continuing project”</p>
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	<p>Then, they will start with the activity “The Resilience Plan (The Four S’s)” in which they will be creating their own plan to have and use when they feel that they need help. For this, they will fill out the following steps:</p> <ol style="list-style-type: none"> 1. Think back on previous situations: <ol style="list-style-type: none"> a. Recall a recent example of resilience b. Identify supportive people c. Identify strategies d. Identify sagacity (Sagacity is the wisdom and insight that you hold onto. It can come from song lyrics, novels, poetry, spiritual writings, quotes from the famous, the sayings of one’s grandparent, or learning from one’s own experience) e. Identify Solution-Seeking behaviors 2. My Resilience Plan <ol style="list-style-type: none"> a. Describe a current difficulty b. Apply the resilience plan to this difficulty c. Carry out your resilience plan 3. Evaluation <ul style="list-style-type: none"> • How was it for you to carry out your resilience plan? Did it help you bounce back from this difficulty? • What resources were most helpful to you? Why? • What resources were least helpful to you? Why? • Did you not use any resources, and if so, why? • Is there anything you would like to add to your resilience plan? • In what other areas of your life could you use your resilience plan? How might things improve for you? <p>After they are done with this, they will do a closing circle in which they will talk about what they thought of this session, if they think it was helpful, what they would add or delete, what to take in consideration for the future, etc.</p>
Tips for the Trainer:	Encourage active participation and provide opportunities for reflection and discussion.
Expected Outcome:	By the end of the workshop, participants can expect to have a deeper understanding of resilience and practical strategies for building resilience in the face of challenges and adversity. They will feel empowered to navigate their life circumstances with confidence and resilience.
Evaluation:	Evaluation will be conducted informally through observation and participant feedback during the workshop. Participants will have the opportunity to reflect on their learning experience and assess their progress in applying resilience-building strategies.

	<p>We will also give them a short survey before and after the workshop to assess their knowledge on the topic before and after the workshop.</p> <p>The first survey will have these questions:</p> <ul style="list-style-type: none"> • How would you rate your current understanding of resilience concepts on a scale of 1 to 5 (1 being low, 5 being high)? • Have you previously utilized strategies to enhance your resilience in sports or activism? • What resilience-building techniques or practices are you currently employing, if any? • How confident are you in your ability to bounce back from setbacks or challenges in your sporting or activism endeavors? (Low/Medium/High) • What challenges do you typically face when trying to maintain resilience in your sports or activism pursuits? <p>The final survey will have the following questions:</p> <ul style="list-style-type: none"> • How would you rate your understanding of resilience concepts after attending the workshop? (1 to 5) • Have you gained new insights into building resilience specifically in the context of sports or activism? • Which resilience-building tools or techniques introduced in the workshop do you plan to integrate into your routine? • Do you feel more confident in your ability to maintain resilience in the face of challenges after the workshop? • What specific insights or strategies did you find most valuable from the workshop? • How do you plan to apply the resilience skills and strategies you've learned to your community sport and activism endeavors moving forward?
<p>References:</p>	<p>https://psycnet.apa.org/record/2018-02766-001</p> <p>https://www.mdpi.com/1660-4601/18/15/8196</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3353472/</p> <p>https://positivepsychology.com/resilience-activities-worksheets/</p>





Educational Programme

The Neighborhood Program includes 2 days of activities to be held in each of the partner countries. The activities will be dedicated to target disadvantaged people, e.g. coming from urban areas to be regenerated or people with disabilities, people with migrant background. The activities to be implemented during these two days should focus on using Non Formal Education methodology, and specifically Education Through Sport methodology.

The goal of this event will be to use NFE and ETS methodologies in order to convey the values of inclusiveness and sustainability through sports activities. The other major objective of the project will be to promote the regeneration of urban areas that were the subject of the initial research of the CISCA project.

The activities are to be divided into 4 macro-areas, which are the **topic** of our project, and each partner has to create 2 related activities. The macro-areas are, and respective modules of the educational programme are the following:

- **Inclusiveness**
- **Community engagement**
- **Regeneration of urban areas**
- **Sustainability social issues**
- **Sustainability environmental issues**

Inclusiveness

Inclusiveness is a principle that integrates diverse individuals into all aspects of society to make sure that everyone has the same chances, resources, and decision-making processes, regardless of their background, identity, or situation. Communities are enriched when people of different races, ethnicities, genders, ages, sexual orientations, abilities, socioeconomic backgrounds, and cultures are accepted and celebrated.

Creating inclusive environments means making sure that everyone feels appreciated and respected, going beyond tolerance to real acceptance and taking an active role in diversity. By supporting fairness and equality, inclusive societies get rid of any physical, social, or institutional barriers that keep people from participating. Underrepresented and marginalized groups are included, heard, and their needs are met.

In businesses, being inclusive means putting in place rules and procedures like diversity training, fair hiring, and support networks for groups that aren't well-represented. Valuing diverse perspectives and experiences drives innovation, enhances problem-solving, and improves overall performance.

In education, inclusiveness means making sure that everyone has equal access to learning opportunities, taking into account different learning styles and needs, and creating spaces where difference is valued. It's very important to make sure that students are safe and getting the help they need, and to include a variety of situations in the lessons.

When building a community, being inclusive helps bring people together by getting everyone involved, which creates a sense of belonging and of shared duty. In turn, this makes groups stronger and more able to deal with problems as a whole. An inclusive society is the one where everyone can thrive, where differences are seen as strengths, and where respect and understanding are normal.

Module: INCLUSIVENESS	
Topic: Promoting Teamwork, Empathy, and Physical Activity in an Inclusive Environment	
Duration: 1 hour and a half	
Location: Indoor or outdoor	
Objectives	
<ul style="list-style-type: none">• To promote teamwork and empathy through inclusive relay races.• To encourage physical activity and engagement among participants of varying abilities.• To foster a sense of community and mutual support.	
Materials needed	
<ul style="list-style-type: none">• Cones or markers for setting up relay stations• Various types of balls (e.g., soccer balls, tennis balls)• Adaptive sports equipment (e.g., wheelchairs, crutches, blindfolds)• Ribbons or tags for team identification	
Step by step description of the activity	

Name of the activity: Inclusive Relay Race

Step 1: Introduction and warm-up (10 minutes)

- Welcome and Warm-up: Welcome participants and begin with a light warm-up that includes stretching and simple exercises accessible to all. Provide options for those with limited mobility, such as seated stretches.

Step 2: Forming teams (5 minutes)

- Divide participants into teams with mixed abilities, ensuring each team has a diverse group of individuals. Purpose: To create balanced teams that encourage inclusivity.

Step 3: Setting Up the Relay (5 minutes)

- Set up the relay course with different stations that require various skills and adaptations. For example:

Station 1: Dribbling a soccer ball around cones.

Station 2: Passing a ball overhead between team members.

Station 3: Navigating through cones in a wheelchair.

Station 4: Walking with a blindfold (guided by a teammate).

Step 4: Relay Race (50 minutes)

- Teams compete in the relay race, with each member completing one station before passing the baton to the next. Emphasize the importance of communication, support, and cooperation.
- Ensure each station is adapted to allow full participation. For example, those who cannot run can participate in the wheelchair slalom or guided walking.
- Purpose: To promote unity, teamwork, and physical activity in an inclusive setting.

Step 5: Debriefing and Discussion (10 minutes)

- Gather participants for a group discussion. Ask questions such as:
- How did you feel working together as a team?
- What challenges did you face, and how did you overcome them?
- How can we apply the lessons from this activity to promote inclusivity in daily life?
- Purpose: To reflect on the activity and reinforce the importance of inclusiveness.

Step 6: Cool Down (5 minutes)

- Lead participants through a cool-down session with light stretching, ensuring all can participate.

Recommendations for participants/TRAINERS

- Create balanced teams that consider individual abilities and strengths.
- Foster a positive and supportive environment, encouraging communication and cooperation among participants.
- Monitor group dynamics closely and address any issues or conflicts sensitively and promptly.

<ul style="list-style-type: none"> Model inclusive behavior and facilitate meaningful reflection and discussion during the debriefing session. 	
Resources and further reading	
https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-what-is-it	
Module: INCLUSIVENESS	
Topic: Encouraging Cooperation, Communication, and Inclusiveness through Parachute Games	
Duration: 2 hours and 20 minutes	
Location: Indoor or outdoor	
Objectives	
<ul style="list-style-type: none"> To foster cooperation and communication through fun and engaging parachute games. To promote inclusiveness and teamwork among participants of diverse backgrounds and abilities. To encourage physical activity and engagement in an accessible manner. 	
Materials needed	
<ul style="list-style-type: none"> Large parachute Soft balls or lightweight objects Music player and speakers 	
Step by step description of the activity	
Name of the activity: Inclusive Parachute Games	
Step 1: Introduction and warm-up (10 minutes)	
<ul style="list-style-type: none"> Welcome and Warm-up: Welcome participants and start with a light warm-up that includes stretching and simple exercises accessible to all. Provide options for those with limited mobility, such as seated stretches. 	
Step 2: Parachute Games (60 minutes)	
<ul style="list-style-type: none"> Game 1: "Mushroom" (15 minutes) Description: All participants hold the edges of the parachute and lift it together to create a mushroom shape. This promotes unity and teamwork as everyone works together to lift and lower the parachute. Purpose: To foster a sense of unity and collaboration. 	
<ul style="list-style-type: none"> Game 2: "Parachute Volleyball" (15 minutes) Description: Place a soft ball on the parachute, and the goal is to keep the ball in the air by bouncing it on the parachute. This game emphasizes communication and coordination. Purpose: To encourage teamwork and effective communication. 	

- Game 3: "Cat and Mouse" (15 minutes)
- Description: Select one or two participants to be "mice" under the parachute and one participant to be the "cat" on top. The cat tries to catch the mice as they move under the parachute. This game is inclusive and can be adapted for those with limited mobility.
- Purpose: To engage participants in a fun and inclusive game.

- Game 4: "Color Switch" (15 minutes)
- Description: Assign different colors to sections of the parachute. When the leader calls out a color, participants standing on that section must switch places. This game encourages quick thinking and mobility, with options for participants to walk, roll, or be guided as needed.
- Purpose: To promote movement and inclusivity.

Step 3: Music and Movement (10 minutes)

- Play music and encourage participants to move around the parachute in various ways (e.g., walking, rolling, dancing). Occasionally stop the music and instruct participants to freeze in place, promoting fun and spontaneity.

Step 4: Debriefing and Discussion (10 minutes)

- Gather participants for a group discussion. Ask questions such as:
- Which game did you enjoy the most and why?
- How did you collaborate to achieve the goals of each game?
- What did you learn about inclusiveness and teamwork?
- Purpose: To reflect on the activities and reinforce the importance of inclusiveness.

Step 5: Cool Down (5 minutes)

- Lead participants through a cool-down session with light stretching, ensuring all can participate.

Recommendations for participants/TRAINERS

- Pay attention to group dynamics and individual behaviors during the activities.
- Ensure everyone has a chance to speak and participate, especially during discussions and creative projects.
- Model inclusive behavior throughout the session, setting a positive example for participants.
- Encourage participants to share their experiences and ideas openly, fostering a supportive and inclusive environment.

Resources and further reading

<https://www.inclusivesportdesign.com/blog-posts/how-to-adapt-and-modify-your-sport-activities-to-include-all>

Community Engagement

Community engagement can be defined as the moment when people and organized groups in a community get together and work to solve problems and take advantage of possibilities. It means that people in the community take an active role in making decisions and taking steps that affect their lives. Volunteering, going to public meetings, joining neighborhood groups, and talking to policymakers are just a few of the ways that people can get involved.

Community involvement is all about giving people in the community a sense of ownership and giving them power. People are encouraged to use their power to change their surroundings and improve the health of their community. Getting involved helps to build trust, make relationships stronger, and come up with a plan for the future that everyone agrees on.

For community involvement to work, it needs to be fair and include everyone, especially those from groups that aren't well-represented or are on the outside. When you involve the community in useful ways, you can make better and more long-lasting decisions that take into account the knowledge, experiences, and needs of the people who are directly affected by the problems. Participating in your community also helps with social cohesion by bringing people together around shared goals and making them feel like they belong. People are more likely to work together and help each other if they feel like they are part of their community and care about its progress.

Getting involved in the community is an ongoing process that changes over time. Changing with the times and meeting the wants and priorities of the community takes constant work and flexibility. Building and keeping strong relationships, communicating clearly, and committing to openness and responsibility are all important for successful involvement. Community engagement is basically about giving people chances to participate and work together in useful ways, giving them the power to help their community grow and get better.

