



SPORTS 4 ALL METHOD

ACTIVITIES AND METHODOLOGIES TO INCLUDE CHILDREN IN SITUATION OF
EDUCATIONAL POVERTY



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INTRODUCTION

The following document has been developed within the ***Sports 4 All Project*** aimed at coaches and educators in the sports world. This manual has been designed for those who want to learn new methodologies and experiment with practices aimed at further integrating young people in disadvantaged situations, particularly those suffering from educational poverty.

The Sports 4 All Project has *been funded by the European Commission within the Erasmus+ Sport program*. The main objective of the project is to create and implement a new methodology aimed at coaches, trainers, and educators to promote and facilitate diversity and inclusion in the world of sports. In particular, the project focuses on young people in disadvantaged situations who suffer from educational poverty, providing them with equal opportunities to access sports.

The partnership of the Sports 4 All project consists of 5 European partners, each with their specificities and competencies to contribute to the project's goal.

- The ***Kirikù Cooperative***, based in Italy, is the leader of the project and is responsible for protecting minors and promoting youth policies.
- ***InnoVED***, a non-governmental organization based in Greece, focuses on innovative education and vocational training.
- ***TPV Volley Novo Mesto*** is a volleyball sports club based in Slovenia.
- ***Mar Violeta*** is a Spanish association committed to helping people at risk of social exclusion to have access opportunities in society.
- Finally, the ***European Association for Local Democracy (ALDA)***, based in France, aims to promote democratic participation and activate local actors.

This document is based on the work developed by Cooperativa Kirikù and InnoVED, and it aims to provide concrete answers to the needs emerged from the questionnaires administered to schools and sports organizations in the initial phase of the project. In particular, the following points will be explicitly addressed:

1. Understanding educational poverty: an overview of educational poverty and its connection to sports will be presented.
2. Engaging families effectively: specific tools and effective methods will be presented to involve families actively and strengthen their participation in sports organizations' activities.

3. Discussing issues with colleagues: tools and methodologies will be provided to facilitate dialogue among professionals working with disadvantaged children.
4. Improving children's relationships with their peers: tools and methodologies will be provided to enhance children's ability to interact with their peers.
5. Enhancing children's ability to stay focused during activities: possible activities will be proposed.

The material prepared was then discussed in the *Training of Trainers*, a meeting held from **March 15th to 17th, 2023 in Volos, Greece**. Thanks to the participation and feedback of some coaches present and the partners, opinions and ideas were collected that further improved the work done.

The material produced and presented in this document represents a first version of the Sports 4 All method. This will now be disseminated in the various partner countries and tested. During the experimentation phase, feedback will be collected on the effectiveness of what has been proposed, and observations will be gradually integrated to improve the proposed methodology.



EDUCATIONAL POVERTY: SOME CONCEPTS

UNDERSTANDING EDUCATIONAL POVERTY

Educational poverty is a term that refers to the inability of individuals to access educational opportunities and acquire the necessary knowledge and skills to succeed in life. It is a phenomenon that affects children and teenagers across the world and has significant impacts on their cognitive, social, and relational development. In this introduction to the Sports 4 all method, we will explore the concept of educational poverty, provide a definition, and identify some of the causes and we will see how it educational poverty it is linked with the sports and how sports can help the children suffering from this kind of poverty.

DEFINITION OF EDUCATIONAL POVERTY

Save the Children defines educational poverty as

" The impossibility for children and teenagers to learn, experiment, develop and freely foster their capacities, talents and aspirations. This deprivation implies a serious limit to the development of cognitive, social and relational skills which are fundamental for future wellness, for working success and for permitting an active participation in the economy and more generally speaking, in new generations' society."

This definition highlights the importance of education in providing individuals with the skills and abilities necessary to succeed in their personal and professional lives. Abilities that they may acquire towards different activities, also by practicing sport.

CAUSES OF EDUCATIONAL POVERTY

Several factors contribute to educational poverty. **Economic difficulties**, such as poverty and lack of resources, can limit access to education or to sports practices by making it difficult for families to afford fees, uniforms, tools, and materials. This can result in children missing out on educational opportunities and falling behind in their studies.

