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Play to Participate – Participate to Play

Project 101132234 – P2P

Manual "Youth Leadership Programmed" Deliverable 4.1

Developed by **Conexão Jovem**
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Short project overview

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| | WP2: RESEARCH |
| | WP3: SPORT YOUTH COUNCIL AND YOUTH BOARD |
| | WP4: YOUTH LEADERSHIP PROGRAMME |
| | WP5: QUALITY ASSURANCE, MONITORING AND EVALUATION |
| | WP6: DISSEMINATION AND EXPLOITATION |

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Executive summary

This Deliverables is developed as part of the international project P2P - Play to Participate – Participate to Play and it is one of the 12 foreseen deliverables (manuals, guidelines, publications) resulting from the project's activities.

The Manual "Youth Leadership Programme" offers practical frameworks, reflective exercises, and real-world examples that demonstrate how sports can promote leadership, inclusivity, and social responsibility. By exploring the connections between sports and youth development, the program highlights the ways in which physical activities can help young people build essential qualities such as teamwork, ethical decision-making, resilience, and effective communication. It provides a structured approach for young participants to recognize their potential, assume leadership roles, and make meaningful contributions to their communities. Another important focus of the manual is the integration of inclusivity and diversity into all program activities. It emphasizes creating environments where all participants, regardless of their backgrounds or abilities, can engage equitably and feel valued. This approach ensures that leadership is accessible and meaningful for a diverse group of young people, encouraging broader representation in decision-making processes.

The manual also serves as a vital tool for educators, coaches, and mentors, offering clear guidance on how to support youth in developing leadership skills through structured sports activities. By combining theoretical insights with practical applications, it empowers facilitators to create dynamic learning experiences that go beyond sports, fostering both personal growth and social awareness among participants.

Ultimately, the "Youth Leadership Programme" manual not only aims to develop capable and confident leaders but also seeks to inspire a new generation of socially conscious individuals. By bridging the gap between youth aspirations and active participation, it contributes to building stronger, more inclusive communities and ensuring that young people are equipped to address the challenges of the modern world with integrity and purpose.

1 INTRODUCTION

1.1 Project Partners



1.2 About project

P2P - Play to Participate – Participate to Play is an international project implemented under the umbrella of the program Erasmus+ Key Action 3: European Youth Together, which aims at creating networks promoting regional partnerships, to be run in close cooperation with young people from across Europe. The project is co-financed by the European Commission through its agency EACEA (European Education and Culture Executive Agency). The 24 months’ project is run by an international consortium of both youth NGOs and sport federations, based in five different countries (Serbia, Italy, Greece, Malta, Portugal).

The project idea stems from the fact that the involvement of young citizens in social or civic activities represents an important challenge in the modern world; youth social and civic engagement is still far to be defined satisfactory. Youngsters’ participation to democratic processes is insufficient and the decisions and proposals taken from the governing bodies are used to have a top-down approach, “offering” and “proposing” solutions to youngsters without guaranteeing them an active role in the process. The lack of inclusion mentioned could be seen in most of the sectors of the society, including sport federations and sport governing bodies.

The main aim of the project is to tackle the identified needs activating a stable and participatory system for the promotion and dissemination of youth activities oriented towards political and social issues, using sport as a means to involve young people, empowering them and making them part of a decision making process.

Project activities will aim to increase the awareness and self-confidence of young Europeans in order to enable them to participate actively on issues relevant to their community. Sport will be used as a vehicle to involve young people into youth empowerment programs. The goal is to go beyond sport and offer youngsters the opportunity to make their voices heard at all levels and also in sectors not strictly connected to sport, using their involvement in sport activities, channeling and using it as a tool to enhance their participation in social and democratic life.

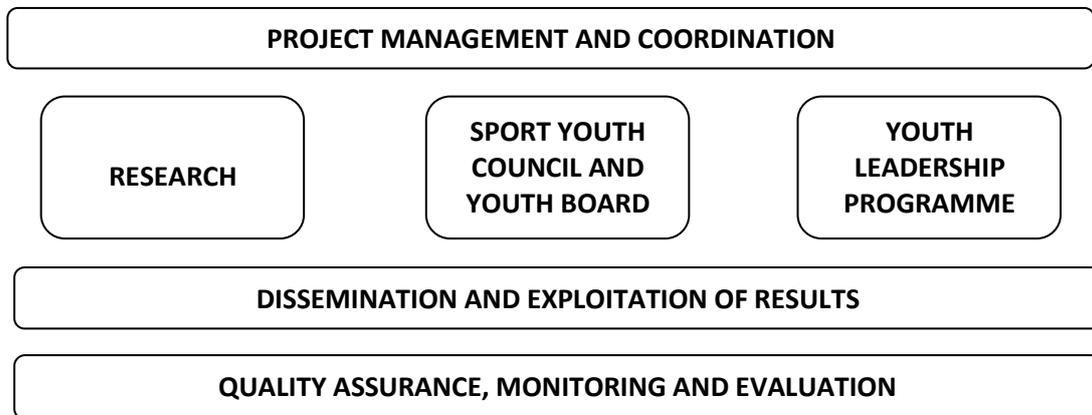
SPECIFIC OBJECTIVES

- ↳ To promote the principles of equal opportunities and youth active participation
- ↳ To encourage the involvement of young people, involving them in decision making processes
- ↳ To offer ways for youth to speak out on issues affecting them, making sure their voices are heard and giving a useful contribution on designing solutions
- ↳ -To promote cross-sectorial cooperation among youth and sport organizations to exchange good practices and work together on issues affecting common target groups
- ↳ To enhance the role of sport as a tool for transformation, inclusion and empowerment
- ↳ To promote the role of Erasmus + and European Union in the growth of young, aware and active sports persons and citizens

Project will be implemented dividing the activities in six main working packages and related sub-actions. All steps will follow the logic flow of the Project and will ensure the highest possible impact.

1.3 Project Work packages

The project will be implemented in the framework of 6 Work Packages (WP).



| | | P2P | | | | | | | | | | | | | | | | | | | | | | | |
|--------|--|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Year | | 2024 | | | | | | | | | | | | 2025 | | | | | | | | | | | |
| Months | | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| WPn | WP Title | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Project Management and Coordination | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Research | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Sport Youth Council and Youth Board | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Youth Leadership Programme | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Quality Assurance, Monitoring and Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Dissemination and Exploitation | | | | | | | | | | | | | | | | | | | | | | | | |

Project Gantt Chart

2 INTRODUCTION TO THE MANUAL

2.1 Purpose of the Manual

Youth sports provide more than just physical activity—they are a platform for building leadership skills. For many young athletes, playing on a team is their first experience of being a leader. The purpose of the "Youth Leadership Programme" manual is to provide a structured and practical guide aimed at empowering young people to take on leadership roles within their communities, particularly through the medium of sports. It seeks to equip youth with the skills, knowledge, and confidence needed to engage meaningfully in decision-making processes and contribute actively to both social and civic initiatives. The manual serves as a resource for fostering leadership qualities, such as team collaboration, ethical decision-making, personal accountability, and effective communication, which are essential for thriving in various life contexts.

The manual has been designed to support young people who participate in Youth Councils and Youth Boards, providing them with the tools to grow as leaders while enhancing their understanding of the broader societal impact of their actions. Through a combination of hands-on activities and reflective exercises, it introduces participants to strategies for leading groups, working constructively with peers, and addressing community challenges. The inclusion of sports as a central theme underscores the role of physical activities as a dynamic platform for building leadership skills and promoting values like fairness, perseverance, and inclusivity.

One of the key objectives of the manual is to bridge the gap between youth aspirations and their ability to influence change. By focusing on practical applications, it encourages young individuals to take ownership of their development and actively contribute to solving issues that matter to them. Additionally, the manual aims to inspire a sense of civic responsibility, demonstrating how lessons learned through sports can be applied to real-world situations, such as advocating for inclusion, addressing social challenges, or participating in policy discussions.

Through its approachable yet comprehensive content, the manual also serves as a training tool for educators, coaches, and mentors. It ensures that facilitators are well-prepared to guide young people through the program, creating a supportive and engaging environment for learning. By focusing on empowerment and inclusivity, the manual not only aims to develop capable leaders but also to encourage a generation of socially conscious individuals ready to make meaningful contributions to their communities and beyond.