Module: FAIR PLAY	
Topic: Fostering the local community, integration of disadvantaged people	
Duration	90 Minutes
Location	Indoor Football Court
Objectives	
<ul style="list-style-type: none">● Promotion of community dialogue through sports activities● Provision of a meeting place for disadvantaged people● Community health promotion● Strengthening the participants' social skills in the areas of team spirit and achieving joint goals through fair play● Teaching the participants how fair play in all aspects of daily life can very positively affect their interactions with other people and how they are being perceived as individuals	
Materials needed	
<ul style="list-style-type: none">● Footballs● Whistles● Cones or markers for drills● Flip chart or whiteboard with markers	
Step by step description of the activity	

Name of the activity: Unity Through Football and Fair Play

1. Welcome and Warm-Up (20 minutes)

- Welcome: Trainer greets all participants and introduces today's topic.
- Explanation: Overview of today's goals, which are to have fun, play soccer, promote teamwork, and fair play.
- Icebreaker: Running games with small rotating teams (e. g. piggyback soccer, hungry dog and bone), interspersed with stretching exercises.

2. Technical Drills (20 minutes)

- Passing Drills: Passing and receiving in small groups, focusing on communication and accuracy.
- Dribbling Course: Dribbling through cones to improve ball control.
- Shooting Practice: Shooting at small goals, emphasizing technique and fair play.

3. Main Activity: Fair Play Exercises (30 minutes)

- Short Games: Dividing the group into smaller teams for short indoor soccer matches (5-7 minutes each).
 - Rule Modification: Each player must pass the ball at least once before a goal can be scored.
- Fair Play Breaks: After each game, a brief discussion on fair play, communication, and teamwork. Highlight positive examples.

4. Community Engagement Activity (15 minutes)

- Discussion Session: Brief discussion on how fair play inside and outside sports can positively affect people. Each participant shares their thoughts and experiences.
- Action Plan: Developing a small project or goal participants can implement outside of training (e.g., how to use what they learned at school/work)

6. Cool Down and Closure (5 minutes)

- Cool Down: Light jogging and stretching to relax muscles.
- Closing Circle: Each participant shares a highlight of the session and one thing they learned in one sentence or just a keyword.
- Farewell: Trainer thanks all participants and provides an outlook on the next session.

Recommendations for trainers

- Inclusive Atmosphere: Ensure all participants feel comfortable and included.
- Feedback Round: Encourage participants to provide feedback after the session to improve future trainings.
- Pay attention to group dynamics and individual behaviors during the activities.
- Ensure everyone has a chance to speak and participate, especially during discussions and role-plays.
- Demonstrate fair and ethical behavior throughout the session, setting a positive example for participants.

Resources and further reading

Warm Up Games:

<https://www.youtube.com/watch?v=MrvDZu7XYSg>

Further information on community engagement through sports:

<https://www.linkedin.com/pulse/driving-social-change-through-community-engagement-sports-alkaid>

Module: CONFLICT MANAGEMENT



Topic: Promoting non-violent (physically/verbally) conflict management	
Duration:	90 Minutes
Location:	Indoor Football Court
Objectives:	
<ul style="list-style-type: none"> • Promotion of community dialogue through sports activities • Provision of a meeting place for disadvantaged people • Community health promotion • Strengthening the participants' skills for non-violent conflict resolution • Teaching the participants how respectful communication in all areas of daily life can positively affect themselves and others and how it fosters success at school or at work 	
Materials needed	
<ul style="list-style-type: none"> • Footballs • Whistles • Cones or markers for drills • Flip chart or whiteboard with markers 	
Step by step description of the activity	
<ol style="list-style-type: none"> 1. Welcome and warm-up (20 minutes) <ul style="list-style-type: none"> • Welcome: Trainer greets all participants and introduces today's topic. • Explanation: Overview of today's goals, which are to have fun, play soccer, promote teamwork, and understanding and practicing non-violent communication. • Icebreaker: Running games with small rotating teams (e. g. piggyback soccer, hungry dog and bone), interspersed with stretching exercises. 2. Technical Drills (20 minutes) <ul style="list-style-type: none"> • Dribbling Course: "Blindfolded partner dribble," where one partner is blindfolded and guided by verbal instructions from their partner. Switch teams every 2 minutes, pay full attention to how the session partners communicate. • Juggling Circle: Participants stand in a circle and attempt to keep the ball in the air by juggling it with their feet. Observe how others react when a participant fails at the exercise. • 1v1 Drills: Players are paired and engage in one-on-one challenges to see how they react to winning or losing. 3. Main Activity: Non-Violent Communication Exercises (30 minutes) <ul style="list-style-type: none"> • Split the group into small teams for 5-minute matches. <ul style="list-style-type: none"> • Conflict Scenarios: Introduce specific scenarios during the games that could lead to conflict (e.g., disputed goals, fouls) and pause to discuss non-violent resolution methods. • Role Play: Participants act out different roles in a conflict (e.g., mediator, conflicting parties) to practice resolution techniques. 4. Community Engagement Activity (15 minutes) <ul style="list-style-type: none"> • Discussion Session: Brief talk on the principles of non-violent conflict management, including active listening, empathy, and effective communication. • Action Plan: Developing a small project or goal participants can implement outside of training (e.g., how to use what they learned at school/work) 6. Cool Down and Closure (5 minutes) <ul style="list-style-type: none"> • Cool Down: Light jogging and stretching to relax muscles. • Closing Circle: Each participant shares a highlight of the session and one thing they learned in one sentence or just a keyword. 	



Farewell: Trainer thanks all participants and provides an outlook on the next session.

Recommendations for trainers

- Inclusive Atmosphere: Ensure all participants feel comfortable and included.
- Feedback Round: Encourage participants to provide feedback after the session to improve future trainings.
- Pay attention to group dynamics and individual behaviors during the activities.
- Ensure everyone has a chance to speak and participate, especially during discussions and role-plays.
- Demonstrate fair and ethical behavior throughout the session, setting a positive example for participants.

Resources and further reading

Non-Violent Communication

<https://www.youtube.com/watch?v=8sjA90hvnQ0&t=86s>

<https://www.youtube.com/watch?v=7mdxyYyk2JU>

Regeneration of urban areas

Regenerating urban areas means bringing back to life and renewing parts of a city that have become run down or unusable. The goal of this process is to improve the economic, social, environmental, and physical parts of urban neighborhoods so that they are more appealing, useful, and long-lasting for people who live there, work there, and visit. Urban regeneration is an idea that includes a lot of different actions and plans. It could mean fixing up or reusing old buildings, making infrastructure better like roads and public transportation, and making new public places like parks and community centres.

Regenerating cities is meant to make people's lives better on a social level. This can mean making housing choices better, making schools and hospitals better, and encouraging people to be a part of society. Programs that get people involved in their communities are very important because they make sure that attempts to rebuild reflect the wants and needs of the people who live there. Getting people involved in planning and making decisions about their neighborhood makes them feel like they own it and are proud of it.

When it comes to the environment, urban regeneration is all about making cities more sustainable and adaptable. This can be done by using green building techniques, making buildings more energy efficient, adding more green spaces, and making waste management systems better.

To revitalize cities, we also need to deal with problems of fairness and justice. It is important to make sure that all residents, especially those from disadvantaged or marginalized groups, profit from regeneration. This means stopping gentrification from forcing people to move, making sure there is affordable housing, and making sure everyone has equal access to resources and chances. Overall, the idea of regenerating urban areas means making towns into lively, long-lasting, and welcoming places that improve the health and happiness of everyone who lives there.

Module: Regeneration of urban areas	
Topic: Community sports and urban regeneration	
Duration	2 hours
Location	Public place with a basketball court
Objectives	
<ul style="list-style-type: none">• To encourage neighbors that live in the same quarter to know collaborate among themselves• To co-create practical strategies for enhancing the sense of belonging in public places.• To teach participants the fundamental concepts of inclusion and participation, and their benefits for neighborhood development.• To educate participants on the advantages of effective communication with all community members in their neighborhood through sports.• To enable participants to identify and address barriers to engaging with public spaces in their neighborhood.	
Materials needed	
<ul style="list-style-type: none">• One stand with healthy food and drinks, and facilities for recycling drink cups and plates	

- One information stand for registering 3x3 teams and providing information to participants
- Tournament time sheets
- Pens and pencils
- Whistles for the referees
- At least 3 basketballs
- 3 winner's cups

Step by step description of the activity

Name of the activity: Community Basketball Tournament

The mixed basketball tournament is an inclusive activity that welcomes neighbors of all ages, genders, and abilities to form teams. It also encourages audience participation, inviting everyone to be part of the event. These mixed teams and audiences will have the opportunity to discuss issues affecting their neighborhoods.

Step 1: Preparations (before the activities)

- Promotions: Try to promote the mixed basketball tournament on local channels, face to face social media platforms
- Place making: Create a place that welcomes everyone in the park. Give people information about the tournament. Try to engage people and encourage them to participate in the tournament or
- Observe: Observe and encourage people to join the tournament before the tournament.
- If there are early participants encourage them to warm up, introduce them to other participants

Step 2: Introduction (20 minutes)

- Welcome the participants who are registered to the tournament
- Be clear about the objectives of the tournament: it is not a competition, but a collaboration among neighbors with diverse sporting abilities.

Step 3: Warm Up and team building (15 minutes)

1. Conduct a 5-minute warm-up to get everyone ready.
2. Divide participants into teams of at least three people. Each team should include members with different sports abilities and ages. For example, create teams that include a child, an elderly person, and an individual without any physical limitations. These mixed teams should be formed based on the context and abilities of the participants.

Step 4: Tournament (45 minutes)

- Start the tournament as scheduled.
- Encourage the team members to know and support each other.

<ul style="list-style-type: none"> Encourage people to create empathy among themselves
Step 5: Cool Down (5 minutes)
<ul style="list-style-type: none"> Cool Down: Lead participants in a 5-minute cool-down session with light stretching. Thank participants for their active engagement.
Step 6: Community Discussion Session and Closing (30 minutes)
<ul style="list-style-type: none"> Gather team members and the audiences and discuss the tournament. Ask questions such as: <ul style="list-style-type: none"> Did you learn something new about the people who are living in your neighborhood? What are the lessons of collaborating to make our neighborhood better Keyword: Use the flipchart or whiteboard to list the key takeaways from the discussion. Give the cups to the teams
Recommendations for participants/TRAINERS
<ul style="list-style-type: none"> Observe the people in the park and engage the people in the tournament as a participant and observer. Pay attention to group dynamics and individual behaviors during the activities. Ensure everyone has a chance to speak and participate, especially during discussions and role-plays.
Resources and further reading
https://www.salto-youth.net/tools/toolbox/tool/handbook-inclusion-through-sports.3929/
https://loginsleben.at/home.html

Module: Regeneration of urban areas	
Topic: Community sports and urban regeneration	
Duration	2 hours (without preparations)
Location	A public street closed to car traffic
Objectives	
<ul style="list-style-type: none"> Use community sports as a platform to promote environmental consciousness and resource conservation. Engage participants in sustainable practices such as recycling and reducing single-use plastics during sports activities. 	
Materials needed	
Sports Equipment:	
<ul style="list-style-type: none"> Second-hand sports gear (e.g., fitness equipment, fitness bikes) Cargo bikes for eco-friendly transportation of event materials Tablets and smartphones for displaying digital brochures Digital brochures illustrating linear, recycle, and circular economy concepts Handcrafted posters about waste life cycles Informational materials on circular economy practices Pop-up stands for information dissemination Tables and chairs for consultations and discussions Park-let transformation tools and materials for creating the event space 	

- Multi-use cups and plates for serving treats
- Reusable cutlery
- Small rewards (e.g., treats, a rattle) for participants
- Sound system for concerts and announcements (if needed)
- Reused and borrowed items from nearby shops as needed
- Materials for other concurrent events (e.g., discussions, games)

Step by step description of the activity

Name of the activity: Circular Street Fitness

The Circular Street Fitness event combines community sports activities with circular economy practices to promote sustainable urban lifestyles, enhance green urban regeneration and community engagement. It features eco-friendly initiatives, educational sessions, and interactive events, fostering inclusivity and environmental awareness among local residents.