Social exclusion is another factor that can contribute to educational poverty. Children from marginalized groups, such as ethnic or linguistic minorities, may face discrimination and have fewer opportunities to access education or sports activities. This can result in them being excluded from the education system, sporting activities and missing out on valuable learning experiences.

Lack of attention by parents is also a factor that can contribute to educational poverty. Parents who are struggling to in economic difficulties may not have the time or resources to support their children's education. In addition, urban isolation and decay can create a lack of opportunities for children to learn and develop themselves. Finally, the lack of experiences, such as exposure to books, technology, and cultural activities, can also limit a child's ability to succeed in education.

CONSEQUENCES OF EDUCATIONAL POVERTY

Educational poverty has serious consequences for individuals and society as a whole. Children who experience educational poverty are more likely to struggle academically, have lower levels of educational attainment, and experience poor health outcomes. They are also more likely to be unemployed, underemployed, and live in poverty as adults. Educational poverty can contribute to a cycle of poverty that is difficult to break.

Educational poverty has significant consequences for the development of both cognitive and non-cognitive skills. Children who experience educational poverty may struggle to develop problem-solving skills, math and reading abilities, and the ability to focus. These skills are essential for future success in both academic and work settings.

In addition, educational poverty can limit the development of non-cognitive skills, such as self-esteem, motivation, and social skills. These skills are critical for individuals to engage in interpersonal and social relationships, cooperate, communicate, and negotiate effectively. Without these skills, children may struggle to develop meaningful relationships and engage in the wider world.

WHAT IS NOT EDUCATIONAL POVERTY?

It is important to distinguish educational poverty from other forms of poverty that may impact a child's learning and development. Mental and physical disabilities, as well as specific learning disorders, are not necessarily indicative of educational poverty. Children with disabilities or learning disorders may face additional challenges in accessing education and may require specialized support services. However, these challenges do not necessarily mean that a child is experiencing educational poverty.

While children with disabilities or specific learning disorders may face challenges in accessing education, these challenges do not necessarily mean they are experiencing

educational poverty. Educational poverty is a multifaceted issue that goes beyond the physical and mental limitations of an individual child. It is a result of systemic inequalities that limit access to educational opportunities, such as poverty, social exclusion, lack of experiences, and urban decay.

Children who experience educational poverty may come from different backgrounds, cultures, or socioeconomic status, but they all share common experiences of limited access to educational resources and opportunities. In contrast, children with disabilities or specific learning disorders may have access to the same educational resources and opportunities as other children but may require additional support services to help them overcome their limitations.

Furthermore, it is important to recognize that not all children who come from low-income families or face social exclusion are experiencing educational poverty. Children who come from low-income families may still have access to quality education and may excel academically despite their financial challenges. Similarly, children who face social exclusion may have access to supportive environments that encourage their learning and development.

THE CONNECTION BETWEEN EDUCATIONAL POVERTY AND SPORT: HOW SPORTS CAN HELP OVERCOME BARRIERS TO EDUCATION

Sports can be a powerful tool in breaking down barriers to education, especially for children experiencing educational poverty. Engaging in sports promotes self-awareness, self-esteem, respect for rules, and personal relationships, which are all crucial skills for academic success and personal development.

For children experiencing educational poverty, participating in sports can provide a positive outlet for their physical and mental energy, promoting healthy habits and fostering a sense of accomplishment. Engaging in sports activities can also teach children to work cooperatively with others, to persevere through challenges, and to develop leadership skills.

Moreover, sports can create a sense of belonging and community that may be missing from the lives of children experiencing educational poverty. In some cases, schools or community organizations offer sports programs that can help to engage children who may feel isolated or disconnected from their peers. By participating in sports, children

can build supportive relationships with coaches, teammates, and other mentors, which can help to build their confidence and sense of belonging.



ENGAGING WITH FAMILIES: GOOD PRACTICES AND METHODOLOGIES

This section addresses the issue of engaging with families, based on both the questionnaires and the discussions held during the training of trainers. Both good practices, i.e. practices already applied by coaches and sports clubs in the various partner countries that have proven effective, and methodologies are presented. The inclusion of these practices in this document aims to disseminate what has already been proven effective and can be applied in other contexts. The focus will also be on which mindset is most effective when engaging with families, especially those families who have difficulty accepting comments and observations about their children's behavior or actions."