2.2 Definitions

Youth Leadership - The ability of young people to influence, guide, or direct others in a positive and meaningful way, emphasizing personal and social responsibility.

Positive Youth Development (PYD) - An approach that focuses on nurturing young people's strengths, resources, and potential rather than addressing their deficiencies.

Sport-Based Positive Youth Development (SBPYD) - The integration of sport activities with strategies to promote holistic growth in youth, encompassing life skills, leadership, and active citizenship.

Transformational Leadership in Coaching (TFL) - A coaching style that inspires and motivates athletes to achieve personal and team growth by emphasizing care, empathy, and the development of meaningful relationships.

Life Skills - Behavioral, cognitive, intrapersonal, and interpersonal skills that enable individuals to succeed in diverse environments.

2.3 Developing Youth into Leaders through Sport

Youth sports provide more than just physical activity—they are a platform for building leadership skills. For many young athletes, playing on a team is their first experience of being a leader. Making sports widely recognized as a tool to keep youth constructively engaged and is valued for its health benefits and capacity to teach life skills such as goal-setting, emotional control, leadership, self-discipline and resilience. We can all agree that sport provides an excellent platform for developing leadership skills in young people. Through structured sports programs, youth can acquire essential leadership qualities that extend beyond the playing field

All youngsters have leadership potential when given opportunity and guidance. This belief is bolstered by a wider vision of leadership that reaches beyond the traditional “topdown” view held by many. Personal and social responsibility with a particular focus on caring and compassion for others become the cornerstones of the type of leadership we are talking about.

Developing youth into leaders through sport involves creating an environment where they can actively learn and practice essential leadership qualities. Sports offer countless opportunities for young athletes to step into leadership roles, both on and off the field. For example, a soccer player might take charge of organizing a team’s defensive strategy during a match, or a basketball player could motivate their teammates after a challenging loss, helping young athletes understand the importance of communication, resilience, and decision-making, which are key attributes of strong leaders.

To foster leadership, it is central to guide young athletes, ensuring they have the tools and support to grow. Encouraging athletes to take ownership of certain responsibilities, such as planning warm-ups or leading a discussion on team strategy, allows them to build confidence and a sense of accountability. When youth are given the chance to lead in practice settings, they are better prepared to take on leadership roles in more demanding situations, such as high-stakes competitions or community projects. Leadership development through sports also extends beyond the immediate team environment. As athletes learn to collaborate, inspire, and take initiative, they often carry these skills into their academic and social lives. A young athlete who learns to manage conflict among teammates, for instance, might later apply that same skill in resolving disagreements in a group project at school. Similarly, the self-discipline cultivated during sports training can positively influence their ability to meet deadlines or prepare for exams. It is also important to recognize that leadership is not limited to those in formal positions, such as team captains. Any young athlete can

exhibit leadership by setting a positive example through their attitude, effort, and actions. A player who consistently demonstrates sportsmanship, encourages their peers, and remains focused on collective goals is often a quiet but powerful leader. Coaches can reinforce this idea by highlighting and celebrating acts of leadership in everyday situations, making it clear that everyone has the potential to lead. Ultimately, sport serves as a dynamic platform for leadership development because it mirrors many of the challenges and opportunities found in life. By navigating both successes and setbacks, young athletes learn to persevere, adapt, and inspire others. With the right guidance, they not only become better players but also emerge as capable leaders ready to make meaningful contributions to their communities.

2.4 The connection between sports, youth development, and leadership

Sports participation has been associated with numerous positive outcomes for youth, including increased self-esteem, higher grade point averages, enhanced problem-solving skills, and advanced social abilities. Research has shown that transformational leadership (TFL) in coaching significantly predicts positive youth development (PYD) outcomes. A study of youth basketball teams found that individual and team perceptions of coach transformational leadership predicted 59% of the variance in youth experiences in sport, and 20% of the variance in the development of the Competence, Confidence, Connection, Character, and Caring.

Sport-based positive youth development (SBPYD) activities are particularly effective because youth already spend significant time in structured leisure activities, which are well-suited for self-initiative and self-development. Sport-based positive youth development has been shown to increase leadership skills, self-concept, and academic performance. Additionally, participation in SBPYD programs has been linked to increased life satisfaction in youth.

The truth is the structured nature of sports, with its focus on teamwork, discipline, and perseverance, creates an environment where young individuals can learn valuable lessons that extend far beyond the playing field. Through participation in sports, young people are often placed in situations that require collaboration and mutual support. Working as part of a team teaches them how to communicate effectively, resolve conflicts, and contribute to common goals. These experiences mirror real-world challenges, preparing them to take on responsibilities and adapt to diverse social settings. Moreover, sports encourage resilience by teaching youth to handle setbacks and failures constructively, fostering a mindset of growth and determination.

Leadership qualities frequently emerge in sports settings, as young participants are given opportunities to step up, guide their peers, and make decisions under pressure. Whether serving as team captains, organizing events, or leading by example during practice sessions, they learn to take initiative and inspire those around them. Sports also play a vital role in promoting inclusion and social cohesion. They provide a common ground where young people from different backgrounds can connect, breaking down barriers and building trust. In doing so, sports become a medium for developing empathy and respect for diversity, essential qualities for effective leadership and active citizenship.

2.5 Importance of building on youth assets rather than focusing on deficits

Sport is often considered training for real-life and ideal for enhancing youth's positive development. Positive youth development (PYD) through sport goes beyond building athletes' sport specific abilities, and aims to cultivate their psychological, social, emotional, physical and intellectual skills that can be utilized in sport and life.

The positive youth development approach emphasizes building on youth's strengths and potential rather than focusing on deficits. This asset-based view considers young people as active agents in their own development, possessing the resources needed to achieve resilience and withstand difficult circumstances.

By implementing positive youth development principles in sports programs, coaches and mentors can create environments that foster leadership development. Strategies include:

1. Creating **mastery-oriented environments** that emphasize learning from mistakes and personal improvement.
2. Focusing on athletes' development rather than just performance.
3. Incorporating deliberate lessons to teach life skills such as **emotional control, cultural competence, personal responsibility, and interpersonal skills**.
4. Using coaching behaviors like role modeling, fostering **strong relationships, empathetic communication, and positive reinforcement**.

2.6 Life Skills Development Through Sport

Life skills have been defined as “skills that enable individuals to succeed in the different environments in which they live, such as school, home and in their neighborhoods”. Life skills can be categorised as **intrapersonal skills** which are internalised (e.g., goal setting, emotional regulation, and focus) or **interpersonal skills** more applicable to social situations (e.g., teamwork, respect, and honesty). Moreover, life skills can also be **behavioural** (e.g., effective communication) and **cognitive** (e.g., decision making).

In the study ‘Future directions in coaching life skills: Understanding high school coaches' views and needs’ Daniel Gould, Paige Hall Smith and Jacquelyn White explained that communication, motivation, discipline, and taking responsibility were the main life skills required for youth athletes to improve personal and social outcomes. To optimally develop athletes, later on the article ‘Life skills development through sport: Current status and future directions’ written by Daniel Gould and Sarah Carson stated that time management, dealing with stress, character building, decision making, communication, leadership, positive roles models, and confidence should be taught. Studies involving coaches, and their perceptions of the life skills they felt responsible for teaching, lead to character, competence, confidence, connection, and psychological capabilities requiring the greatest developmental input

In many cases, sport serves as a practical setting for learning how to handle challenges, manage emotions, and work collaboratively with others. It creates situations that encourage resilience and perseverance, as athletes must adapt to setbacks, strive for improvement, and remain committed to their goals. Furthermore, involvement in sports often fosters a sense of responsibility and accountability, as participants learn to recognize the impact of their actions on teammates and the broader community. The inclusive nature of sport allows people from diverse backgrounds to come together, promoting understanding and cooperation. Through shared experiences, individuals develop empathy and respect for others, which are crucial for building harmonious relationships. Sport also nurtures self-discipline and time management skills, as participants must balance training, competition, and other responsibilities effectively. Moreover, engaging in sports strengthens self-confidence and self-esteem. Achieving personal milestones, overcoming obstacles, and receiving encouragement from peers and mentors contribute to a positive self-image. Such confidence often translates into other areas of life, empowering individuals to tackle challenges with determination and belief in their abilities.