Pre-Event Preparations:

- **Organize Materials:** Collect second-hand sports equipment, digital devices (tablets and smartphones), and eco-friendly supplies (multi-use cups and plates).
- **Coordinate Logistics:** Arrange for the use of cargo bikes for transporting materials and equipment.
- **Design Digital Brochures:** Prepare and upload digital brochures on circular economy concepts to tablets and smartphones.
- **Create Posters:** Handcraft posters to raise awareness about waste life cycles.

Event Setup:

- **Transform Park-Let:** Set up the park-let as the event space using borrowed and reused materials.
- **Install Pop-Up Stands:** Place pop-up stands at strategic locations to distribute information and engage participants.
- **Arrange Equipment:** Set up sports equipment, including bike trainers, in designated areas for demonstrations and activities.

Event Kick-Off:

- **Opening Announcements:** Introduce the event and outline the activities, emphasizing the intersection of community sports and circular economy.
- **Digital Brochure Display:** Use tablets and smartphones to present digital brochures on circular economy concepts to attendees.

Community Sports Activities:

- **Street Fitness Events:** Conduct street fitness sessions with professional sports trainers.
- **Bike Trainer Demonstrations:** Install a bike trainer in the street to attract participants and provide hands-on experiences.
- **Friendly Competitions:** Organize fitness competitions and reward participants with treats and prizes.

Awareness and Engagement:

- **Consultancy Sessions:** Offer micro consultancy sessions with professional sports trainers for local residents.
- **Circularity Lessons:** Educate children and other participants on the fundamentals of circularity and sustainable practices.
- **Interactive Discussions:** Host discussions on proposals for a greener Neighbours and engage the community in brainstorming sessions.

Sustainable Practices Promotion:

- **Highlight Reuse and Recycling:** Demonstrate the use of second-hand equipment and encourage recycling and reuse practices.
- **Serve Sustainable Treats:** Provide food and drinks using multi-use cups and plates to minimize single-use waste.

Closing and Prizes:

- **Grand Prize Announcement:** Announce the winner of the second-hand home bike trainer and present additional rewards to participants.

Post-Event Activities:

- **Clean-Up:** Ensure all materials are collected and the event space is cleaned up, adhering to the low-carbon principles.
- **Feedback Collection:** Gather feedback from participants to evaluate the event's impact and gather suggestions for future improvements.

Recommendations for participants/TRAINERS

- Observe the people in the street and engage the people
- Thoroughly prepare and plan interactive sessions.
- Encourage participation and adapt to different needs.
- Model eco-friendly practices and educate on circular economy.
- Engage participants enthusiastically and collect feedback.

Resources and further reading

<https://www.xsentrikarts.com/eu-projects/parking-day-for-fitness/>

<https://wonderland.cx/news/sports-meets-circular-economy-in-viennas-meidling-district/>

Sustainability social issues

"Sustainability social issues" are the challenges that communities face caused by both environmentally and social problems. This idea acknowledges that the health of our societies and the health of our environments are closely linked, and that long-lasting solutions must take into account both biological and social factors.

One way to improve public health and quality of life is to make it easier for people to get to clean air, water, and green places, especially in areas that aren't well served. Sustainable urban planning that includes affordable homes, good public transportation, and local job opportunities can help close the gap between rich and poor, lower carbon emissions, and make economies stronger.

Making societies that are socially sustainable means making sure that everyone has access to the tools and opportunities they need to live a full life. This means fixing the unfair parts of the system that hurt disadvantaged groups like poor families, racial minorities, refugees, and disabled people. To make sure that everyone can contribute to and benefit from sustainable development, policies and actions should work to get rid of obstacles to things like education, health care, jobs, and political involvement.

Getting the community involved is a key part of solving sustainability social problems. Including a lot of different people in the decision-making process helps make sure that everyone's wants and points of view are taken into account. This method encourages people to work together and gives communities the power to shape their own futures. In addition, it helps find and solve specific social problems that might be missed in planning from the top down. In the end, solving sustainability-related social problems needs a complete method that combines caring for the earth with fair treatment of people.

Module: Sustainability social issues	
Topic: Sustainability social issues	
Duration:	1.5 hours
Location:	Outdoor
Objectives:	
<ul style="list-style-type: none"> • To teach participants the basic concepts on Human Rights . • To develop skills in active listening and collaboration. • To promote values such as fairness, honesty, integrity, and respect through sports. 	
Materials needed	
<ul style="list-style-type: none"> • Cards with the questions, challenges and chances. 	
Step by step description of the activity	
Name of the activity: "1,2, droit"	
Introduction (10 mins):	
<ul style="list-style-type: none"> • Begin with a brief introduction to the concept of human rights and their importance in all areas of life, including sports. • Give some basic information about their history 	
Implementation (40 mins):	
On a drawn board on the floor, players need to go from place 1 to 10. Winner is the first	

one to get to 10.

Facilitator asks a question to person A about Human Rights. If you answer the question correctly, you move one step forward. If you get it wrong, you have 2 options:

1. Challenge:: It will be a physical challenge
2. Chance: Depends on your luck

If you successfully do the challenge/chance - you do not go back, you stay where you are. If, on the contrary, you fail, you go one step back.

Questions:

1. Tell us 3 basic human rights?
2. How many articles are in the Universal declaration of Human Rights?
3. When was the declaration signed?
4. Human rights are for who?
5. Is the freedom of religion a human right?
6. Is the right for a clean environment one of the 30 rights in the declaration?
7. What is the last country that joined the UN?
8. When is the International Women's day?
9. Who is the current UN Secretary General?
10. How many UN member states are there as of today?
11. What was the predecessor of the United Nations?

*You can add more questions

Challenges:

1. Do 10 push-ups
2. Show your favourite stretching move
3. Jump on 1 foot while rotating

Chances:

1. You can stay where you are, only if everyone goes one step ahead
2. Skip the next turn
3. Switch your position with the closest person to you
4. You're going back home
5. It's your lucky day, you're staying exactly where you are
6. Sorry, this chance is useless

*You can add more

Reflection:

Reflection and Closing (15-20 minutes):

*More questions and chances can be found here in page 8:

<https://engsoyouth.eu/wp-content/uploads/2022/12/HRE-MANUAL.pdf>

Recommendations for participants/TRAINERS

- Pay attention to group dynamics and individual behaviours during the activities.

- Ensure everyone has a chance to speak and participate, especially during discussions and role-plays.
- Guide participants to find their solutions rather than providing all the answers. Encourage them to think critically about conflict management.

Resources and further reading

Module: Sustainability social issues

Topic: Sustainability social issues

Duration: 1.5 hours

Location: Indoor / Outdoor

Objectives

- To teach participants the basic concepts on Human Rights .
- Develop an understanding of how sports organizations and events can uphold and promote human rights.
- Encourage critical thinking, teamwork, and creative problem-solving.

Materials needed

- Large sheets of paper or poster boards
- Markers, pens, and pencils
- Sticky notes

Step by step description of the activity

Name of the activity: Introduction on Human Rights and Sports

Introduction (10 mins):

- Begin with a brief introduction to the concept of human rights and their importance in all areas of life, including sports.
- Discuss how sports can be a powerful platform for promoting equality, fairness, and justice.
- Provide examples of sports figures and organizations that have made significant contributions to human rights (e.g., Nelson Mandela's use of rugby in South Africa, Colin Kaepernick's activism, the Paralympics' role in promoting disability rights).

Divide participants into small groups (4-6 people per group)

Research and Brainstorming (20 mins)

- Each group should research different aspects of human rights in sports. Provide them with reference materials or access to the internet for research.
- Encourage them to brainstorm ideas on how sports organizations can promote human rights. Topics could include gender equality, racial equality, disability rights, freedom of expression, and the right to play.

Drafting the Charter (30) mins



- Each group drafts a charter outlining their principles for promoting and protecting human rights in sports.
- Practical steps or recommendations on how these principles can be put into action.

Presentation and Discussion (20 mins)

- Each group presents their charter to the rest of the participants. They should explain their principles and how they propose implementing them.
- After each presentation, open the floor for questions and discussion. Encourage other groups to provide feedback and suggest additional ideas.

Reflection and Closing (15 minutes):

Reflect on the activity and discuss what participants have learned about the intersection of sports and human rights.

Talk about the importance of implementing these principles in real-life sports organizations and events.

Recommendations for participants/TRAINERS

- Pay attention to group dynamics and individual behaviours during the activities.
- Ensure everyone has a chance to speak and participate, especially during discussions and role-plays.
- Guide participants to find their solutions rather than providing all the answers. Encourage them to think critically about conflict management.
- Provide examples and prompts to stimulate thinking and creativity.

Resources and further reading

Sustainability environmental issues

"Environmental issues" are problems and difficulties that happen in nature because of things people do or natural processes. These problems include pollution, climate change, cutting down trees, losing species, and running out of resources. They all put our planet's health and long-term viability at risk.

Pollution changes the quality of the air, water, and land. Air pollution from factories and cars makes it harder to breathe, raises the risk of heart disease, and adds to global warming. Polluted water from factories and plastic trash hurts aquatic environments and makes drinking water unsafe. Chemicals and trash dumps pollute the soil, which lowers the quality of the land and makes it harder to grow food.

Climate change is caused by burning fossil fuels and cutting down trees, and it has huge effects. As temperatures rise around the world, bad weather happens, sea levels rise, and natural environments are disrupted. These changes hurt plant and animal species and put people's health and ways of making a living at risk.

Deforestation changes the temperature, makes it harder for plants and animals to absorb carbon, and hurts biodiversity. The loss of biodiversity, or the variety of life on Earth, is caused by things like habitat damage, pollution, overexploitation, and climate change. Too much use of resources like water, minerals, and fossil fuels causes shortages and damage to the climate. To keep things going in the long term and keep resources from running out, it's important to use sustainable methods and renewable energy sources.

To solve environmental problems, people at the local, national, and international levels need to work together. It is very important to put in place rules and policies that encourage sustainable growth, lower greenhouse gas emissions, safeguard natural habitats, and keep biodiversity alive. Finally, taking care of environmental problems is necessary to protect the health of the world and everyone who lives on it.

Module: Sustainability Environmental Issues	
Topic: Sustainability in everyday life	
Duration	2 hours
Location	Indoor
Objectives	
<ul style="list-style-type: none">● To understand the concept of sustainability and its importance in daily life.● To identify practical ways to incorporate sustainable practices into everyday activities.● To encourage critical thinking and discussion on the impacts of individual actions on the environment.● To foster collaboration and idea-sharing among participants to promote sustainable living.	
Materials needed	
<ul style="list-style-type: none">● Flip charts and markers● Sticky notes● Pens and notebooks for participants● A whiteboard or blackboard● Recyclable materials for group activity (e.g., paper, plastic bottles, etc.)	

Step by step description of the activity

Name of the activity: Sustainability in Action

- Introduction (5 minutes):

The participants briefly introduce themselves. Then, the trainer explains the objectives of the activity, underlining the importance of sustainability and how small daily actions can make a big difference.

- Presentation of the topic (10 minutes):

Provide a short presentation on environmental sustainability in everyday life. Cover key concepts such as reducing waste, conserving energy, and sustainable consumption. Engage participants by asking questions and encouraging them to share their thoughts and experiences related to sustainable practices.

- Icebreaker activity (10 minutes):

Sustainability Bingo: The trainer thinks about 10 sustainable actions to be done in daily life, e.g. composting food waste or turning off the water while brushing your teeth. Then, list all the activities to the participants who mark a dot on a slip of paper for each activity they usually do. Whoever earns the most points wins this small introductory challenge.

- Debriefing (10 minutes):

The group discusses icebreaker achievements, especially the less or more widespread activities.

- Group Work with Preparation for Group Presentation (30 minutes):

Divide participants into small groups (3 or 4 people for group). Assign each group a specific aspect of daily sustainability (e.g., sustainable food choices, reducing plastic use, energy conservation). Each group prepares a short presentation on their topic, including practical tips and potential challenges.

- Group presentation (30 minutes):

Each group presents their findings and ideas to the larger group in a presentation of 7 minutes approx.

- Q&A session (10 minutes):

Allow participants to ask questions and discuss any points of interest or concern.

- Debriefing and Evaluation (20 minutes):

Ask participants questions like:

- Did you learn something new in this session?
- What sustainable practice are you most excited to try in your daily life?
- What challenges do you foresee in implementing these practices?

Give participants a means to assess the activities that took place throughout the session.