FAMILY PACK – GOOD PRACTICES TO SHARE

The following is what emerged from the discussion among coaches during the Training of Trainers. During this meeting, some common issues arose when dealing with families, but also some solutions that are already being adopted by coaches from different European countries. Below we report, for each issue emerged, some solutions already put in place and that can be used as good practices by other coaches and sports clubs.

ECONOMIC DIFFICULTIES OF FAMILIES

One of the most important and hindering factors to inclusive participation of children in sports activities lies in the economic difficulties of families who cannot afford fees or suitable sports equipment.

Some solutions adopted:

In some particular cases, it is possible to request a reduction in fees from the sports club. Some materials can be borrowed from the sports club itself. If the economic problem is related to transportation, a means of transportation can be provided or different families living nearby can be connected to implement carpooling solutions.

FAMILIES RESISTANT TO DIALOGUE

Often some families are resistant to dialogue and confrontation with coaches. It happens that, in some cases, parents are difficult to contact because they have demanding work schedules or many activities that keep them busy. The phenomenon

of busy parents can sometimes lead to difficulties in getting their children involved in sports activities.

Some solutions adopted:

Sometimes the solution adopted is to make the dialogue very flexible, giving different availability times or even different methods of dialogue (not just in-person meetings but also email, phone calls, or online meetings). However, this availability can result in an overload for the coaches, so it is important to define at the beginning how much flexibility is granted and within what limits.

DENIGRATION OF SPORTS

Some families prioritize school over sports, denigrating and degrading it to a lower level. It's not uncommon for children to be prevented from attending sports practice as a disciplinary measure or as punishment for not achieving good results at school. However, this phenomenon diminishes the importance of sports and exacerbates the difficulties already faced by young athletes.

Some solutions adopted:

At the beginning of the season, meetings specifically dedicated to parents can be organized to explain the importance of sports and consistent participation in activities. These meetings can emphasize that regular participation in sports activities represents a skill and quality to support and develop in young athletes.

Team-building activities can be organized with parents to actively involve them in sports activities and develop a sense of belonging.

DIFFICULT COMMUNICATION

It often happens that communication with families is difficult, either because some parents have objective language difficulties or because they have a low educational level, which makes it difficult to have a constructive dialogue. It also often happens that due to these communication difficulties, parents do not accept feedback and comments on their children's performance, or some parents tend to override coaches' opinions and do not recognize their authority.

Some solutions adopted:

When possible, coaches try to have individual conversations with parents, trying to establish common ground to understand each other. When parents' behavior suggests that they want to replace the coach, the roles, tasks, and areas of action are clearly defined. One possible action to put into practice is to avoid commenting or giving feedback on training or sports events within a certain period of time (e.g., 48 hours) after they have taken place.

DIFFICULTIES OF FAMILIES TO ACCEPT OBSERVATION

Effective communication with families requires using a calm and accommodating language. However, sometimes parents may not accept criticism or observations about their child's behavior or capabilities. It is crucial to remain neutral when communicating observations and avoid presenting them as judgments.

Observation and judgment are two distinct concepts. Observation is the act of perceiving or noticing something, while judgment involves forming an opinion or evaluation about something.

Observation involves using the senses to gather information about a situation, event, or phenomenon. It is an objective process that involves collecting data without making any conclusions or assumptions. For example, observing that the sky is blue is a simple observation that does not involve any evaluation or opinion.

On the other hand, judgment is a subjective process that involves forming an opinion or evaluation about something based on observations or other information. For example, saying that a painting is beautiful is a judgment that is based on personal taste and opinion.

It is important to distinguish between observation and judgment because judgments can be influenced by biases, assumptions, and personal beliefs. Observations, on the other hand, are more objective and can be used to form a more accurate understanding of a situation or phenomenon.

Here below is a practical exercise that trainers and coaches can perform to experiment with the difference between the two mindsets and develop a more observation-oriented attitude.

ACTIVITY: OBSERVATION VS JUDGEMENT

This activity aims to develop participants' critical thinking skills by helping them distinguish between observations and judgments and promoting objectivity in observation. Through this process, participants can gain greater self-awareness of their thought processes and biases and develop the ability to make more objective observations.