In addition to personal development, sport instills a strong sense of community and belonging, the connections formed through team activities and shared goals create supportive networks that reinforce the value of collaboration.

For example, Daniel Gould and Sarah Carson proposed a heuristic model of coaching life skills through sport. This model includes five key features:

1. **Pre-existing state of the young athlete** (e.g., existing life skills or personal characteristics, which can be further influenced by external assets or environmental factors).
2. **Sport participation experience** (e.g., the coach’s competence and philosophy, how they coach life skills, youths’ decision making and leadership opportunities, and the demands of the sport).
3. **Life skills development** (e.g., which skills are being taught) and personal development explanations (such as the importance of positive social norms).
4. **Positive and negative outcomes** (e.g., emotional or intellectual development versus burnout and injury).
5. **Transferability** (the ability to transfer the life skills learned in sport to non-sport settings).

This first component in this model suggests that youth enter sport with some internal assets already developed and also have existing external assets (e.g., parents and previous coaches) at their disposal. It is suggested that these existing competencies will influence how they will further develop life skills through sport. The second component focuses on the teaching and learning of life skills and whether they are taught directly or indirectly. Also, the environment created by the coach and the relationships they develop will determine if they can develop participants’ life skills. The third component focuses on how overall development of the athlete occurs (e.g., life skills and personal experiences). The fourth aspect focuses on both positive and negative outcomes associated with sport participation, with the model suggesting that youth will develop in a positive manner by having more life skills. The final component suggests that an athlete’s ability to understand the transfer process, their confidence to do so, and how they value the particular skill will have an impact on utilising the life skills in other life domains.

Along with promoting the learning of life skills in sport, youth sport researchers and practitioners are

interested in the transfer of life skills to other domains. Just like developing life skills, the process of transferring these skills from sport to non-sporting domains (e.g., home or school) is an ongoing process which is developed over time. It can be difficult for young people to understand that life skills taught through one domain can be transferred to others such as school or at home, as these environments differ from where they were initially taught. In 2017 Scott Pierce, Daniel Gould and Martin Camiré on ‘Definition and model of life skills transfer’ from ‘International Review of Sport and Exercise Psychology’ reported **three essential components in the life skills transfer process**:

1. the **individual learner** (e.g., motivation and cognitive ability),
2. the **learning context** (e.g., the environment created by external assets such as coaches and parents), and
3. the **transfer context** (e.g., the individual learner applying skills to other domains).

These researchers also proposed that the individuals’ internal and external assets, along with their life experiences to date, must be considered when trying to understand life skills transfer.

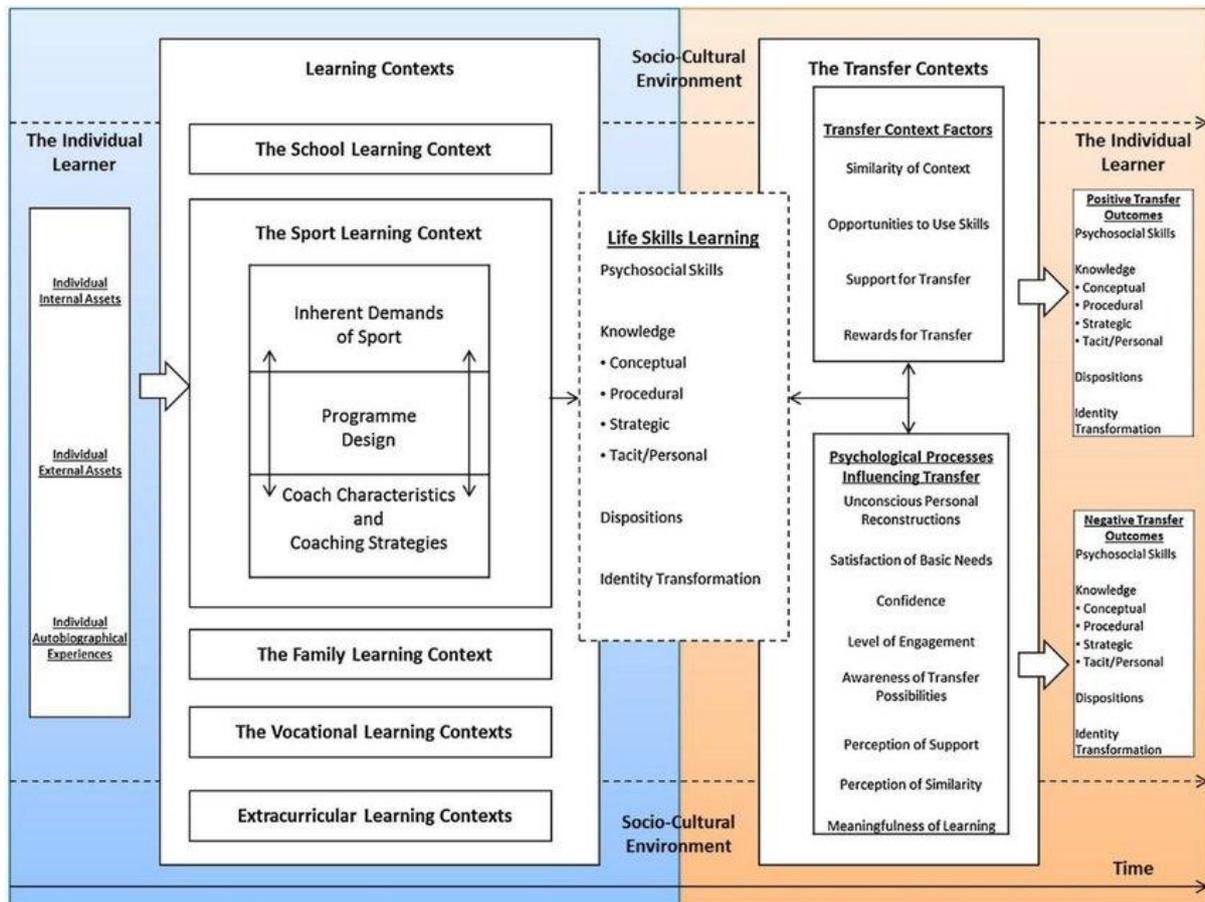


Image 1. Pierce et al.'s (2017) Life Skills Transfer Model.

3 YOUTH LEADERSHIP: SKILLS AND DEVELOPMENT THROUGH SPORTS

Developing youth leadership is an ongoing process that allows young people to build skills, take responsibility, and gain confidence over time. Sports offer a practical and engaging way to develop these qualities, as they require teamwork, communication, and decision-making—key traits of effective leaders. Understanding the stages of leadership growth can help educators, coaches, and mentors guide young people in their journey to becoming leaders both on and off the field.

In a rapidly evolving world, the need for effective leadership has never been more critical. As we look to the future, empowering the Youth with leadership skills becomes a cornerstone for positive change and progress.

The **Teaching Personal and Social Responsibility (TPSR)** model is an educational framework developed to foster personal growth and social responsibility in children and adolescents, primarily through physical activities and sports. Created by Don Hellison in the 1970s, the model aims to help young people **develop essential life skills** and attitudes that can contribute to their overall well-being and their **positive participation in society**. **By combining structured physical activities with reflective discussions, TPSR encourages the development of self-awareness, self-control, respect for others, and a sense of accountability.**

At the core of the **TPSR model lies a focus on personal and social responsibility**, with the belief that sports and physical education provide a powerful platform for teaching values and behaviors that extend beyond the playing field. The model is structured around five progressive levels of responsibility. The first level emphasizes self-control, encouraging students to manage their actions and emotions in a way that promotes a safe and respectful environment. The second level shifts the focus to participation and effort, motivating students to actively engage in tasks and persist in their efforts, even when challenges arise. The third level introduces the concept of self-direction, where individuals learn to set goals, take initiative, and work independently without constant supervision. As students become more confident and self-directed, the fourth level builds upon this foundation by emphasizing caring for and helping others. At this stage, students are encouraged to demonstrate empathy, offer support, and contribute positively to the group. Finally, the fifth level highlights the importance of transferring these skills and attitudes to life outside of sports, ensuring that students can apply what they have learned in diverse settings, such as school, family, and community life.