Recommendations for participants

- Think of 10 activities in daily life that are not too extreme, so as to involve as many participants as possible
- Help participants in preparing their presentations by also giving suggestions on sites they can consult

Resources and further reading

https://www.salto-youth.net/downloads/toolbox_tool_download-file-3228/Sustainability%20Guide.pdf

https://www.salto-youth.net/downloads/toolbox_tool_download-file-1635/Wild%20Style%20Practical%20Guide%20and%20Cookbook.pdf

Topic: Sport and Sustainability

Duration

2 hours

Location

Outdoors, in a garden

Objectives

- Raise participants' awareness of the importance of environmental sustainability.
- Demonstrate how sports activities can be carried out in a sustainable way.
- Promote environmentally friendly behaviors during outdoor activities.
- Foster collaboration and team building through games and activities.

Materials needed

- Cones or ribbons to mark out play areas
- Eco-friendly balls and sports equipment (e.g., wooden rackets, balls made of recycled materials)
- Bags for recycling collection
- Reusable tissues or cloths
- Trash Pick Up Sticks

Step by step description of the activity

Name of the activity: Eco-sports Challenge

- Introduction (5 minutes):

The trainer explains the importance of environmental sustainability and how it can be integrated into sports activities.

- Icebreaker activity (10 minutes):

Eco-friendly Warm-up Run: Participants run in a designated area, picking up any trash found along the way using Trash Pick Up Sticks. Whoever can collect the most waste wins this challenge.

- Presentation of the topic (10 minutes):

The trainer starts a brief discussion of sustainability principles applied to outdoor activities. He or she shows examples of eco-friendly sports equipment and explain how to reduce environmental impact during physical activities. Remember to emphasize the importance of keeping green spaces clean and how sports can help raise awareness of these issues.

- Group Work with different Sports (40 minutes):

Divide participants into small groups (3 or 4 people for group). Assign each group a sport to play in a sustainable way, using recycled materials and showing how it is simple to use non-plastic objects to play sport. Most of the sports equipment will be ready for use, such as wooden rackets, while other items such as balls can be made during the activity by the participants themselves. The sports from which the trainer can choose, in addition to others of his knowledge, are: volleyball, football or other games involving the use of a ball with feet and hands, tennis, table tennis, obstacle courses.

- Debriefing and Evaluation (20 minutes):

Ask participants questions like:

- Did you learn something new in this session?
- What sustainable actions do you plan to take in your outdoor activities?
- What challenges do you think you will encounter in implementing these practices?

Allow participants to ask questions and discuss any points of interest or concern. Give participants a means to assess the activities that took place throughout the session.

Recommendations for participants

- Start with small changes to make sports activities more sustainable (e.g., use reusable water bottles, choose eco-friendly equipment).

Resources and further reading

https://www.salto-youth.net/downloads/toolbox_tool_download-file-3033/digihile-toolkit.pdf



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**Curricular Innovation for
Synergy between
Community Sport and
Activism**

CISCA



Project ID: 101090041

December 2022 – May 2025

Activity – Ice Breaker – Whom to leave behind?

Whom to Leave Behind

Instructions: The twelve persons listed below have been selected as passengers on a space ship for a flight to another planet because tomorrow the planet Earth is doomed for destruction. Due to changes in space limitations, it has now been determined that only eight persons may go. Any eight qualify.

Your task is to select the Eight (8) passengers who will make the trip. On your own, take approximately 5 minutes and rank order of the passengers from one to twelve based on those who you feel are most deserving to make the trip with one being most deserving and twelve being least deserving. Next, the entire group will come together and decides as a group the eight (8) passengers who will make the trip.

NOTE: When you make your decision as a group EVERYONE must agree on the final eight passengers and come to a consensus. You are NOT allowed to vote or take a 'majority rules' decision.



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Module Intercultural Communication



Original passenger list:

- _____ an accountant with a substance abuse problem
- _____ a militant African medical student
- _____ a 33 year old female Eastern European manager who does not speak English
- _____ the accountant's pregnant wife
- _____ a famous novelist with a physical disability
- _____ a 21-year old, female, Muslim international student
- _____ a Catholic clergyman who is against homosexuality
- _____ a female movie star who was recently the victim of a sexual assault
- _____ a racist armed police officer who has been accused of using excessive force
- _____ a homosexual male, professional athlete
- _____ an Asian, orphaned 12-year old boy
- _____ 60-year old Jewish university administrator



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Activity – BARNAGA GAME

BARNAGA is a simulation game that encourages participants to critically consider normative assumptions and cross-cultural communication. It was created by Sivasailam “Thiagi” Thiagarajan in 1980, while working for USAID in Gbarnga, Liberia. He had an ‘A-ha’ moment that conflict arises not (only) from major or obvious cultural differences but often from subtle, minor cues. He created the game to tease out these subtleties.

In this activity, students play a card game silently, each operating with a different set of rules, unbeknownst to them. Provide basic instructions on how to throw (without throwing) and ask the man and the woman from group 1 to demonstrate how they throw (5-10 throws). Group 2 leaves the room and Group 3 enters the room. Provide basic instructions on how to throw (without throwing) and read the script (provided in the notes) – you should try to be convincing.



Goals:

- To learn to communicate effectively across cultural groups.
- To help students interrogate assumptions they may have about group norms and to critically analyze where those norms have come from, determining whether or not they continue to be useful in next contexts.
- To understand what happens when we are not utilizing the same “rules” or “norms” as others in the group.
- To interrogate what the role of communication is in helping us either be confused or understand one another.



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Activity – BARNAGA GAME

Implementation – Print the rules and the tournament guideline and follow the instructions.

Materials:

- 1) BARNAGA Game Rules - <https://drive.google.com/file/d/1lQWs8o4JrxyJ384v4u1omEjp5yysjh03/view?usp=sharing>
- 2) Tournament Guidelines and Discussion Guide - <https://drive.google.com/file/d/1tHNIj54ePw5SXAFY9CFRReDVvtl0js-L/view?usp=sharing>
- 3) Shortened deck of cards, enough for each group (2-7 and Aces)
- 4) Table Marker for grouping
- 5) Scrap Paper
- 6) Pens or Markers



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Activity – ALBATROS ISLAND

Albatross is an activity where approximately 6 actors, males and females, act out the scene below for an audience. The actors should be dressed in strange clothing (togas or something out of the norm). Albatross Men are the male actors. Albatross Women are the female actors. The Visitors are the Audience members. The language spoken by the actors should not be clicking noises.



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Albatross Script

1. Albatross Men and Albatross Women are in place. Albatross Men seated, Albatross Women kneeling on floor beside Albatross Men.
2. All stand and choose (2 each) members of the same sex to be participants in the greeting ceremony. The Albatross Males seat the males. The Albatross Women has the females take off their shoes kneel next to males.
3. Albatross Men and Albatross Women return to places; small pause. Albatross Men touch Albatross Women's heads to earth.
4. Greeting Ceremony: Albatross Men stand and greet each male by holding him by the shoulder and waist and rubbing knees. Albatross Men sit. Albatross Women greet each female guest by running both hands down the lower legs and feet in a ceremonious way. Females return to kneeling position; Albatross Women return to their place.



5. Small pause – Albatross Men touch Albatross Women's heads to earth.
6. Hand washing – Alpha Albatross Woman brings a bowl of water to Albatross Men, who dip the fingers of their right hands into the bowl and waves their hands gracefully to dry. Albatross Woman repeats this for each of the male participants.
7. Feeding – Albatross Male clicks as a signal for feeding. Albatross Woman rises and offers gummiworm (or substitute food) to each male beginning with the Albatross Men. Food is placed in the men's mouths with tongs (or toothpicks). Upon being fed, the Albatross Men hum, moan and burp, pounding his chest with his fist. Other men are encouraged by Albatross Men to repeat the process. Albatross Woman then feeds the women, who take the food in their hands. Albatross Woman returns to her position.



8. Small pause – Albatross Men touch Albatross Women's heads to earth.

9. Albatross Male clicks indicating that the drinks are to be served. Alpha Albatross

Woman takes a small pitcher and pours a small amount of unsweetened lemonade (or substitute drink) into a small cup for the Albatross Men. She repeats this for all the men, and then serves the women. She returns to her place.



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10. All the Albatross Men and Albatross Women rise and inspect the female participants, speaking in the Albatrossian language. The female with the largest feet is led to the Albatross Male's chairs and is encouraged to kneel beside it.

11. The Albatross Men rise and repeats the greeting ceremony with the males; then returns to his seat. The Albatross Women repeat the greeting ceremony with the females and return to their seats.

12. Small pause. Albatross Men touch the head of both Albatross Women and female chosen to the ground, rises, and leads the two chosen women out the door.



Interpretation of the situation:

Ask the group to describe what they have seen (without evaluation or interpretation, but beware, this is not easy!). Afterwards, they may interpret what they have seen. Some will perceive the role of women in the Albatross culture as low ranking, giving examples such as sitting on the floor or the fact that the man eats the food first. After the interpretation session, participants will receive information about Albatross culture:

In Albatross, the earth is considered something divine, and the ultimate goal is to live in harmony with mother earth. The woman is considered a mediator of the divine, as many women can bear children and are thus perceived to be closer to nature. Therefore, the woman is allowed to sit on the earth and touch it, whereas this is forbidden to the man. Therefore he has to sit at a distance on an uncomfortable sitting frame (chair).



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The only way he can come into contact with the earth is through his feet when sitting, and through the woman's contact when she leans down to the ground. Otherwise, he is not allowed to touch a woman. The man's task is to taste the woman's food and walk in front of her to protect her from possible danger.

In a final discussion, you may work out how such prejudices come about. If it is humiliating in one culture to take a seat on the floor, this can be something honorable with another cultural imprint. Are there situations from everyday life where participants have experienced something similar? We are eager to hear your stories!

<https://www.erasmi.info/download/4704/?tmstv=1714996937>



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Activity – Prototype Design Sprint

Preparing for a Design Sprint with local communities

Before embarking on a design sprint with local communities, there are key factors that must be considered to ensure a successful and smooth sprint.

1. Establishing Clear Goals and Objectives: Before embarking on a design sprint, it's essential to clearly define the goals and objectives of the project. This includes understanding the specific problem to be addressed, the desired outcomes, and any constraints or limitations imposed by the public sector context.

2. Build a Diverse Team: Assemble a cross-functional team that includes representatives from various groups related to the problem.



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3. Stakeholder Buy-In: In the public, there are often multiple stakeholders with different priorities and agendas. It's important to identify these stakeholders earlier on and involve them. This will help ensure that everyone is aligned on the problem being solved and the proposed solutions. Without stakeholder buy-in, it can be difficult to get the necessary resources and support to implement the solutions developed during the design sprint.

4. Communication: Clear and consistent communication is key to running a successful design sprint. This includes communicating the purpose and goals of the design sprint to all stakeholders

5. Leveraging Existing Research and Data: Conduct a thorough review of existing reports, studies, and user feedback to inform the design decisions and validate assumptions.

6. Documenting and Sharing Learnings: Throughout the design sprint process, it's important to document the learnings, insights, and outcomes. This documentation can serve as a valuable resource for future projects and help build institutional knowledge within the government organization. Consider creating a design sprint playbook or knowledge repository to share best practices and lessons learned.



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Step-by-Step Guide to Running a design sprint

Running a design sprint is a structured process that typically involves a series of activities that are designed to encourage collaboration, creativity, and rapid prototyping. The five stages of a design sprint include: understanding the problem, ideation, prototyping, user testing, and implementation. During each stage, the team will engage in various activities such as brainstorming, sketching, creating prototypes, and conducting user interviews. By the end of the sprint, the team should have a tested prototype that can be implemented or further refined.



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Design Sprint Activities

Step 1: Understand and Define

Start with an overview of the design sprint process and the problem. Ensure everyone understands the context and goals.

Conduct a moment to collectively understand and frame the problem from different angles. This helps in building a shared understanding. Invite relevant stakeholders and subject matter experts to share their insights and perspectives regarding the problem. This step ensures that the team gathers a diverse range of viewpoints to inform their solutions. Use methods like interviews, surveys, or focus groups. Define Sprint Goal: Based on the problem framing and stakeholder inputs, collaboratively define a clear goal for the design sprint.



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Step 2: Ideate

Use creative brainstorming techniques like "Crazy 8s," or "Mind Mapping" to generate a wide array of ideas. Encourage participants to think outside the box and produce as many ideas as possible.

Organize the generated ideas into clusters based on common themes or concepts. This activity helps identify patterns and potential areas of focus for further exploration.

Facilitate a team voting process to prioritize the most promising ideas. Narrow down the selection to two or three ideas that will be developed further during the sprint.