Duration: 40 min

Materials: paper, pen

Description:

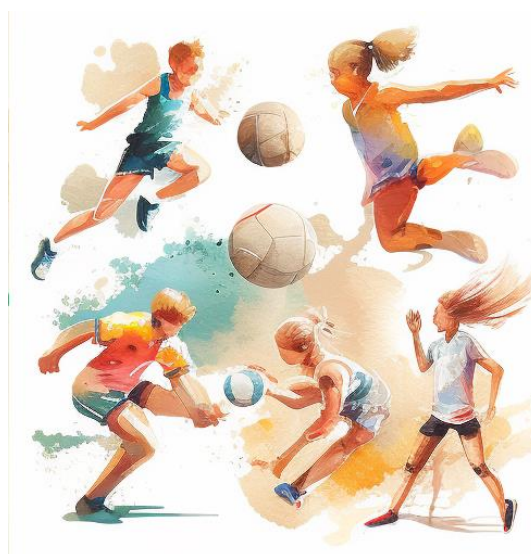
Participants start with an activity: they have to take a piece of paper and write down minimum 10 observations (they are given 10 minutes).

After that, they share a few sentences they wrote down, without intervention.

Next, the trainer explains the difference between observation and judgment. Participants are then invited to evaluate their sentences and write which were observations and which were judgments. If needed, the trainer will support them.

Hints:

- Kind approach,
- the role of the trainer should be supporting and consulting without judging the child.
- discuss with the parents if their children have the same behavior at home.



DISCUSSING AND CONFRONTING WITH COLLEAGUES – AN EXERCISE TO BETTER DIALOGUE AND EXCHANGE OPINIONS.

Effective communication is a critical skill for coaches and trainers, particularly when working with challenging children. As revealed by a recent questionnaire, coaches and trainers tend to confront their colleagues when dealing with difficult children, highlighting the need for improved communication and observation skills. Therefore, we have designed an exercise to help coaches and trainers enhance their communication skills and convey accurate observations and details. This exercise will enable them to approach challenging situations with a clear and objective mindset and communicate effectively with both their colleagues and the children they work with. By practicing this exercise, coaches and trainers can develop a more observation-oriented attitude and become better equipped to handle challenging situations in a constructive and effective manner.

ACTIVITY: BACK TO BACK

This exercise is designed to enhance communication skills, emphasizing the importance of clear and concise instructions. It provides an opportunity to practice active listening, offer constructive feedback, and improve the ability to communicate effectively in personal and professional settings. By engaging in this exercise, participants can improve their communication skills and develop stronger relationships with others in a supportive environment.

Duration: 30 min

Materials: paper, pen

For this team-building activity, you'll need an even number of people so everyone has a partner. Once everyone is paired off, sit or stand back-to-back. You can use a pen and paper or draw on a whiteboard. One person will take the role of the speaker and the other takes the part of the listener. For five to 10 minutes, the speaker will describe something that sees in the environment around him.

Afterward, discuss the steps that were taken to ensure the instructions were clear and how this could be implied in real-life interactions. The person drawing can also share what was constructive about the instructions and what they would have done differently if they had been allowed to communicate back to the speaker.

DEALING WITH CHILDREN IN SITUATION OF EDUCATIONAL POVERTY – ACTIVITIES AND METODOLOGIES

In this section, we will look at some activities and tools that can be used to better interact with children facing educational poverty. We will propose practical actions, exercises, and methodologies to address some of the difficulties that have emerged from discussions with other coaches and trainers, both through questionnaires submitted during the initial phase of the project and through exchanges during the Training of Trainers. These challenges include the difficulty that children face in relating to and integrating with other children, understanding, and respecting rules, and maintaining focus and attention.

IMPROVEMENT OF THE RELATIONSHIP WITH PEERS

The following activities aim to enhance the relationships and bonds between boys and girls with their peers. These activities are based on the concept of non-formal education and can also be applied to the sports environment. Although these activities do not represent actual sports practices, using these exercises as an alternative to sports practice helps solidify the understanding and knowledge of the children, strengthening their sense of belonging as a group or team.