A key feature of the TPSR model is the integration of reflective practices into physical activities. Educators guide students in discussions that help them connect their experiences during activities to broader life contexts. Through these conversations, students are encouraged to think critically about their behavior, choices, and the impact of their actions on others.

Moreover, TPSR emphasizes the role of educators as mentors who create a supportive environment for learning and growth. Rather than focusing solely on performance outcomes, educators are encouraged to prioritize the holistic development of their students, recognizing their potential as individuals and members of a community.

- **Holistic Development:** TPSR focuses on developing not only physical skills but also personal and social qualities such as responsibility, respect, teamwork, and empathy. This approach helps students grow as individuals and contribute positively to their communities.
- **Character Education:** TPSR promotes character education by integrating values and life skills into physical activities. It helps students understand the importance of ethical behaviour, fair play, and cooperation in sports and life.
- **Life Skills:** TPSR helps students develop transferable life skills such as problem-solving, decision-making, leadership, and communication. These skills are valuable beyond the PE setting and can positively impact various aspects of students’ lives.
- **Inclusivity:** TPSR accommodates diverse skill levels and abilities. It values effort and improvement over solely focusing on competition and performance, creating an inclusive environment where all students can participate and feel valued.
- **Long-Term Impact:** By emphasising personal and social responsibility, TPSR aims to cultivate behaviours and attitudes that extend beyond the school environment. Students may carry the values and skills they learn into adulthood.
- **Positive Behaviour Management:** TPSR provides a framework for addressing behaviour management through reflection and responsibility. It encourages students to take ownership of their actions and make positive choices.

3.1 Learning to Take Responsibility

Learning to take responsibility is a cornerstone of youth leadership development in sports. When young athletes are entrusted with roles that require accountability, they begin to understand the value of dependability and trustworthiness. For instance, a coach might assign a player the responsibility of organizing equipment or leading a practice drill. While such tasks may seem small, they foster a sense of ownership and commitment.

The process of taking responsibility often requires young people to confront challenges and accept the consequences of their actions. A player might forget to bring necessary gear or fail to follow through on an assigned task. These moments, while difficult, are invaluable teaching opportunities. With guidance from mentors, young athletes learn to address mistakes, take corrective action, and ultimately grow in character. This kind of accountability translates into broader life skills, such as managing academic assignments or contributing effectively to family and community obligations.

Over time, the experience of handling responsibilities in sports empowers young people to take initiative. When they see their efforts positively impact their team, it strengthens their confidence in their ability to make a difference. Through consistent practice, they develop a mindset that values effort, follow-through, and dedication.

3.2 Leadership Awareness

Leadership awareness begins with recognizing that leadership is not a fixed trait but a set of skills

that can be learned and developed. Many young athletes start by viewing leadership as something reserved for team captains or star players. Through intentional guidance, however, they come to understand that leadership is accessible to everyone, regardless of their position on the team.

Coaches and mentors play a crucial role in helping youth identify their unique leadership strengths. Some athletes might excel at motivating others, while some may be natural strategists or effective problem-solvers. By providing feedback and highlighting individual contributions, coaches and mentors help young people see their potential as leaders. For example, a quiet player who consistently demonstrates focus and perseverance might come to realize that leading by example is a powerful form of influence.

As young athletes develop leadership awareness, they also learn to recognize the needs of their teammates and adapt their behavior accordingly. This kind of social awareness enables them to make thoughtful decisions, support their peers, and contribute meaningfully to their team’s success. By broadening their perspective on leadership, they are better equipped to lead in diverse settings beyond sports.

3.3 Cross-age Leadership

Cross-age leadership occurs when older or more experienced youth guide and mentor younger athletes. This dynamic is particularly effective in building confidence and empathy while fostering a sense of community. When young leaders take on mentorship roles, they are not only sharing their skills but also learning to communicate effectively and inspire trust.

For example, a high school athlete mentoring a middle school player might demonstrate techniques, provide encouragement, or share advice on managing pressure. These interactions allow the older athlete to refine their leadership skills while making a positive impact on the younger player’s development. The younger athlete, in turn, gains a role model and feels more connected to their sporting environment.

Cross-age leadership also helps to cultivate a culture of respect and collaboration. By fostering relationships across age groups, sports programs create an environment where learning is mutual and inclusive. Older athletes learn to lead with humility and patience, while younger athletes feel valued and supported. Over time, this culture strengthens team cohesion and reinforces the idea that leadership is a shared responsibility.

3.4 Self-actualized Leadership

Self-actualized leadership represents the highest level of youth leadership development through sports. At this stage, young athletes not only lead their teams but also begin to lead themselves with intention and purpose. They develop a deep understanding of their values, goals, and strengths, which guides their actions both on and off the field.

This level of leadership often emerges as athletes gain experience and face complex challenges. For example, a player might navigate a difficult season where personal resilience and team support are essential. Through these experiences, they learn to stay grounded, make ethical choices, and inspire others through their integrity.

Self-actualized leaders are often motivated by a desire to serve others and contribute to something greater than themselves. They recognize the impact of their actions on their team, their community, and their own personal growth. A self-actualized leader might advocate for inclusivity in their sports program, organize a charity event, or simply encourage their teammates during a tough game.

By fostering self-actualized leadership, sports programs help young people become confident, compassionate, and purpose-driven individuals. They leave the field not only as skilled athletes but also as leaders ready to make meaningful contributions in all areas of their lives.

4 RESPONSIBILITY AND SELF-AWARENESS

4.1 Personal and social responsibility levels in sports contexts

Sports provide an excellent context for building responsibility. Through team sports, coaching relationships, and community outreach programs, young athletes have numerous opportunities to develop these skills. For instance, being part of a soccer team teaches players to respect their teammates' abilities, put in effort during practice, set personal improvement goals, support struggling teammates, and eventually apply these lessons to group projects at school.

Research backs up the effectiveness of sports in fostering responsibility, studies have shown that youth involved in organized sports demonstrate greater teamwork, self-regulation, and community-minded behavior compared to their non-participating peers.

When we talk about responsibility in sports, we're looking at two key areas: **personal responsibility and social responsibility**.

- **Personal responsibility** involves taking ownership of one's actions, behavior, and performance. This might mean showing up on time for practice, following team rules, or respecting equipment.
- **Social responsibility**, on the other hand, is about understanding how one's actions impact the team, community, and society at large. It includes promoting fairness, inclusion, and respect for all.

A widely recognized framework for understanding responsibility in sports is **Hellison's Teaching Personal and Social Responsibility (TPSR) model**. The TPSR model is based on three key elements.

1. The first are the levels of responsibility that athletes must learn to become competent adults:
 - 1.1 respect of the rights and feelings of others,
 - 1.2 effort and cooperation,
 - 1.3 self-direction,
 - 1.4 helping others and leadership,
 - 1.5 transfer of responsibility outside sports.
2. The second key element of the TPSR model are nine specific teaching strategies that teachers or coaches must implement during the program:
 - 2.1 **Modeling Respect** - be an example of responsibility by acting and communicating in a respectful way both with each athlete individually and with the whole group;
 - 2.2 **Setting Expectations** - make explicit to athletes what you expect of them, in relation to sport-specific goals and skills, as well as attitudes and behaviors;
 - 2.3 **Opportunities for Success** - structure the sport session so that all athletes have the opportunity to participate in activities successfully and feel that they are progressing regardless of their skill differences;
 - 2.4 **Fostering Social Interaction** - introduce games and challenges in the sports session that favor cooperation, teamwork, and problem solving;
 - 2.5 **Assigning Responsibility** - distribute responsibilities or specific tasks to athletes that facilitate the organization of the sports session or some aspect of task management;
 - 2.6 **Leadership** - allow athletes to assume leadership roles in some part of the sports session, showing their skills, being in charge of a group of teammates...;
 - 2.7 **Giving Choices and Voices** - involve athletes in individual choices and group dialogues, asking their preferences, sharing opinions...;
 - 2.8 **Role in Assessment** - allowing athletes to play a leading role in the evaluation of the sports session as well as the evolution of the teaching-learning process; and
 - 2.9 **Transfer** - offer athletes examples and challenges on how to transfer attitudes, skills, and healthy lifestyle habits from sport to other areas of their lives.
3. The third key component of the TPSR model is the format. In this way, athletes have clear expectations to better respond to challenges and progress more quickly throughout the entire process. The basic lesson format comprises: the awareness talk, physical activity plan, and reflection time. (a) Awareness Talk, at the beginning of each session (no more than 5 min), it is important to share information with the athletes about the objectives and activities planned for that session and (b) Physical Activity Plan, this includes the majority of the sporting tasks of the session which are all intentionally integrated with the attitudes and behaviors of responsibility through the TPSR instructional strategies. The last minutes are dedicated to reflection time, before the end of the session, all the participants, in a circle around the instructor, reflect on whether the responsibility objectives of the day have been met and the participants can express their opinion and evaluate the group and themselves.