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Step 3: Prototype

Divide the team into smaller groups and assign each group to work on one of the selected ideas. Create low-fidelity prototypes that convey the core concepts and functionality of the ideas. These prototypes can range from simple sketches to digital mock-ups. Establish regular feedback sessions within and between teams to iteratively refine the prototypes. Encourage open and constructive feedback to enhance the quality of the prototypes.

Step 4: Test

Develop a comprehensive plan for user testing. Identify representative users who will interact with the prototypes and define specific tasks or scenarios for them to perform. This plan ensures that the user testing process is structured and focused.

Convene a team debrief to discuss the insights gained from user interactions. Analyze the feedback received and identify potential refinements or adjustments to the prototypes.

Consider involving the community in the design process through town hall meetings, surveys, or focus groups to ensure a citizen-centric approach.



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Step 5: Communication and Implementation

Gather feedback from stakeholders and leadership at various points to ensure alignment and address concerns early. Develop an implementation plan that includes timelines, responsibilities, resource allocation, and potential challenges. If feasible, consider piloting the solutions in a controlled environment to gather more data and insights before full-scale implementation.

Conclusion

Running a design sprint can be a powerful tool for improving a community, streamlining processes, and enhancing citizen engagement. By following the structured design sprint process organizations can achieve faster, more effective solutions. Emphasising collaboration, transparency, and user-centricity, design sprints can help transform the way complex problems are addressed and delivers meaningful outcomes for citizens.



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**Curricular Innovation for
Synergy between
Community Sport and
Activism**

CISCA



Project ID: 101090041

December 2022 – May 2025

Module 3: Motivational Perspectives on Empowering Coaching



Theoretical part

The aim of this module is that participants understand how they can develop an empowering motivational climate throughout training sessions.

Specifically, this module aims to educate trainers regarding the:

- ✓ Theoretical background of motivation | Social cognitive approach to motivation
- ✓ Self-determination in motivation | Intrinsic and Extrinsic Motivation
- ✓ Satisfaction of the Basic Psychological Needs
- ✓ Perspectives of Achievement Goals
- ✓ Coach-created Motivational Climate
- ✓ Implication for Effective Practice
- ✓ Principles of Goal Setting



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Module 3: Motivational Perspectives on Empowering Coaching



Practical part

The workshop focuses on how to create and implement effective goal-setting on sport tasks according to S.M.A.R.T. principles.

Aim of the activities:

- ✓ **To understand how goal-setting works**
- ✓ **Develop skills for effective goal-setting**
- ✓ **Implement goal-setting for sport tasks**
- ✓ **Monitoring and evaluating goals**

Duration of the workshop: 60 minutes | Group size: 18 participants



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Practical part

Description of the activities



Initially, before participants received any education, they will be asked to define a sport/ exercise goal for the (a) the current training session, (b) next month, and (c) end of the year

Thereafter, they will receive a short education about how to set and achieve goals effectively based on S.M.A.R.T. principles

Moving on the educational part, participants will be encouraged to practice through a series of goal setting exercises →



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Practical part

Paper and pencil exercises



1. **Evaluate if the initial written goals are according to S.M.A.R.T. approach, and specifically to (a) different types of goals (e.g., process, performance, and outcome goals), and over different time frames (e.g., short-, medium-, and long-term goals), and (b) principles (specific, measurable, attainable, relevant, and time-based)**
2. **Recognize and write down a list of 5 strong and 5 weak points of yourself**



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Practical part

Paper and pencil exercises



3. **Choose a weak point (from the previous list) and set process, performance, and outcome goals; then, evaluate if they are set according to S.M.A.R.T. principles and revise them if necessary [Goals should be set for short- (e.g., next training), medium- (e.g., next months), and long-term goals (e.g., end of the year)]**
4. **For each goal, define Strategies (S.M.A.R.T.) in order to increase the chances of achieving the goals**



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Practical part

Implementation through sport tasks



5. **Choose a simple sport task (e.g., shooting, darts, etc.), and then, (a) set a goal-setting plan, (b) implement the plan, (c) evaluate the goal progress/achievement, (d) readjust the goal-setting plan (if necessary)**



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Practical part



Tips for the trainer

- ✓ Provide simple and precise instructions
- ✓ Monitor progress
- ✓ Give feedback
- ✓ Ask questions for comprehension

Expected outcome

- ✓ Develop effective goal-setting plans
- ✓ Evaluate and adjust goals
- ✓ Enhance motivation

Evaluation

Exercise progress (by trainers) | Self-Assessment (by trainees)



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References



Theoretical part

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Practical part

https://selfdeterminationtheory.org/wp-content/uploads/2019/08/2018_HealyTinckell-SmithNtoumanis_OxfordREP.pdf

<https://www.sport.nsw.gov.au/sites/default/files/2023-05/Goal-Setting-Foundations-for-Success.pdf>



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Supplementary materials

Please download the Appendix file



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Module 3 Appendix

Goal Setting (Exercise 1)

Define a sport/exercise goal for the:

. . . tonight training session

.....
.....

. . . next month

.....
.....

. . . end of the year

.....
.....

. . . dream goal

.....
.....

Goal Setting (Exercise 2)

Notice if the goals from Exercise 1 are consistent with the S.M.A.R.T. principles

	Goal for the tonight training session	Goal for the next month	Goal for the end of the year
Specific			
Measurable			



Action oriented			
Realistic			
Timeframed			

Indicate which goals from Exercise 1 correspond to one of the following types of goals

	Process	Performance	Outcome
Goal for the tonight training session			
Goal for the next month			
Goal for the end of the year			

Goal Setting (Exercise 3)

Write 5 strong and 5 weak points of yourself:

Strong points

1.
.....
2.
.....
3.
.....



4.
.....

5.
.....

Weak points

1.
.....

2.
.....

3.
.....

4.
.....

5.
.....

Goal Setting (Exercise 4)

Type of goals: (a) process, (b) performance, και (c) outcome

Choose a weak point from Exercise 3 and define three goals (process, performance, outcome):

Process goal

.....
.....
.....

Performance goal

.....
.....
.....

Outcome goal



.....
.....
.....

Notice if the above goals are consistent with the S.M.A.R.T. principles

	Process	Performance	Outcome
Specific			
Measurable			
Action oriented			
Realistic			
Timeframed			

Goal Setting (Exercise 5)

Define a goal for the (a) tonight training session or (b) next month or (c) end of the year:

.....
.....
.....
.....
.....

Explain how the above goal is consistent with the S.M.A.R.T. principles

S: Specific

.....
.....
.....
.....



M: Measurable

.....
.....
.....
.....

A: Action oriented

.....
.....
.....
.....

R: Realistic

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.....

T: Timeframed

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(S): Strategies (find strategies in order to achieve the goal)

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**Curricular Innovation for
Synergy between
Community Sport and
Activism**

CISCA

Project ID: 101090041

December 2022 – May 2025



Module 4: The Self-System - Building Confidence



Theoretical part

The aim of this module is that participants understand the concept of self-efficacy and its importance for the regulation of motivation.

Specifically, this module aims to educate trainers regarding the:

- ✓ Understanding the concept of Self-Efficacy
- ✓ The role of Self-Efficacy in Motivation
- ✓ Identifying the sources of Self-Efficacy and Strategies to enhance it
- ✓ Regulating factors influencing the sources of self-efficacy
- ✓ Conceptualizing the hierarchical self-esteem structure
- ✓ Identifying Physical Self-Perceptions as part of our self-esteem system
- ✓ Climbing the stairs from Self-Efficacy to Self-Esteem



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Module 4: The Self-System - Building Confidence



Practical part

The workshop focuses on the understanding of the sources of self-efficacy and the implementation of strategies to enhance confidence, through an experiential approach.

Aim of the activities:

- ✓ To understand the concept of self-efficacy**
- ✓ To comprehend the importance of self-efficacy for enhancing motivation**
- ✓ To experience the sources of self-efficacy**
- ✓ To discuss the factors that influence the self-efficacy sources**
- ✓ To implement strategies enhancing self-efficacy and building confidence**

Duration of the workshop: 60-80 minutes | Group size: 18 participants



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Practical part

Description of the activities

- ✓ **Explanation of the self-efficacy concept**
- ✓ **Presentation of dart-throwing task**
- ✓ **Baseline evaluation of self-efficacy for dart-throwing**
- ✓ **Formation of 3 groups**
- ✓ **Isolated manipulation of self-efficacy for each group**



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Practical part

Description of the activities

- ✓ **Follow-up evaluation of self-efficacy for dart-throwing**
- ✓ **Dart throwing**
- ✓ **Discussion on self-efficacy sources**
- ✓ **Links between self-efficacy and self-esteem**



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Practical part



Tips for the trainer

- ✓ Explain the procedures of the workshop with clarity
- ✓ Ask participant to adhere to the instructions
- ✓ Lead the discussion and encourage participation and interaction

Expected outcome

- ✓ Understand the sources of building self-efficacy and confidence
- ✓ Implement strategies to enhance self-efficacy
- ✓ Lead sport and exercise programs

Evaluation

- ✓ Evaluation of participants' understanding through the discussion (by trainers)
- ✓ Self-Assessment (by trainees)



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References



Theoretical & practical part

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Supplementary materials

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Module 4 Appendix

QUESTION 1. (complete a number)

With 10 darts, out of a maximum of 100 points,

HOW MANY POINTS YOU BELIEVE YOU CAN SCORE?

QUESTION 2. (reply all questions)

With 10 darts, out of a maximum of 100 points,

HOW CERTAIN YOU ARE THAT YOU CAN SCORE ...

10 out of 100 points (with 10 darts)

Not at all								Very much	
1	2	3	4	5	6	7	8	9	10

20 out of 100 points (with 10 darts)

Not at all								Very much	
1	2	3	4	5	6	7	8	9	10

30 out of 100 points (with 10 darts)

Not at all								Very much	
1	2	3	4	5	6	7	8	9	10

40 out of 100 points (with 10 darts)

Καθόλου σίγουρος								Απόλυτα σίγουρος	
1	2	3	4	5	6	7	8	9	10

50 out of 100 points (with 10 darts)

Not at all								Very much	
1	2	3	4	5	6	7	8	9	10

60 out of 100 points (with 10 darts)

Καθόλου σίγουρος								Απόλυτα σίγουρος	
1	2	3	4	5	6	7	8	9	10

70 out of 100 points (with 10 darts)

Not at all								Very much	
1	2	3	4	5	6	7	8	9	10

80 out of 100 points (with 10 darts)

Not at all								Very much	
1	2	3	4	5	6	7	8	9	10

90 out of 100 points (with 10 darts)

Not at all								Very much	
1	2	3	4	5	6	7	8	9	10



100 out of 100 points (with 10 darts)

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10



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**Curricular Innovation for
Synergy between
Community Sport and
Activism**

CISCA



Project ID: 101090041

December 2022 – May 2025

Mastering Time for Program Success



- The workshop teaches practical time management for community sport and activism, covering SMART goals and other techniques and tools like Google Calendar and Trello, among others.
Emphasizing clarity and focus, this workshop, aims to boost productivity, reduce stress, and introduce effective tools.
- Effective time management enables prioritization, balance, and sustained productivity, reducing burnout risk. It enhances goal-setting, team coordination, and adaptability. By promoting self-care, it ensures participant well-being. Ultimately, integrating these principles maximizes community impact and fosters efficiency and effectiveness.
- Participants should be comfortable using digital tools and navigating applications during the workshop.



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Practical Part



Mastering Time for Program Success



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1. Overview

This workshop teaches crucial time management skills for community sport and activism. It includes topics like the Zeigarnik Effect, SMART goals, and practical tips on scheduling and prioritizing tasks. Participants learn to use tools like Google Calendar and Trello for efficient task management. Through interactive exercises, they gain insights to boost productivity and reduce stress in their work.



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2. Aim of the Workshop:

- Provide time management basics, theories, and techniques.
- Give tools to improve time management
- Facilitate discussions on individual time management strategies and ways to enhance them.



3. Group Size

20 participants

4. Duration

- 10 mins. Explain the module and the structure of the workshop
- 45 mins Theory Part and SMART goals
- 25 mins. Show time management tools
- 20 mins. Reflection on time management
- 15 mins. Evaluation and Feedback of the session



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5. Training Modules



- Time Management Basics: Effective principles & techniques.
- Prioritization & Planning: Organizing tasks efficiently.
- Adaptability & Inclusivity: Customizing schedules for all.