ACTIVITY: GTKEO - GET TO KNOW EACH OTHER - DATE HOUR

This activity aims to promote social interaction and communication skills among participants by engaging them in a fun and interactive way. Through active listening, exchanging ideas, and expressing themselves in a supportive environment, participants can improve their communication skills, social skills, and self-esteem.

Duration: 45 min

Materials: timer (phone), pens, paper

Description:

Every participant has a piece of paper and a pen and draws a clock (it can be for 8/ 12 hours - depending on the number of questions asked). After they draw the clock, they are instructed to go to each other and arrange dates at specific hours. They will both write the name of the person they have a date with at a specific time. In case it's needed, people can have trios.

After they finish, they will go on dates with each other. The trainer says “It is X o’clock. You will meet with your date and talk about ...”

The trainer keeps the time and gives 2 or 3 minutes for each couple to talk about the topic.

The questions can be adapted to any topic.

Questions:

- What is your favorite sport?
- What would you do if you were not here?
- What do you want to know about the person in front of you? Ask him or her a question.
- Share something about yourself that you are really proud of.
- Share something about yourself that you want to work on/improve in your work as a trainer.
- What is your motto in life and why is it important to you?
- What is your ideal job? Describe it as detailed as you can imagine.
- What are your favorite hobbies?

Debriefing: Share 1 thing that you heard from another person that you liked/ impressed you.

ACTIVITY: MEET YOUR SURROUNDINGS

This exercise contributes to the team building process as well as encourages free creativity within the group.

Duration: 1 hour & 10 min

Devolping time:

30 min - walking

20 min - story creation

20 min - sharing stories

Materials: a sports newspaper

Description:

Participants are divided into groups of 3, go for a walk with a paper and collect the following ‘data’:

- one doodle of an animal, a plant, or an object;
- a few words describing one smell they liked;

- one texture they liked;
- the name of someone living in the area;
- 3 greek words that you find written somewhere;
- a sport that the whole team like.

Each group receives a random headline from a sport-newspaper.

- “The Olympic games included a new sport! In this story, you will find out what it is.”
- “Actions speak louder than coaches! They are ready to revolutionize the world of sports.”
- “The whole world agrees: find out which is the most important characteristic of a coach”
- “The profile of the most talented athletes was created. This article will teach you how to become one!”

This title is the title of their new piece of art that they have to write and draw: a short visual story that incorporates all the data they have.

Finally, each group shares its stories with everyone.

ACTIVITY: MISSION IMPOSSIBLE

This activity stimulates the creation of bonds and the development of relationships among peers through a mix of creativity, action, and competition.

Duration: max 1 hour

Materials: paper, pen

Description:

Make sure you involve everyone in your group. The group has hour to finish ALL of the challenges. Stress the importance of fair play and of group work.

Challenges to be completed:

1. Create an identity for your group: name, move (body movement), and motto.
2. Make a group song, using the following words: sport, European, coach, participation, teamwork, culture, diversity - remember it, you will have to present it.
3. Create a flipchart that represents what “sport” means to you.
4. Take 3 pictures of your group (everyone should be in the picture):
5. one photo with only 6 feet and 2 arms on the floor
6. one photo with 4 feet, one back, and 2 heads on the floor

7. one photo with 2 feet, 6 arms, and 2 backs on the floor
8. Create one origami.
9. Take 3 pictures with 3 different live animals. In each picture, there should be at least 2 members of the team.
10. Make a "Not to do" list for this training. Write at least 6 things.
11. Make a list of 15 things about why it is better to be here right now, rather than at home.
12. Come up with 10 ideas about what you can do to have a more active lifestyle. Write them down.
13. Do 20 squats and 20 jumping jacks.
14. Invite a stranger to join you for a game.
15. Give a hug to a tree for 1 minute and take a picture while doing it.

ACTIVITY: SPIDER GAME

The purpose of this game is to work as a team to achieve a goal. By using the "Spider" tool, team members learn to coordinate, listen to each other, and react to situations in unison, developing their ability to communicate empathetically, both verbally and non-verbally. This game requires the group to work together, communicate effectively, and problem-solve as a team. By playing this game, participants can develop their team-building skills and learn to work collaboratively towards a common goal.