4.2 Strategies for developing self-awareness and responsibility in young athletes

Alongside responsibility, self-awareness plays a crucial role in leadership development. Self-

awareness involves understanding one's emotions, strengths, weaknesses, values, and motivations. Developing self-awareness in young athletes is essential for fostering responsibility and preparing them for leadership roles. Self-awareness helps individuals recognize how their emotions, actions, and decisions influence themselves and others. When athletes understand their strengths, limitations, and motivations, they are better equipped to take ownership of their growth and contribute meaningfully to their teams and communities.

Encouraging self-awareness begins with creating a supportive environment where young athletes feel safe to express their thoughts and reflect on their experiences. Coaches and mentors can play a pivotal role by asking thought-provoking questions that prompt athletes to consider their behavior and its impact. For instance, after a practice or game, discussions can focus on what went well, what could have been improved, and how individual contributions aligned with team goals. These reflective conversations help athletes evaluate their actions without fear of judgment, allowing them to identify areas for personal and social responsibility.

Moreover, providing regular feedback tailored to the athlete's unique qualities fosters greater self-understanding. Feedback should highlight specific achievements while gently addressing areas for improvement, ensuring that young athletes see these observations as opportunities for growth. Engaging in goal-setting exercises also strengthens self-awareness, as athletes learn to align their ambitions with actionable steps and measure their progress over time. This process reinforces the value of perseverance and accountability, essential traits for responsible leaders.

Integrating scenarios or role-playing exercises during training sessions can further promote self-awareness. By simulating challenges, such as resolving conflicts or making difficult decisions, young athletes gain insights into their problem-solving approaches and emotional responses. These experiences help them build a deeper understanding of their capabilities and develop strategies to address weaknesses constructively.

4.3 Activities to promote reflection on leadership qualities and potential

Reflection is a powerful tool for nurturing leadership qualities in young athletes. Through deliberate activities, they can explore their potential and understand the characteristics of effective leadership. The process of reflection encourages them to evaluate their actions, values, and interactions with others, enabling them to grow into confident and capable leaders.

One effective approach involves journaling, where athletes record their thoughts about their leadership experiences. After games or practices, they can write about moments when they felt they led effectively or faced challenges in guiding others. This process not only solidifies their understanding of leadership concepts but also provides a tangible record of their development over time.

Group discussions are another impactful method. Facilitated by a coach or mentor, these sessions can center on leadership themes such as communication, empathy, and decision-making. Sharing

experiences within a group fosters a sense of community and allows athletes to learn from diverse perspectives. For instance, discussing a teammate’s leadership moment can inspire others to adopt similar behaviors in future scenarios.

Workshops and activities designed to highlight specific leadership qualities are equally valuable. For example, team-building exercises that require collaboration and strategic thinking can illuminate natural leaders within the group while providing opportunities for others to step into leadership roles. Encouraging athletes to lead portions of training sessions or mentor younger teammates also helps them practice leadership in real-world settings.

5 SPORT AS A TOOL FOR SOCIAL CHANGE

Few things in life compare to the rush of a good sports game. Whether you’re celebrating a win for your favorite team or throwing a ball around with friends, sports have a unique way of uniting people around the world.

The lessons we encounter in sports will stay with us throughout our lifetimes; we learn to play by the rules, respect our opponents, and end every match with a handshake or high five. For these reasons and more, making sports a safe, inclusive, and equitable environment for everyone should be a natural step in advancing human rights standards around the world — and, finally, we’re making progress.

5.1 The role of sports in promoting social justice and citizenship

Sports have an unmatched ability to bring people together, regardless of their background, culture, or beliefs. By fostering a sense of belonging and mutual respect, sports can promote social justice and help build more inclusive communities. In many cases, sports serve as a gateway for young people to understand and address societal issues. For instance, engaging in sports can highlight the importance of fair play, gender equality, and respect for diversity. This awareness often sparks interest in broader social causes, such as combating discrimination or addressing inequality. Moreover, participation in sports can give youth the confidence and leadership skills needed to take an active role in their communities, making their voices heard and contributing to decision-making processes. Sports can also play a pivotal role in addressing inequalities faced by marginalized groups. When used intentionally, sports programs can create safe spaces for vulnerable populations, such as minorities, migrants, or those with disabilities, fostering inclusion and providing opportunities for personal growth and empowerment.

One big way sport helps change society is by getting people from all parts of life involved. When people come together to play, watch, or support sports, they often meet others who are different from them, breaking stereotypes and biases, leading to more respect and understanding. Because of these interactions, sport acts as a space for conversation, allowing people to focus on shared goals instead of their differences. Also, sport gives young people chances to build skills useful in many areas. It teaches them discipline, teamwork, and grit, while also helping them feel more confident about themselves. These traits matter a lot for those facing social or economic hardships, as they can help individuals recognize their worth and engage positively in their communities. When young people feel strong, they tend to take more initiative in society, pushing for positive changes that help everyone.

Additionally, sport highlight social issues, prompting action and raising awareness widely. Big sports events or local programs often shine a light on topics like gender equality, protecting the environment, or combating racism. Athletes can influence public opinion and inspire movements that question unfairness and promote justice. Governments, organizations, and communities worldwide are starting to see how sport can help build a fairer society. By supporting programs that use sport to engage and uplift people, they can tackle tough social issues in fresh and inclusive ways. The benefits of such efforts reach beyond just the individual, helping create healthier and more peaceful societies.

Sport’s power to connect, motivate, and change lives makes it a crucial tool for promoting social change.

5.2 Examples of youth-led initiatives using sports for community impact

Portugal has several initiatives where young people use sports to make a positive difference in their communities. One such program is the Youth Sport Labs, started by the Portuguese Institute of Sport and Youth which brings young people together to talk about how sports can help society. These meetings happen in different parts of Portugal, giving youth a chance to share their ideas. Besides, the government also runs the National Sports for All Programme, which aims to get more people, especially young ones, involved in sports and physical activities. While not entirely run by youth, it encourages young people to take leadership roles. Another great example is the Sporting Foundation's Social Inclusion Project. In this project, young volunteers organize monthly sports days at schools where they introduce children to various sports like rugby, football, karate, and basketball. Through these activities, they promote healthy living and important social values. For those facing tough times, there's the National Street Football Tournament is an event that uses football to help homeless and vulnerable young people feel more included in society. Every year, over 1,500 young people join in, not just for sports but also for educational activities. Lastly, in Lisbon, young volunteers take part in a program called Upcycling For Social Good. They turn used plastic into sports equipment like skateboards. This idea helps the environment and gets more people involved in sports at the same time.

In Greece there are many initiatives to support actions that promote the empowerment and social inclusion of young people and vulnerable groups of the population. Examples of such programs are the program of the NGO "ORGANOSI EARTH", which since the summer of 2017 in cooperation with the Barcelona Foundation has been implementing the FutbolNet methodology for children aged 7-17 years old who reside in refugee shelters as well as in stadiums in the centre of Athens, where it addresses unaccompanied minors. This methodology uses sport as a vehicle to promote rivalry, understanding and tolerance, with the aim of encouraging social inclusion and personal empowerment of the children and young refugees involved. In this context, participants take part at least once a month in recreational, educational and sporting activities outside the hostels where they stay, with the ultimate aim of interacting with the Greek society. Another example is the programme of the Ioannis S. Latsis Social Benefit Foundation entitled "Special Olympics athletes break the barriers!", which aims at empowering girls and women with intellectual disabilities and their social integration through sport. Finally, we mention the educational programme "We play together. We learn together". This is an innovative educational and experiential program that enables students with and without intellectual disabilities and athletes of Special Olympics Hellas to participate together in sports activities and competitions. Through these actions, the Programme aims to inform all stakeholders about intellectual disability and Special Olympics, to promote cooperation between people with and without intellectual disability and ultimately to promote inclusion.