6. Materials:

- Presentation slides
- Projector and laptop for the presentation
- Internet access to show the websites
- White papers and pens
- Sticky notes



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7. Workshop Activities:

1. Explanation of Time Management, Zeigarnik Effect
2. Discussing SMART goals
3. Introduction to Time Management Applications
4. Reflection



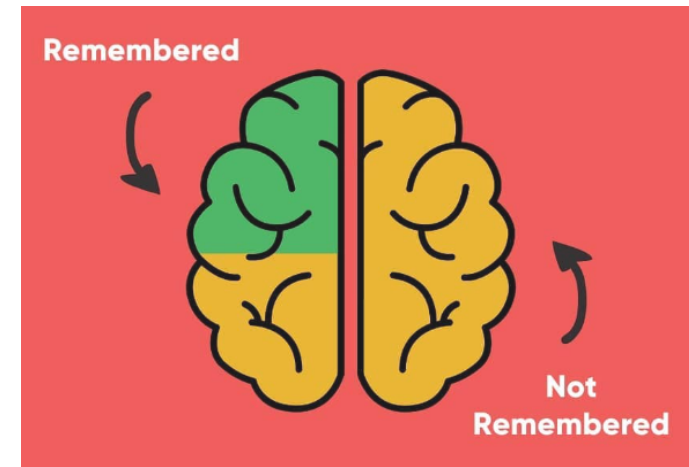
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Activity 1- Explanation of Time Management :

Explanation of concepts such as “time management”, the Zeigarnik Effect, multitasking and the importance of proper timing of training and resting.

How participants should create a schedule for it, steps to not be overworked, etc.



Activity 2 - Discussing SMART goals:

The facilitator will discuss SMART goals and the importance of clarity and focus in achieving them.

Participants will learn how setting Specific, Measurable, Achievable, Relevant, and Time-bound goals can help them manage their time and energy effectively.



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After everyone understands what are SMART goals, they will do some examples answering the following questions to examples that the facilitator will give them:

- **What exactly are you trying to achieve?**
- **How will you know when you've achieved it?**
- **Is it genuinely possible to achieve it?**
- **Does it contribute to your growth?**
- **When do you want to achieve this?**

They will create their own SMART goals according to their sport circumstances.

Examples:

- *"I will improve my swim technique by attending weekly swim lessons for the next three months."*
- *"I will increase my weekly running mileage from 20 to 30 miles over the next two months."*
- *"I will achieve a new personal record in the 5k by the end of this season, reducing my time from 25 minutes to 22 minutes."*



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Following this part, the facilitator will introduce time management applications like **Google Calendar**, **Trello** and **TickTick**.

Participants will learn how these tools work and how they can help them organize their tasks, allocate time efficiently, and prioritize their workload.



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Activity 4 - Reflection

Facilitator will lead a reflection on the topic of the workshop, time management, how participants work on it, what works for them, advices and tricks. The goal is that, by the end of the session, everyone had time to reflect on how effective time management can lead to increased productivity, reduced stress, and greater overall success and have new tools to work on it.

After they are done with this, they will do a closing circle in which they will talk about what they thought of this session, if they think it was helpful, what they would add or delete, what to take in consideration for the future, etc.



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8. For the Trainer :

- Encourage active participation through interactive exercises and discussions.
- Provide real-life examples and case studies relevant to sports program management.



9 . Outcome :

By the end of the workshop, participants will have a deeper understanding of time management and its techniques. They will have tools and they will be equipped to prioritize tasks, organize schedules, and adapt activities to meet the diverse needs of participants, ultimately enhancing program success.



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10. Evaluation:

Participants will be given a short survey before and after the workshop to assess their knowledge on the topic before and after the workshop.



First Survey questions :

- How would you rate your current understanding of time management concepts on a scale of 1 to 5 (1 being low, 5 being high)?
- Have you previously set SMART goals for your activities or projects?
- Which time management tools or techniques are you currently using, if any?
- How confident are you in your ability to prioritize tasks effectively?
- What challenges do you typically face when managing your time effectively?



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Final Survey questions



- How would you rate your understanding of time management concepts after attending the workshop?
- Have you gained a better understanding of setting SMART goals?
- Which time management tools or techniques introduced in the workshop do you plan to incorporate into your routine?
- Do you feel more confident in your ability to prioritize tasks effectively after the workshop?
- What specific insights or strategies did you find most valuable from the workshop?



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**Curricular Innovation for
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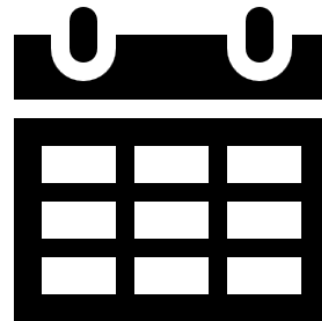
STRATEGIC PLANNING FOR IMPACTFUL PROGRAMS



AIM OF THE MODULE: to understand and apply key principles of strategic planning in order to create and implement sports programs that have a significant impact on community

CONTENT:

- Introduction and Context
- Understanding Community Needs
- Planning and Objectives
- Implementation and Collaboration
- Evaluation and Sustainability
- Conclusion and Action Plans



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STRATEGIC PLANNING FOR IMPACTFUL PROGRAMS



What is strategic planning?

Go to www.menti.com

Use CODE **8249 4768**



<https://www.tgccpa.com/strategic-planning-using-a-real-time-approach-to-guide-your-future/>



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1. STRATEGIC PLANNING FOR IMPACTFUL PROGRAMS



- The main goal of strategic planning is to direct the organization towards a desired future state or result
- Through strategic planning, organizations can precisely define their **goals**, identify the **resources needed** to achieve them, and develop **concrete steps** to achieve those goals.
- This systematic planning enables organizations to be directed, focused and efficient in their operations.



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THE POWER OF STRATEGIC PLANNING

- **EXAMPLES OF GOOD PRACTICE:** how organizations recognized the needs of their communities, set clear goals and effectively achieved them through strategically managed sports programs.



<https://www.footballforunity.ie/>

- the program is implemented in several cities around the world,
- uses football as a tool to promote social inclusion and peace among young people of different ethnic and cultural backgrounds,
- organized football tournaments, workshops on non-violent conflict resolution and teamwork,
- encourages cooperation and mutual understanding among young people.



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What are their community needs?

What are their goals?

THE POWER OF STRATEGIC PLANNING



- the program organizes annual races to raise funds for local charities that support disadvantaged groups in the community,
 - encouraging physical activity and a healthy lifestyle,
 - strengthens the sense of community and solidarity among participants,
 - contributes to improving the quality of life of vulnerable groups.
-
- A run to bring education to India's most disadvantaged kids (India)
 - A run to improve the quality of life of residents of the specialist school center (Croatia)
 - Run Brussels to make life better for kids with cancer (Belgium)

What are their community needs?

What are their goals?



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Understanding the challenges of inclusion and diversity in the local community through sport



Aspects that can be explored:

- Accessibility and availability
- Social inclusion
- Gender equality
- Cultural sensitivity
- Encouraging active citizenship



<https://www.clearinghouseforsport.gov.au/major-event-impact-and-legacy/community-and-social-engagement>

Understanding these challenges allows us to develop strategies and approaches that will improve inclusion and diversity in the local community through sport.



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2. UNDERSTANDING COMMUNITY NEEDS



TEAM WORK – 4 to 6 people!!!



<https://billericalibrary.org/children/childrensevents/teamwork-clipart-2/>

TASK: IDENTIFY THE NEEDS AND CHALLENGES IN YOUR LOCAL COMMUNITY

- *What are the obstacles that people in our community face when participating in sports activities?*
- *What are the shortcomings in the offer of sports content and programs in our community?*
- *What are the specific needs of different groups in our community? (e.g. young people, senior citizens, people with disabilities, minority groups)*
- *How can seasonal changes or other circumstances affect the needs for sports content and programs?*
- *What are the needs regarding access to sports facilities and spaces in our community?*
- *How can sport contribute to solving social or health problems in our community?*



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2. UNDERSTANDING COMMUNITY NEEDS



- We have defined the problem...let's analyze it
- https://www.youtube.com/watch?v=-j-_Y7D35H4
- Define main problem, consequences and causes



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2. UNDERSTANDING COMMUNITY NEEDS



- How sport can contribute to solving the identified problems and how to use the opportunities that sport provides for the betterment of the community?
- Example
 - **PROBLEM:** Lack of accessible sports programs for people with disabilities.
 - **SUGGESTION:** Consider the possibilities of adapting existing sports programs or developing new programs that are accessible and inclusive for people with disabilities - adapted sports facilities, trainings for coaches on an inclusive approach or partnerships with organizations that support people with disabilities.



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3. PLANNING AND GOALS



1. DEFINING CLEAR GOALS

1. **ENVIRONMENTAL ANALYSIS** - identification of social, economic, political and cultural factors that may have an impact on program implementation
2. **IDENTIFYING TARGET GROUPS** - identification of target groups, understanding of the needs and interests of target groups, analysis of characteristics of target groups, adaptation of potential program
3. **DEVELOPMENT OF STRATEGIES TO ACHIEVE LONG-TERM RESULTS** – how your program can achieve target groups?

TEAM WORK – define all steps!!!



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4. IMPLEMENTATION AND COOPERATION



How other organizations have successfully implemented sports programs in their communities?



Football For Good is a global movement with a worldwide agenda aimed at showcasing how the power of football brings people together. How football can champion peace, equality, diversity and inclusion.

What are your aims?

INICIATIVE SLEEPOUT

PROBLEM ADDRESING: The cost of the living crisis in the UK is affecting thousands. Homelessness has almost **DOUBLED** in the last decade. And every 4 minutes, a household becomes homeless.

What problem are you addressing?

<https://footballforgood.global/>

inspiration and source of ideas for implementing your own sports programs



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4. IMPLEMENTATION AND COOPERATION



Discussion and dialogue on cooperation with local stakeholders

FOOTBALL FOR GOOD in UK has the additional support from the Royal Family, the Prime Minister, and The Mayor of London, as well as other key partners

- How your program can be supported from local stakeholders, decision makers, local associations, citizens...?
- Why it is important to establish partnerships with different stakeholders such as schools, sports clubs, government agencies and non-governmental organizations?
- How would you reach local stakeholders?



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4. IMPLEMENTATION AND COOPERATION



Development of strategies for successful implementation

- identifying the necessary resources,
- defining roles and responsibilities
- planning activities in accordance with the objectives of the program.

**TEAM
WORK!!!**



<https://corporatefinanceinstitute.com/resources/management/strategic-planning/>



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5. EVALUATION AND SUSTAINABILITY



Tools and methods for evaluating the impact of community sports programs

- **Quantitative evaluation methods:** surveys to collect data on participation, user satisfaction, changes in behavior or attitudes, and other relevant information
- **Qualitative evaluation methods:** interviews with program users, focus group discussion, analysis of written reports or diaries
- **Monitoring of performance indicators:** monitoring of physical indicators (level of physical activity or improvement of health parameters), social indicators (improvement of social skills, reduction of risk of negative behaviors or improvement of quality of life)
- **Data analysis and interpretation**

What is your choice?



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5. EVALUATION AND SUSTAINABILITY

Consideration of strategies for long-term sustainability

How will your program be sustainable in the long term?

- elaborate on all three dimensions of sustainability for your program



<https://www.play4theplanet.org/articles/sustainability-in-sports>



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6. CONCLUSION AND ACTION PLANS



Present your programs - consider defined community needs, objectives, environmental analysis, target group, implementation methods, community collaboration, required resources, roles and responsibilities, activities, evaluation and sustainability



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<https://www.perkins.org/resource/students-how-present-presentation/>

Thank you for attention!



<https://www.clearinghouseforsport.gov.au/major-event-impact-and-legacy/community-and-social-engagement>



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**Curricular Innovation for
Synergy between Community
Sport and Activism**

CISCA

Project ID: 101090041

December 2022 – May 2025



AIM OF THE MODULE: Provide participants with a foundational understanding of how to identify, analyze, evaluate, and mitigate risks in sports to protect athletes and ensure the smooth operation of sports programs. Cultivate the ability among participants to make strategic and tactical decisions effectively under various circumstances in sports, using systematic approaches and critical thinking.

CONTENT:

- Introduction and Context
- Understanding Community Needs
- Planning and Objectives
- Implementation and Collaboration
- Evaluation and Sustainability
- Conclusion and Action Plans



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7-STEP DECISION MAKING PROCESS



Introduction and Context

- To equip participants with comprehensive skills and knowledge necessary to effectively identify, analyze, evaluate, and mitigate risks associated with sports activities.
- This module aims to enhance the participants' capability to make informed strategic and tactical decisions to ensure the effective management of sports programs under various scenarios.
- Through systematic approaches and critical thinking, the module seeks to foster a deep understanding of risk management and decision making in sports environments.