Duration: max 1 hour

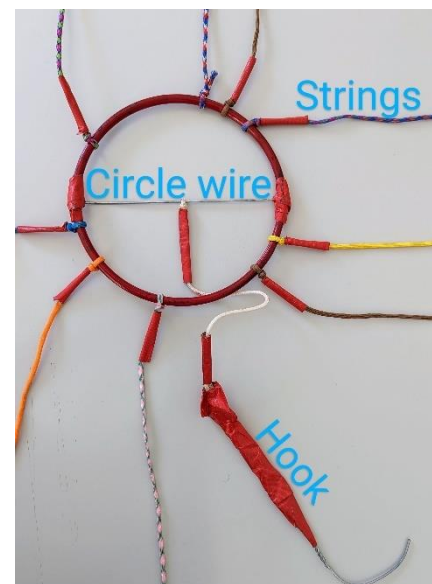
Materials: You need to build the spider and the pawn.

How to build the spider:

Material:

- For building the spider:
- Wire
- Strings

For building the pawns:



- Wooden cubes
- Screw hooks

Construction procedure:

1. Build a circle with the wire.
2. Tie strings all around the formed circle.
3. In the center of the circle, attach a hook made also with the wire.
4. To build the pawns, insert screw hooks on the top of the wooden cubes.



Description:

1. Place the pawns scattered around.
2. Delimit an area where the wooden pieces must be placed.
3. Give each participant the end of a rope. Ropes can be added based on the number of participants. Each participant can only use the rope with one hand.
4. The participants stand in a circle. Holding the rope, they lift the spider. The goal is to hook the wooden pieces and move them to the designated area.
5. The game ends when all pawns have been correctly placed in the designated area.
6. Some variations of the game may involve decorating the pawns differently and selecting only certain pawns instead of others.

BUILDING TEAM SPIRIT: ACTIVITIES TO STRENGTHEN RELATIONSHIPS AMONG CHILDREN

In addition to the binding activities mentioned earlier, we propose several other activities that can help foster a sense of belonging and strengthen relationships among the children:

- **Sports Retreat and Team-Building:** Engage your team in a sports retreat where they can participate in various team-building exercises, cook together, and plan free-time activities. This not only promotes teamwork but also develops essential life skills. If a retreat is not possible, adapt these activities to a one-afternoon event during the weekend.
- **Team Slogan Creation:** Encourage your team to create a slogan for the season together. This can be used in all communal moments and before each training session or match to promote team unity and motivation.

- **Reflecting as a Team:** Allocate a specific time during or after training to reflect on any incidents that may have occurred between the children. This can provide an opportunity to help the children resolve conflicts and find mutually agreeable solutions.

Regularly engaging in these binding activities not only promotes positive behavior and teamwork but also instills a sense of belonging within the team. It is important to note that most of these activities require no additional materials, making them accessible and cost-effective.

IMPROVEMENT OF THE RESPECT OF RULES

The following activities can be used to develop respect for rules in boys and girls. This is achieved through activities that encourage them to investigate why rules are necessary for good coexistence. Furthermore, through some activities, rules are commonly defined by the group to ensure that they are recognized as valid by the entire group and fully internalized.

ACTIVITY: WHAT WE SHARE IN COMMON

The scope of this activity is to help participants understand the importance of respect and mutual understanding in sports. This activity promotes teamwork, communication, and sportsmanship, and can be a useful tool for building positive relationships within a team or group.

Duration: max 20 min

Materials: paper, pen

Description:

This activity needs each person to find a pair (one pair corresponds to one team). Each member of the team has 1 paper which will divide into 2 columns, and they will also write their name. The two participants exchange papers and write what behaviors do not like when playing a sport (15 min). When time is up each person takes their paper and the 2 team members see if they have common opinions. If so, when they will be together in a sport they should try to avoid behaving as they both agreed that do not like.

ACTIVITY: EXPLORING THE MESS: A FUN AND EDUCATIONAL ACTIVITY ON ORGANIZING AND RESPONSIBILITY FOR CHILDREN

This activity helps boys and girls discover the importance of rules, especially by focusing on the common respect and observance by all.