In Serbia, youth-led initiatives increasingly use sports as a tool for social change, focusing on inclusion, education and community development. These initiatives leverage sports to promote social cohesion, empower marginalized groups and encourage healthy lifestyles among young people. Through various projects and programs, youth organizations and sports clubs create opportunities for active participation, leadership and positive societal impact.

One of the key areas where sports are making a difference is **inclusion and social integration**. Many initiatives aim to engage vulnerable groups, including children from marginalized communities, youth with disabilities and refugees. Programs like "**Play Unified**" (supported by Special Olympics) and "**Sport for All**" focus on breaking down social barriers through inclusive sports events, allowing young people from diverse backgrounds to interact and compete together.

Another significant focus is the **promotion of Olympic values and fair play**. The **Olimpijski komitet Srbije (OKS)** actively promotes values such as respect, friendship and excellence through educational programs integrated into school curricula and youth sports activities.

The **Youth Sports Games** are the largest amateur sports event in Europe and a kind of phenomenon that, with its **28-year tradition**, testifies that good vision, systematic work and persistence can overcome all challenges and create a unique brand that has been recognized and supported by numerous world institutions, top athletes, officials and sponsors. The Youth Sports Games are an event that brings a stimulating energy into the lives of children and youth. They help create responsible members of society who build their future on a foundation of sportsmanship and fair play. They connect all their stakeholders and include them in the positive image and reputation they

have established for years as promoters of a **healthy lifestyle and social values** among children and parents.

The **Youth Sports Games** are organized under the auspices of the **International Olympic Committee (IOC) and UEFA (European Football Federation)**. Sports games for young people promote a **way of life based on understanding, friendship, solidarity and fair play**, as an alternative to all the possible negative trends of today, which are reflected in a distinct way on the population of children and young people.

Sports Games aim to **promote healthy lifestyles and generally accepted social values** (multiculturalism, tolerance, respect for diversity) through socializing and sports. The project was designed as a **model of sports games**, which promote cooperation, tolerance and socializing. The concept, which focuses on the games, puts **competition in the background**.

Games represent an **alternative to the lifestyles and values** children and young people are surrounded with, including a **sedentary lifestyle, insufficient interest in physical activity and excessive use of modern technologies** such as mobile phones and computers.

As a **response to these challenges**, we consider the need for **education about the importance of sports and a sporty lifestyle** from the earliest school age, as well as **help for parents** who, due to the accelerated pace of life, are unable to adequately devote themselves to promoting **healthy lifestyles among children and young people**.

6 TRANSFERRING LEADERSHIP SKILLS BEYOND SPORTS

The process of transferring leadership skills beyond sports offers young athletes a unique opportunity to apply their abilities in varied professional and academic settings. Skills such as teamwork, perseverance, and the ability to manage feedback are deeply valuable in environments that demand time management, prioritization, and resilience. In the professional world, these qualities are not merely desirable but often essential for achieving success and maintaining balance amidst challenges.

Matt Airy, the co-founder and chief coaching officer of Dream Team, highlights how the skills honed in sports translate effectively to fields like software sales. He observes that athletes bring a distinct advantage to these environments through their ability to deal with failure constructively. This mindset stems from a focus on process-oriented growth, where setbacks are seen not as insurmountable obstacles but as opportunities to improve and refine strategies. Athletes are often

adept at navigating high-pressure situations, a skill that serves them well in competitive and demanding professional roles.

The ability to work as part of a team is another critical competency that athletes carry forward into other domains. In professional settings, collaboration is often central to success, requiring individuals to build trust, communicate effectively, and align their efforts toward shared goals. Athletes, accustomed to relying on teammates and contributing to collective achievements, are well-prepared to thrive in such environments. Their experiences also foster patience and empathy, which are crucial for navigating interpersonal dynamics in diverse workplaces.

Perseverance, cultivated through years of training and competition, equips young leaders to tackle long-term challenges with determination and a clear focus on their objectives. Whether managing tight deadlines, addressing complex problems, or pursuing ambitious academic goals, the ability to persist despite difficulties is a hallmark of those who have succeeded in sports. This quality often inspires others, creating a ripple effect of resilience within teams and organizations.

Moreover, the capacity to handle feedback with openness and a willingness to grow is another skill that translates seamlessly from sports to other areas of life. In athletics, constructive criticism is a regular part of development, helping individuals refine their performance and adjust their approach. In professional and academic settings, this ability to receive and act on feedback is equally important, as it fosters continuous learning and adaptability in an ever-changing world. By understanding how these leadership skills can be applied beyond the context of sports, young athletes are better equipped to transition into roles where their unique experiences provide a competitive edge. This understanding not only enhances their confidence but also underscores the broader relevance of sports as a foundation for personal and professional growth. Through deliberate reflection and intentional application, the lessons learned on the field can be transformed into valuable contributions across various aspects of life.

6.1 Identifying transferable skills developed through sports leadership

This summer’s Olympic and Paralympic Games in Paris served as a vivid reminder of the skills and qualities individuals develop through sports participation. The connection between abilities honed on the field and those required in professional and academic settings is clear, encompassing **teamwork, leadership, time management, and resilience**. Participation in sports provides a unique environment for young people to build competencies that are crucial not only in athletic contexts but also in academics, community engagement, and future careers. Recognizing and articulating these skills is an essential first step in applying them to broader areas of life.

Communication stands out as one of the most significant transferable skills cultivated through sports. Athletes frequently motivate teammates, discuss strategies, and resolve conflicts, developing a capacity for clear and effective communication. This ability is equally valuable in academic settings, where it fosters productive collaboration in group projects and classroom discussions. Moreover, in

civic or community initiatives, strong communication enables individuals to engage diverse audiences, articulate ideas persuasively, and lead efforts that inspire collective action.

The importance of teamwork is equally pronounced. Athletes learn how to bring together individuals with diverse personalities and strengths to work toward a common goal. This skill is vital in academic environments, where successful group work depends on collaboration, and in civic projects, where shared efforts often drive meaningful change. By working as part of a team, individuals also enhance their emotional intelligence, patience, and empathy, which are indispensable qualities for building harmonious relationships in any context.

Sports leadership also sharpens decision-making and problem-solving abilities, particularly in high-pressure situations. Leaders on the field must make quick, strategic decisions, often with limited information, a skill that translates seamlessly into academic contexts where prioritizing tasks and meeting deadlines are essential. Similarly, in civic or professional settings, the capacity to analyze complex issues, evaluate risks, and think critically equips individuals to manage challenges effectively and find innovative solutions. Resilience and adaptability, cultivated through the ups and downs of athletic competition, further enrich the skillset of sports leaders. Facing setbacks, whether in the form of losses or unexpected challenges, teaches individuals to stay focused, handle disappointment constructively, and adjust their approach as needed. These qualities are invaluable in academics, where perseverance is often required to navigate demanding coursework, and in community leadership, where initiatives may face obstacles such as limited resources or resistance to change. Sports leadership fosters a strong sense of responsibility and ethics. Athletes in leadership roles often serve as role models, setting examples of punctuality, commitment, and integrity. These values carry over into academic settings, promoting honesty and accountability, and into civic life, where ethical participation and respect for community standards are essential for building trust and credibility.

By understanding how these skills extend beyond sports, young leaders are better prepared to apply them in ways that positively impact their studies, careers, and communities. The development of these competencies through sports not only enhances personal growth but also empowers individuals to contribute meaningfully to society, demonstrating the far-reaching value of their experiences on the field.

6.2 Career and Academic Applications of Sports Leadership Skills

Sports leadership skills have a profound impact that extends well beyond the playing field, influencing both career and academic pursuits in meaningful ways. The lessons learned through teamwork, resilience, and decision-making in sports naturally align with the demands of various professional paths and educational disciplines, equipping young individuals with essential tools for success.