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Understanding Community Needs

- *What are the obstacles that people in community face when participating in sports activities?*
- *What are the shortcomings in the offer of sports content and programs in community?*
- *What are the specific needs of different groups in community? (e.g. young people, senior citizens, people with disabilities, minority groups)*
- *How can seasonal changes or other circumstances affect the needs for sports content and programs?*
- *What are the needs regarding access to sports facilities and spaces in community?*
- *How can sport contribute to solving social or health problems in community?*



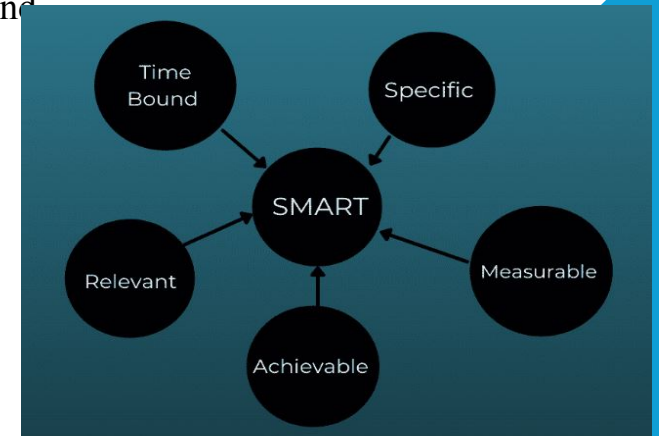
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Planning and objectives:

- Define Module Objectives – educate on risk identification and analysis; equip participants with decision-making skills; develop strategic planning and crisis management competencies
- Curriculum Development – create content that includes theory, practical applications, and interactive activities; gather resources and tools for risk analysis and management
- Identifying target groups – identification of target groups, understanding of the needs and interests, analysis of characteristics of target group, adaptation of potential program
- Stakeholder Engagement: engage experts and community leaders in the curriculum development process
- Implementation: schedule module delivery and train facilitators on interactive teaching methods
- Sustainability and Scaling: plan for ongoing participant support and explore opportunities to expand the module's reach



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Implementation and Collaboration

Develop of strategies for succesfull implementation

- Identifying the necessary resources
- Defining roles and responsibilities
- Planning activities in accordance with the objective of the program

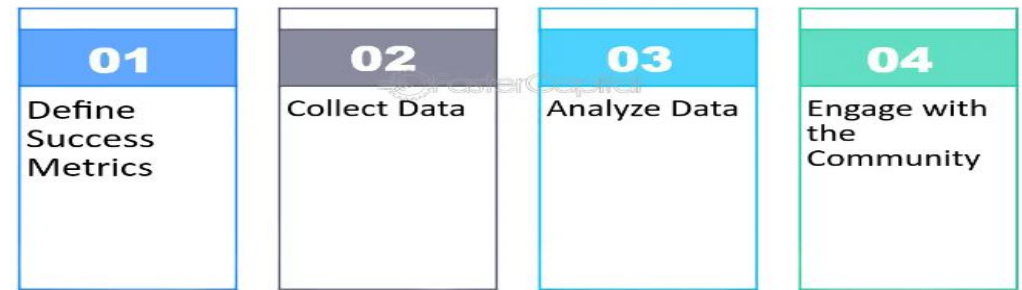


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Evaluation and Sustainability

Tools and methods for evaluating the impact of community sports programs

- Quantitative evaluation methods: surveys to collect data on participation, user satisfaction, changes in behaviour or attitudes, other relevant information
- Qualitative evaluation methods: interviews with program users, focus group discussion, analysis of written reports or diaries
- Monitoring of performance indicators: monitoring of physical indicators (level of physical activity or improvement of health parameters), social indicators (improvement of social skills, reduction of risk of negative behaviors or improvement of quality of life)
- Data analysis and interpretation



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Conclusion and Action Plans

- Summarize the critical importance of effectively managing risks in the intersection of community sport and activism, highlighting how these skills empower participants to lead initiatives that are both impactful and sustainable
- Recap the main insights and skills gained through the module, such as risk identification, strategic decision making, and collaborative problem-solving
- Establish a mechanism for participants to provide feedback on the module and report on the outcomes of their initiatives, helping to measure impact and identify areas for improvement
- Motivate participants to engage with community stakeholders and experts continuously to foster a supportive network that enhances their projects' effectiveness and resilience



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December 2022 – May 2025

MODULE 8

Conflict Resolution in Community Sports



Aims:

- **Enhance Communication and Teamwork:** Establish clear communication channels and encourage teamwork to foster a supportive and fair play environment.
- **Provide Education and Training:** Offer workshops and training sessions to equip coaches, officials, and participants with effective conflict resolution skills and promote a culture of respect and empathy.
- **Implement Systematic Interventions:** Utilize structured programs, such as respect campaigns and mediation, and leverage technology to proactively prevent and manage conflicts in community sports.



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Conflict Resolution...

- **Ensures Safety and Health:** Conflict resolution helps maintain a safe and healthy environment for all participants, reducing stress and promoting well-being.
- **Encourages Teamwork and Fair Play:** Effective strategies promote cooperation among team members and ensure that the principles of fair play are upheld.
- **Enhances Overall Happiness:** By minimizing conflicts, the overall enjoyment and satisfaction of participants, coaches, and spectators are improved.



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Why Conflicts Happen

- **Different Expectations:** Disparities in what players and coaches expect from the sport can lead to misunderstandings and disagreements.
- **Misunderstandings:** Miscommunication or lack of clarity can cause friction between stakeholders.
- **Feelings of Unfairness:** Perceived or real favoritism and bias can create tensions.
- **Statistics:** According to Omli and LaVoi (2012), 46% of parents of youth athletes have witnessed verbal fights at games, indicating the prevalence of such issues.



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Effective Communication Strategies

- **Structured Communication Channels:** Establishing clear and open lines of communication between coaches, players, and officials is crucial.
- **Regular Meetings and Feedback Sessions:** The Positive Coaching Alliance (PCA) recommends these to ensure issues are addressed promptly and constructively (Thompson, 2010).
- **Proactive Approach:** Addressing potential conflicts early prevents escalation and fosters a collaborative environment.



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Education and Systematic Approaches

- **Training Workshops:** Providing training for coaches and officials on conflict management can significantly reduce conflicts. PCA's "Double-Goal Coach" training emphasizes balancing competitive success with teaching life lessons, including conflict resolution (Thompson, 2010).
- **Respect Campaign:** The Junior Football League in England implemented this to cut down on aggressive behavior. It includes pre-game briefings, designated spectator areas, and Respect Marshals to monitor behavior. Reports of abuse and conflict have significantly decreased as a result (The FA, 2021).
- **Mediation:** Involves a neutral third party to facilitate discussions and help parties reach mutually acceptable solutions. This ensures everyone feels heard and understood.
- **Technology:** Platforms like TeamSnap and SportsEngine offer tools for managing team feedback, communication, and schedules. According to a 2019 survey by TeamSnap, these tools resulted in 30% fewer conflicts due to improved communication and organization.



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USEFUL RESOURCES

Articles:

- Omli, J., & LaVoi, N. M. (2012). Emotional Experiences of Youth Sport Parents I: Anger. *Journal of Applied Sport Psychology*, 24(1), 10-25.
- Thompson, J. (2010). *The Double-Goal Coach: Positive Coaching Tools for Honoring the Game and Developing Winners in Sports and Life*. Harper.
- The FA. (2021). *Respect Campaign*. Retrieved from The FA.
- TeamSnap. (2019). *How Team Management Software Reduces Conflict in Youth Sports*. Retrieved from TeamSnap.



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MENTIMETER



Write to with three key words the answer of this question why community engagement is important.



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MENTIMETER



**Community sports
play a vital role in
bringing individuals
together, fostering a
sense of inclusivity,
and enhancing
physical and mental
well-being.**

Community Engagement + sports = Community sports



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IMPORTANCE OF COMMUNITY ENGAGEMENT



Meaningful connections with community members.

Foster a sense of belonging and inclusivity within the community.

Contribute to the development of social cohesion and overall well-being among residents.

Strengthen the bonds between the organization and its community

Enhance the organization's identity as one that values and prioritizes the voices and experiences of those it serves.



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Identify key stakeholders such as

**local residents,
schools,
businesses,
community organizations,
and government agencies**



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Build relationships with

**open communication,
collaboration,
involvement in decision-making processes
listen to their needs and ideas
build trust and mutual understanding.**



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EXAMPLE: Wonderland Mei Meidling Klima Grätzl Fest.

Street fitness events

Local organizations and individuals such as workers from the Meidling market, families and young people living near the festival site, actively participated



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EXAMPLE: Wonderland Mei Meidling Klima Grätzl Fest.

provided consultancy sessions
to 10 neighbors with a
professional sports trainer.

created a buzz by installing a
bike trainer in the street,

attracted attention to pop-up
stands.



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ROLE PLAY EXERCISE: CHOOSE YOUR ROLE



Sports Operator (Trainer): Responsible for organizing the community sports event.

Inactive Neighbor: A resident who does not currently participate in sports activities

Active Neighbor: An enthusiastic participant in sports activities

Local Business Owner: Owns a business in the neighborhood

Youth Representative: Represents a younger demographic

Elderly Resident: A senior member of the community who may have mobility or accessibility concerns regarding the event.

Community Leader: Holds influence within the neighborhood

Local Authority Representative: Represents the local government or municipality

Media Representative Represents local media outlets

Give each participant a role (one person should be a sports operator) design a co-created community sports event.



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ADAPTABLE INCLUSIVE SPORTS

Sports activities that are **accessible and welcoming to individuals of all abilities, backgrounds, and ages.**

Aims to **remove barriers to participation and promote equal opportunities for everyone** to engage in physical activity and sports.



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BARRIERS TOWARDS ADAPTABLE INCLUSIVE SPORTS

Physical barriers: Lack of accessible facilities, equipment, and transportation.

Social barriers: discrimination, and lack of awareness about inclusivity.

Financial barriers: Limited resources and funding for adaptive equipment and programs.

Attitudinal barriers: Negative attitudes and misconceptions about disability and inclusion.



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STRATEGIES FOR ADAPTABLE INCLUSIVE SPORTS



Accessibility: Ensure facilities and equipment are accessible to individuals of all abilities. Think universal design

Awareness: Educate the community about the benefits of inclusive sports and challenge stereotypes.

Advocacy: Lobby for policies that promote inclusivity and allocate resources for adaptive sports programs.

3A

Accessibility

Awareness

Advocacy



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Peer support to individuals with disabilities.

Partner with community organizations and stakeholders to expand access to inclusive sports.

Promote diversity and actively involve participants from diverse backgrounds.

3P

Peer Support Partnership Promotion



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EXAMPLE FOR ADAPTABLE INCLUSIVE SPORTS



The Inclusion Club

Shares models of good inclusive practice in sport and recreation for people with disability

<https://theinclusionclub.com/>



The Inclusion Club



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ADAPTABLE INCLUSIVE SPORTS



Adapted and inclusive sport goes beyond disability inclusion. It addresses the diverse needs and preferences of all individuals, regardless of their physical or cognitive abilities.



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IMAGINARY ADAPTABLE INCLUSIVE SPORTS EVENT



Instructions:

Each participant selects one sports activity.

Define one disadvantaged group within the chosen sports activity.

Identify three key barriers faced by this disadvantaged group in participating in the selected sports activity.

Devise three strategies aimed at promoting inclusion and overcoming these barriers.



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MODULE 11

Social Network Building & Advocacy and Outreach Strategies in Sports Engagement



Aim of the Module

The goal of the module is to teach people how to make friends, support important causes, and reach out to people through sports in a good way. People who sign up will learn how to use social media to build dynamic networks, interact with fans, and talk to each other clearly. They will learn how to organise support for important causes, work with athletes, and plan lobbying efforts. In addition, they will learn how to reach out to everyone, plan neighbourhood events, and work with local groups. By using these tactics together, participants will get more people involved in sports and help bring about good changes in the sports community.