Duration: max 30 min

Materials: This activity does not require any particular materials, use what is already present in the room (gym, locker room, etc.) where the activity is being carried out

Description:

1. First, mess up the room before the children arrive.
2. Once the room is messy, bring the children in and let them see the room. You can play up the surprise factor to make it more engaging.
3. Conduct a guided discussion with the children about the sensations they felt upon finding the room in disarray. Encourage them to share their feelings and observations. You can ask questions like: How did you feel when you saw the room like this? What did you notice? Why do you think the room is messy?
4. Conduct a guided discussion with the children about the importance of respecting rules. Explain that rules are in place to help keep things organized and fair for everyone. You can ask questions like: Why do you think rules are important? What happens when we don't follow rules? How can we show respect for rules?
5. Finally, clean up the room together. Encourage the children to work together to restore order and cleanliness to the room. You can use this opportunity to reinforce the importance of teamwork and collaboration.

Remember to keep the discussion and activity age-appropriate and engaging for the children.

ACTIVITY: BEING GOOD TOGETHER RECIPE

The aim of this activity is to assist children in identifying the behaviors that bring them a positive feeling and to comprehend how they can participate in fostering a constructive atmosphere. Additionally, this activity allows them to investigate the significance of rules in upholding a sense of well-being for the entire group. Ultimately, it helps the children develop a sense of accountability and ownership towards the rules.

Duration: max 30 min

Materials: a flipchart, postit, markers

Description:

1. After each role-play, conduct an open discussion about what was observed and possible solutions to the situation.
2. Provide a flipchart or post-it notes for the children to write down "what makes them feel good during practices." Emphasize positive interactions with other children when explaining the activity.
3. After everyone has written down their ideas, read each sentence and summarize the points that will become the "ingredients to be good together."
4. Have an open discussion with the children about what is needed to maintain a positive and respectful environment. Write down the rules on a flipchart as they are discussed. This can help the children develop a sense of ownership and responsibility towards the rules.
5. Elaborate on the results and write them down as rules.
6. Have the group collectively agree to respect the rules they have elaborated on by signing the flipchart where they are written.

ACTIVITY: STEP OUT AND OBSERVE!

This activity can foster the development of problem-solving skills and empathy in children. Additionally, it provides an opportunity for children to understand the practical application of rules and the importance of respecting them.

Duration: max 1 hour

Materials: no material needed.

Description:

1. Divide the children into small groups and assign each group a roleplaying scenario provided by the trainer.
2. The scenarios can involve sports actions where rules do not exist, situations where children might use negative or positive behaviors towards each other, or a problem-solving situation that the group must work together to resolve.
3. The other children can observe and take notes on the role-played scenario.
4. After each role-play, conduct an open discussion about what was observed and possible solutions to the situation.

ACTIVITY: SPARKS (STRATEGIES PROMOTING ACCOUNTABILITY, RESPONSIBILITY, AND KINDNESS IN SPORTS)

The aim of this activity is to encourage positive behavior among children and promote leadership and responsibility through regular rewards and rotating captain roles. It is also designed to reinforce the importance of respecting rules and others.

Materials: No materials are required for this activity, unless actual prizes are desired as rewards.

Description: The activity can last for the entire sporting season or a specific time frame determined by the organizer.

1. Plan to have regular rewards or prizes for those who behave positively, such as children who always attend practices or follow the rules. The rewards can be given on a fixed schedule, such as every two weeks or at the end of each month.
2. Use a token economy system where children can earn tokens for positive behavior, which can then be exchanged for prizes or rewards.
3. Rotate the captain role among children who have demonstrated positive behavior and leadership skills. This can incentivize children to behave well and provide opportunities for them to develop leadership and responsibility.
4. Regularly check the progress of the activity, including attendance and behavior, to determine who deserves rewards or captain roles.

By implementing these strategies, children can be encouraged to behave positively, develop leadership skills, and learn the importance of respecting rules and others.

IMPROVING THE ABILITY TO STAY FOCUS

To enhance children's attention during training, one possible solution could be to differentiate the activities. Additionally, it's important to consider the different attitudes and abilities of the boys and girls and plan different exercises or tasks based on their possibilities. To facilitate the training structure while considering the above points, we have developed the following framework.

THE FOCUS SCHEME

The Focus scheme is designed to assist you in organizing training sessions by allowing you to select activities and allocate time to them. Planning ahead and assigning specific time frames to each activity can help you structure the training and keep children focused.