In the realm of business and management, for example, the ability to coordinate with a team, set strategic goals, and adapt to challenges mirrors the collaborative and problem-solving nature of workplace environments. Many former athletes find themselves thriving in roles such as project

managers, team leaders, or entrepreneurs, where the discipline and perseverance fostered during their sports experiences prove invaluable.

In education, the qualities developed through sports, such as motivational skills and a focus on personal growth, often translate seamlessly into teaching or mentoring roles. Coaches and educators who have honed their abilities on the field are uniquely positioned to inspire students and guide them toward achieving their goals, creating an environment that values effort and improvement.

Healthcare also benefits significantly from the leadership skills cultivated in sports. Fields such as nursing, physical therapy, and emergency care require quick thinking, adaptability, and the capacity to work effectively under pressure. Those with a background in sports are often well-prepared to excel in these demanding roles, as they are accustomed to making critical decisions in high-stakes situations.

The creative industries, including filmmaking, design, and writing, also draw heavily on the qualities nurtured through sports. The iterative nature of creative projects—where collaboration, resilience, and determination are vital—finds a strong parallel in the perseverance and teamwork that athletes consistently practice. These skills enable individuals to navigate challenges and bring innovative ideas to life.

In academic disciplines, sports leadership skills also have a significant influence. Students pursuing degrees in engineering or technology, for instance, benefit from the analytical thinking and problem-solving abilities developed through strategic gameplay or performance analysis. Similarly, fields such as sociology and political science align closely with the interpersonal and leadership qualities acquired in sports, emphasizing teamwork, empathy, and social responsibility.

Moreover, humanities students, studying areas like literature or history, often draw upon the emotional intelligence and communication skills that sports foster. These capabilities not only enhance academic pursuits but also provide a foundation for engaging with diverse perspectives and addressing complex issues.

Practical examples further illustrate the value of these skills. For instance, a young athlete who excelled in organizing team strategies during matches may later apply this ability to managing projects in a business setting. Similarly, the resilience developed in facing setbacks on the field can help individuals navigate the challenges of rigorous academic programs or demanding professional roles.

The connection between sports and broader life applications demonstrates the transformative power of leadership. By recognizing the value of these experiences, young people can effectively translate their athletic achievements into meaningful contributions to their careers, studies, and communities, enriching both their personal and professional lives.

7 YOUTH LEADERSHIP PROGRAMME

7.1 Role of Sport Youth Councils and Sports Youth Boards in Leadership

While considerable research exists on the topic of sport leadership in sport management and its academically associated literature, it appears understanding leadership in the context of youth sport is limited. For instance, despite the amount of research that is focused on the development of the athlete-coach relationship from a professional or higher level of sport context, there is a lack thereof the coach-athlete relationship at the youth level.

Regarding sport youth councils and sports youth boards play a pivotal role in fostering leadership among young people. Typically composed of young individuals who represent the interests of their peers in the realm of sports and beyond. They provide a structured platform for youth to voice their opinions, influence decision-making, and participate in governance processes. By engaging with these organizations, young people can develop critical leadership skills, advocate for inclusivity, and contribute to meaningful change in their communities. In the majority of instances, they offer a platform for debating issues affecting young individuals in sport, such as resource provision and equity, free from corruption and criminality. For members, this generally involves responsibilities pertaining to event organizing, engaging in policy processes, and serving as liaisons between peers and decision-makers. They obtain practical experience in leadership, negotiation, and advocacy while doing so.

Most of these councils also go on to solidify the values of fair play, diversity, and mental health awareness in sports organizations for youth. Besides their contribution to solving these issues, the members will be building further social responsibility and problem-solving skills. Beyond this, sport youth councils serve as a training ground for essential leadership skills. Young members learn how to communicate effectively, present their ideas clearly, and advocate for change. These skills are developed through real-life experiences, such as organizing events, leading discussions, or negotiating with stakeholders helping young people build confidence, think critically, and make informed decisions—abilities that are valuable in both sports and other areas of life.

Another key function of sport youth councils and boards is to provide young people with practical experience in teamwork and collaboration. Members work together on various projects, which requires them to listen to different perspectives, resolve conflicts, and find common ground. This experience is particularly valuable in preparing young people to work in diverse teams, whether in academic settings, community initiatives, or their future careers. By fostering cooperation and mutual respect, sport youth councils create a positive environment for personal and professional growth.

Sport youth councils also provide young people with opportunities to engage in event planning and management. Organizing sports tournaments, workshops, or community outreach activities allows members to gain experience in areas such as logistical planning, budgeting, and resource allocation. These experiences not only contribute to the success of specific events but also prepare young

leaders for future responsibilities in various fields. Furthermore, these councils act as a bridge between youth and sports organizations. They facilitate communication, ensuring that young people’s ideas and concerns are integrated into organizational strategies. By participating in governance processes, members develop a deeper understanding of how decisions are made and learn how to influence those decisions effectively. Mentorship is another critical aspect of sport youth councils. Experienced members often guide new participants, sharing their knowledge and helping them navigate their roles. This mentorship fosters a culture of continuous learning and encourages the development of new leaders. At the same time, the presence of youth leaders within councils serves as an inspiration for their peers, motivating others to engage in leadership activities and contribute to their communities. The impact of sport youth councils extends beyond the realm of sports. By providing young people with leadership opportunities, they equip them with skills that can be applied to civic engagement and community development. Members learn how to organize initiatives, advocate for change, and take on active roles in their communities.

The role of Sport Youth Councils and Sports Youth Boards in leadership can be understood through several theoretical lenses:

1. **Positive Youth Development (PYD):** This approach emphasizes the importance of providing opportunities for young people to develop their strengths and skills. Sport Youth Councils align with PYD by offering a context for youth to cultivate leadership abilities and contribute positively to their communities.
2. **Shared Leadership Theory:** This concept suggests that leadership responsibilities can be distributed among team members. In the context of youth sports, shared leadership allows young people to take on various leadership roles, fostering a sense of ownership and responsibility.
3. **Transformational Leadership (TFL):** This leadership style, which has been associated with high-level coaches and managers, is increasingly recognized as an effective tool for coach development in youth sports. TFL in youth sports contexts involves six key behaviors: high performance expectations, appropriate role modeling, inspirational motivation, acceptance of group goals and teamwork, individual consideration, and intellectual stimulation.

Theoretical Benefits

Participation in Sport Youth Councils offers valuable opportunities for young people to develop critical leadership skills. Through their involvement, they gain experience in teamwork, communication, and decision-making, which are essential for effective leadership. These councils play a significant role in empowering young individuals by treating their ideas and suggestions with equal importance, allowing them to contribute meaningfully to the development of sports.

The engagement of youth leaders in organizing sports festivals and community events fosters a strong sense of civic responsibility. Such activities encourage active citizenship, as young people use sports as a platform to bring positive change to their communities. Furthermore, sport youth councils provide a structured avenue for ensuring that the voices of young people are heard in governance processes. This inclusion leads to decision-making that is both more representative and inclusive.

The development of leadership skills in sports settings often follows a progression. Theoretical models suggest that this growth typically begins with mastering basic self-control and learning to respect others. Over time, it advances to higher levels, where individuals take on responsibilities that involve self-direction and supporting others. These stages highlight the transformative potential of youth leadership within sports environments, demonstrating how participation can shape capable and socially responsible leaders.