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Social Network Building in Sports Engagement

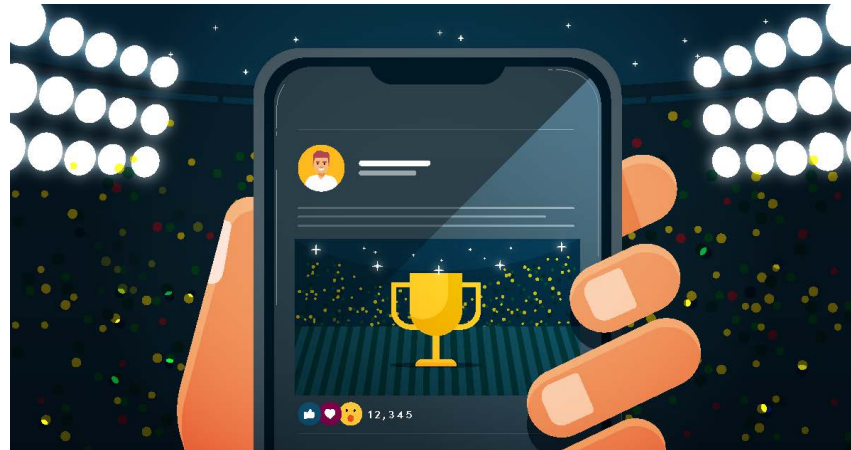
In Sports Engagement, building social networks is important for building community, getting more people to participate, and getting the word out about events. Anywhere you go, there are social networks where players, fans, and organisations can meet, talk about their experiences, and help each other. Organisations in the sports world can reach more people, interact with their followers in real time, and make fans feel like they join by using social media. This connection not only makes the experience better for people who are already part of the group, but it also brings in new people.



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Advocacy Strategies in Sports

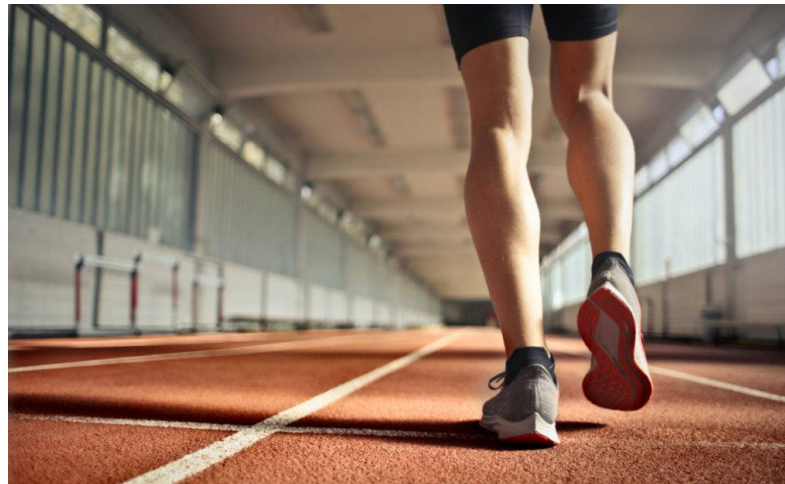
In sports, advocacy means backing and pushing causes or policies that are in line with the community's values and goals. Advocacy tactics that work can bring people together, change public opinion, and bring about change in the sports business. This can include fighting for fair play, respect, and acceptance in sports. Using famous players as advocates can help get the word across to more people, thanks to their platforms and fame. Sports groups can bring attention to important problems and push for positive changes by working together on projects and forming partnerships with other groups that are relevant.



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Outreach Strategies for Greater Engagement

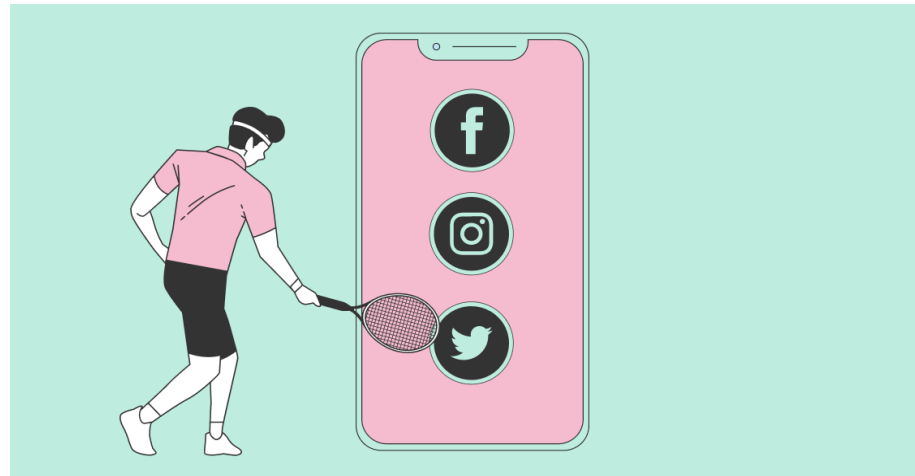
Outreach tactics are important for getting more people to participate in sports and connecting with a wide range of people. This means going out to groups that aren't well-represented, making programmes that are open to everyone, and making sure that everyone can play sports. Targeted marketing efforts, community events, and educational classes can all help get more people involved and raise awareness. Outreach activities can reach more people by working together with schools, community centres, and other local groups. This way, everyone can get involved in sports, no matter their background or skill.



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Integrating Social Networks and Advocacy for Impactful Outreach

Building social networks along with lobbying and outreach tactics is a powerful way to get more people involved in sports. Sports groups can get their advocacy ideas across to a bigger audience and more people more successfully by using social media. Engaging material, like athlete stories, behind-the-scenes looks, and engaging campaigns, can bring attention to advocacy efforts and get more people in the community involved. This unified approach not only makes the sports community stronger, but it also makes sure that important issues are brought up and dealt with, making the setting more welcoming and helpful for everyone.



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USEFUL RESOURCES

- European Commission - Sport Policy (<https://sport.ec.europa.eu/policies>)
- European Journal for Sport and Society (<https://www.tandfonline.com/journals/ress20>)
- Journal of Sport Management (<https://journals.humankinetics.com/view/journals/jsm/jsm-overview.xml>)
- Understanding Professional Athletes' Use of Twitter: A Content Analysis of Athlete Tweets (https://www.researchgate.net/publication/283985906_Understanding_Professional_Athletes'_Use_of_Twitter_A_Content_Analysis_of_Athlete_Tweets)
- The Importance of Social Media for Athletes (<https://sportfive.com/beyond-the-match/insights/importance-social-media-for-athletes>)



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RESILIENCE AND ADVERSITY



- This workshop aims to empower participants in sports by enhancing their resilience through strategies, expert guidance, and practical exercises. Attendees will learn to navigate challenges, optimize performance, and maintain well-being. They'll create personalized resilient plans to unlock their potential on and off the field, fostering a resilient mindset for thriving in sports and beyond.
- Resilience equips individuals with the mindset and skills to navigate challenges effectively, and helps manage stress, build emotional strength, and promote well-being, crucial for those in emotionally demanding roles. It enables sustained efforts, overcoming obstacles, and staying committed to long-term goals while empowering individuals to bounce back from failures and keep contributing to their communities.
- Participants don't need prior knowledge of "resilience and adversity," but they should be comfortable with basic technology.



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Practical Part:

RESILIENCE AGAINST ADVERSITY



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1. Overview

Including a resilience module in a community sport and activism manual is crucial for equipping individuals and groups with the mindset and skills to navigate challenges effectively. Resilience fosters perseverance, adaptability, and motivation, sustaining momentum despite setbacks. It helps manage stress, build emotional strength, and promote well-being, vital for those engaged in emotionally taxing work. By cultivating resilience, individuals can better sustain their efforts, overcome obstacles, and remain committed to their goals long-term.



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2. Aim of the Workshop:

- Empower participants with the knowledge, skills, and tools to enhance their resilience in the context of sports.
- Learn how to navigate challenges, optimize their performance, and maintain their well-being
- Create personalized resilient plans



3. Group Size

20 participants

4. Duration

- 10 mins. Explain the module and the structure of the workshop
- 45 mins. Theory Part and get to know at what point is everyone regarding resilience
- 40 mins. Activity: The Resilience Plan
- 15 mins. Evaluation and Feedback of the session



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5. Training Modules

- Using resilience as an encouragement
- models of development based on resilience
- Creating own resilience plan

6. Materials

- Slides and presentations for the theory
- White papers
- Pens and color pencils
- Templates for the 2 different activities

7. Workshop Activities

1. Explanation of Resilience
2. Resilience models
3. Self Resilience
4. Creating Resilience Plan(The Four S's)



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Activity 1: Explanation of Resilience



- The facilitator will explain what the workshop aims to achieve.
- Then, the workshop will start with a theoretic part in which the concept of “resilience” will be defined. This will be followed by the introduction of several relevant models that can be applied in sports settings:
 - Determinant or Substantial Predictor Model
 - Courage Model
 - Problem Avoidance Model.



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Resilience models

- **The Determinant or Substantial Predictor Model** focuses on identifying key factors that contribute to success or resilience in sports. By understanding these determinants, athletes can develop strategies to enhance their performance and overcome obstacles.
- **The Courage Model** emphasizes the importance of courage in facing challenges and adversity in sports. It highlights the mindset and actions required to confront difficulties with bravery and determination, ultimately leading to personal growth and achievement.
- **The Problem Avoidance Model** explores the concept of problem avoidance and its impact on performance in sports. It encourages athletes to recognize and address potential problems proactively, rather than avoiding or ignoring them, thus promoting resilience and success.



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Activity 2: Self Resilience

At first, the facilitator will give them a template in which the participants will be instructed to indicate on the scale from 1 to 5 how they feel in regards to these two opposite statements. This is the template:

- “I did better than I thought I would” vs. “I didn’t do as well as I imagined”
- “I pushed myself and worked hard” vs. “I could have tried a bit harder”
- “I took a chance by trying out something new” vs. “I stuck to what I knew, because that’s what I feel sure of.”
- “I changed my work as I went along” vs. “I stuck to my approach throughout”



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Activity 3: Creating Resilience Plan(The Four S's)

After that, they will start with the activity in which they will be creating their own plan to have and use when they feel that they need help. For this, they will fill out the following steps:



1. Think back on previous situations:

- Recall a recent example of resilience
- Identify supportive people
- Identify strategies
- Identify sagacity (Sagacity is the wisdom and insight that you hold onto. It can come from song lyrics, novels, poetry, spiritual writings, quotes from the famous, the sayings of one's grandparent, or learning from one's own experience)
- Identify Solution-Seeking behaviors

2. My Resilience Plan

- Describe a current difficulty
- Apply the resilience plan to this difficulty
- Carry out your resilience plan



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3. Evaluation of the resilience plan

- How was it for you to carry out your resilience plan?
- Did it help you bounce back from this difficulty?
- What resources were most helpful to you? Why?
- What resources were least helpful to you? Why?
- Did you not use any resources, and if so, why?
- Is there anything you would like to add to your resilience plan?
- In what other areas of your life could you use your resilience plan? How might things improve for you?

After they are done with this, they will do a closing circle in which they will talk about what they thought of this session, if they think it was helpful, what they would add or delete, what to take in consideration for the future, etc.



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8. For the Trainer :

- Encourage Active participation
- Provide opportunities for reflection and discussion.

9. Outcome:

By workshop's end, participants will gain deeper resilience insight and practical strategies to navigate challenges confidently, feeling empowered to face adversity.



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10. Evaluation:

Evaluation will be informal, via observation and participant feedback during the workshop. Participants will reflect on their learning and assess progress in applying resilience strategies. We will also give them a short survey before and after the workshop



First Survey questions :

- How would you rate your current understanding of resilience concepts on a scale of 1 to 5 (1 being low, 5 being high)?
- Have you previously utilized strategies to enhance your resilience in sports or activism?
- What resilience-building techniques or practices are you currently employing, if any?
- How confident are you in your ability to bounce back from setbacks or challenges in your sporting or activism endeavors? (Low/Medium/High)
- What challenges do you typically face when trying to maintain resilience in your sports or activism pursuits?



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The final survey questions:



- How would you rate your understanding of resilience concepts after attending the workshop? (1 to 5)
- Have you gained new insights into building resilience specifically in the context of sports or activism?
- Which resilience-building tools or techniques introduced in the workshop do you plan to integrate into your routine?
- Do you feel more confident in your ability to maintain resilience in the face of challenges after the workshop?
- What specific insights or strategies did you find most valuable from the workshop?
- How do you plan to apply the resilience skills and strategies you've learned to your community sport and activism endeavors moving forward?



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11. References



- <https://psycnet.apa.org/record/2018-02766-001>
- <https://www.mdpi.com/1660-4601/18/15/8196>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3353472/>
- <https://positivepsychology.com/resilience-activities-worksheets/>



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