Project Name/acronym: SPORT FOR ALL
Project Number: 101050222
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Funded by
the European Union

TRAINING RECORD SHEET

Name of sports club:	
Trainer:	
Date:	
Time:	

OPEN QUESTIONS FOR THE TRAINER (before planning the training session)

- What is the main goal of the training session?
- Where does it fit into the team's workweek? (Is it an individual skill or game training?)
- What is the dominant characteristic of the team's playing style?
- What type of warm-up is used?
- Can the proposed exercise be performed by all players, or does it need to be adapted for some?
- Are there any exercises that can be conducted by the players?
- Can I include breaks between the training exercises?
- Can I interrupt the training session by giving tasks or assignments to those players who have difficulty staying focused or maintaining physical performance?

TRAINING SESSION

Type of exercise	Details	Possible adaptation	Running Time
Warm-up			
Activity 1			
Activity 2			
Activity 3			
Break time			
Individual training			
Cooling down			

OBSERVATIONS
(Describe objective elements observed during the training)

TRAINING SESSION FOLLOW UP
(Personal notes)









The scheme is composed of 5 parts:

1. **Training Record Sheet:** designed to input general training data and keep a record of the same. In this section, various data can be entered, such as the name of the sports club, the coach's name, and the date of the training session.
2. **Open Questions:** a series of guiding questions that help the coach frame the general objectives of the training, consider which goals the training is aimed at achieving, and which players require particular attention.

The guiding questions are:

- What is the main goal of the training session? This is to identify the training objectives.
- Where does it fit into the team's workweek? (Is it an individual skill or game training?) This question is used to investigate whether the training is more geared towards group work and team building, or whether it serves to reinforce individual work for the players.
- What is the dominant characteristic of the team's playing style? This is used to understand what the team's style is, whether to strengthen certain aspects of the group as a team or to focus on others.
- What type of warm-up is used? What exercises are planned for the warm-up in this training session?
- Can the proposed exercise be performed by all players, or does it need to be adapted for some? This question is used to verify whether there are any players who require special attention when performing certain exercises, or whether they can be exempt from some.
- Are there any exercises that can be conducted by the players? To develop leadership skills, are there any exercises that can be included in the training and that can be conducted by the players themselves?
- Can I include breaks between the training exercises? This question helps to consider whether there can be moments of pause in the training or whether I can also include activities that are not strictly related to sports practice as described in this manual.
- Can I interrupt the training session by giving tasks or assignments to those players who have difficulty staying focused or maintaining physical performance? This question helps to understand how to deal with players in disadvantaged situations who, for physical or other reasons, cannot fully perform the training or maintain focus. An example could be

exempting some exercises but assigning them as an assistant to the coach or giving them other tasks.

3. **Training session:** A useful table to outline what was decided and set through the guiding questions. This table outlines the exercises and structure of the training.
4. **Observations:** A space to insert objective observations that arise during the training. It is important to include observations regarding the players who are facing difficulties.
5. **Training session follow-up:** A section to insert more technical notes about the training and to include personal notes both on the players and on the team in general.

You can download the Focus Scheme at this link: <https://bit.ly/sports4all-focus-scheme>



CONCLUSIONS

As anticipated in the introduction, the document aims to provide coaches and trainers with specific tools to integrate boys and girls in situations of educational poverty through sports. These tools have been designed and developed with the goal of promoting social inclusion through physical activity and sports.

Once the method has been described, it will be tested and experimented with in various sports organizations in partner countries to evaluate its effectiveness and applicability in real contexts. This will help identify any problems and make any necessary improvements to the method to make it more effective and adaptable to different situations.

At the same time, the method will be disseminated and presented to various individuals involved in the sports world and to sports organizations that are not part of the initial focus group. The aim is to involve as many interested parties as possible and to encourage the dissemination and adoption of the activities described.

The activities described in the document have been designed to be freely disseminated and adopted by anyone representing a sports organization and wishing to participate in the testing phase. This will allow for the involvement of an increasing number of interested parties, giving them the opportunity to contribute to the improvement of the method and to experiment with new methods of social inclusion through sports.

If interested, it is possible to contact the partner organization in your country using the contacts provided in the document to obtain more information and actively participate in the dissemination and experimentation of the method.

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