8 ACTIVITIES

| Title | Topic | Group Size | Complexity | Time |
|--|--|--------------------------|--------------------------|-----------------------|
| Tied Together | Teamwork and Problem-Solving | 6 – 20 (teams of 3 – 5) | Beginner | 30 – 45 minutes |
| Blind Bound | Empathy and Inclusion through Adapted Sports | 8 | Intermediate | 90 minutes |
| Hold On! | Teamwork and Inclusion | 8 – 20 | Beginner | 10 – 20 minutes |
| Pop to the Top | Rule Awareness and Team Cohesion | 8 – 20 | Beginner | 15 minutes |
| Power Play: Lead Like a Pro | Leadership Development | 10 – 20 | Intermediate | 90 minutes |
| Capture the flag in trust | Team Building | 10 | Beginner | 90 minutes |
| Baskin introduction | Social Inclusion | 10 | Intermediate | 90 minutes |
| Carriages and coachmen | Teamwork and Trust Building | 10 | Intermediate | 90 minutes |
| Treasure hunt | Problem Solving | 15 | Intermediate | 90 minutes |
| Tennis starters | Social inclusion | 10 | Intermediate | 90 minutes |
| Ethics and integrity in sports | | 9 | Intermediate | 90 minutes |
| Equal opportunity in sports | Sport and Opportunity | 8 | Intermediate | 1 hour and 40 minutes |
| Leadership | Youth Participation and Leadership | 12 | Intermediate | 70 minutes |
| Sport Youth representative bodies in Italy and Europe | Youth Participation | 11 | Intermediate | 90 minutes |
| Sportsmanship and Fair Play | Sportsmanship and Fair Play | 10 | Intermediate | 1 hour and 50 minutes |
| A community debate on youth development priorities | Critical Thinking | 24 – 32 | Intermediate | 90 minutes |
| Exploring ethics in sports | Ethics and Fair Play | 25 – 30 | Intermediate | 90 minutes |
| Leading the Team | Leadership | 25 – 30 | Intermediate | 2 hours |
| Sports for All | Inclusion, Teamwork and Respect | Enough to form team of 5 | Beginner to Intermediate | 45 minutes |
| Survivor Game | Teamwork and Inclusion | 20+ | Beginner to Intermediate | 45 minutes |
| Human Pyramids | Teamwork | 10 | Intermediate | 60 minutes |
| Exploring Urban and Rural Landscapes | Awareness | 10 | Intermediate | 3 hours |
| Aerobic Fitness | Self-awareness | 15 | Intermediate | 2 hours |

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|---|--|---|--------------------------|--|
| Sport for All | Teamwork | 10 | Intermediate | 3 hours |
| Development of Competences | Competences development | 15 | Intermediate | 3 hours |
| Case study | Leadership | 15 | Intermediate | 90 minutes |
| Statements about the relationship between sports and leadership | Leadership | 8 | Intermediate | 60 minutes |
| Respect the Ref | Active Citizenship | 8 | Intermediate | 60 minutes |
| 15-minute Football Game The Importance of Fair Play in Football | Active Citizenship | 8 | Beginner | 15 minutes |
| Blind Football | Team Building and Communication | 8 | Intermediate | 15 minutes |
| Legal basis for the rights of people with disabilities in the field of sport | Legal Rights | Up to 30 | Intermediate to Advanced | 90 – 120 minutes |
| Basic elements of the Paralympic movement | History, evolution and core values of the Paralympic Movement. | Up to 25 | Beginner to Intermediate | 90 minutes |
| Crocodile River | Team-building, Communication, Cooperation, Leadership, and Problem-solving | 10 – 40 | Intermediate | 60 – 120 minutes |
| Play True: Snakes & Ladders | Ethical Behavior and Values in Sport | 2 – 6 players per game board | Beginner to Intermediate | 45 – 60 minutes |
| Play True: Pairs | Spirit of Sport Values and Ethical Behavior | 2 – 6 | Beginner to Intermediate | 30 – 40 minutes (including debriefing) |
| Play True: WADA’s Play True Card Game - Anti-Doping Card Game | Anti-doping Education and Fair Play | 4 – 5 players per group | Beginner to Intermediate | 30 – 45 minutes |
| Cooperation exercise with voting about guilt | Ethics, Decision-making, Negotiation and Collaboration | 16 – 20 | Intermediate to Advanced | 60 – 90 minutes |
| One-minute connections | Sports and Leadership | Flexible (any size) | Intermediate | 40 minutes |
| The values | Spirit of Sport Values | Any size (ideal group size: 10–20 participants) | Beginner to Intermediate | 30 – 60 minutes |
| What Defines a Sport? | Sport Values | Flexible (any size) | Intermediate | 30 minutes |
| Active participation and inclusion | Inclusion and barriers to active participation in sports and society | Any size (depending on the number of roles created) | Intermediate | 30 – 40 minutes |
| Spirit of Sport Values – Real Life Stories | Ethics, fair play, leadership, and | 10 – 30 participants | Intermediate | 30 – 45 minutes |

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|-------------------------------|--|---|----------|------------|
| | teamwork in sports | | | |
| Teamwork and fair play | Teamwork, leadership, and the role of rules in fair play | 8 – 12 participants (ideal), but can be scaled for larger groups. | Beginner | 30 minutes |

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|-----------------------------|--|
| Title | Tied Together |
| Summary of activity | Participants are divided into teams, with each team physically tied together at the wrists or ankles. They must complete a series of challenges, requiring teamwork, communication, and adaptability. |
| Topic | Teamwork and Problem-Solving |
| Level | Beginner |
| Learning objectives | <ul style="list-style-type: none"> ● Develop teamwork and communication skills ● Foster problem-solving and adaptability ● Promote awareness of group dynamics and mutual support |
| Profile of participants/Age | Youth aged 12-18, adaptable for adult groups. |
| Group Size | 6-20 participants, split into teams of 3-5 |
| Time | 30-45 minutes |
| Materials | <ul style="list-style-type: none"> ● Rope, scarves, or fabric strips for tying wrists/ankles ● Objects for challenges (cones, balls, hoops, etc.) ● Stopwatch or timer |
| Preparation | <ol style="list-style-type: none"> 1. Gather and test all ropes or fabric strips to ensure they are comfortable and safe. 2. Prepare a series of physical challenges, such as obstacle courses, or relay races. 3. Ensure the space is free from hazards and explain how to move safely while tied together. 4. Organize participants into teams of 3-5 and assign them to specific starting points. |
| Description | <ol style="list-style-type: none"> 1. Explain that teams will be tied together and must complete a series of challenges as a unit. 2. Tie each team’s members together (at the wrists or ankles) and provide clear instructions for the first task. 3. Teams must navigate the challenges while staying tied, emphasizing cooperation and shared problem-solving. |
| Debriefing | <ul style="list-style-type: none"> ● What was the most difficult part of working as a tied team? ● How did your team communicate and adapt? ● What parallels can you draw between this activity and teamwork in real-life scenarios? |

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| Tips for facilitators | <ul style="list-style-type: none">● Ensure ropes are not tied too tightly and participants move cautiously to avoid injuries.● Prompt participants to think about how they adapted to challenges and supported teammates. |
| Variations | Introduce mental challenges, such as solving riddles while tied. Add time limits or penalties for dropping objects during tasks. Tie participants at different points (e.g., ankles, shoulders) for variety. |
| References | Inspired by the program from 'Leadership Skills Foundation' |

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| Title | Blind Bound |
| Summary of activity | A sports activity where blindfolded participants defend and attack using a ball that produces sound, emphasizing inclusion, empathy, and teamwork. |
| Topic | Empathy and Inclusion through Adapted Sports |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● Develop awareness of the challenges faced by individuals with disabilities ● Build teamwork and adaptability ● Enhance sensory perception and collaboration skills |
| Profile of participants/Age | Youth aged 12–14 |
| Group Size | 8 participants |
| Time | 90 minutes |
| Materials | <ul style="list-style-type: none"> ● 8 cones ● 2 balls with sound-producing interiors ● 8 mattresses ● 8 blindfolds |
| Preparation | <ol style="list-style-type: none"> 1. Gather 8 cones, 2 balls with sound-producing materials (such as bells inside), 8 blindfolds, and 8 soft mattresses to protect players during gameplay. 2. Ensure the balls produce sufficient sound and can be easily heard over ambient noise. Test the balls beforehand to confirm functionality. 3. Set up a safe playing area with clearly marked goals using cones or tape. Ensure the area is free of obstacles and tripping hazards. 4. Position mattresses around the goal areas for players to lay on safely while protecting the goal. 5. Ensure blindfolds are comfortable and fully block vision. Have participants test them before starting. |
| Description | <ul style="list-style-type: none"> ● Divide participants into two teams, each with a helper who provides support when needed. ● Blindfold all players and have them lay on the floor, protecting their |

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| | <p>goal area.</p> <ul style="list-style-type: none"> ● Teams take turns attacking and defending by throwing the ball into the opponent’s goal area, relying on sound to locate the ball. ● Play short matches, ensuring participants rotate roles. |
| Debriefing | <ul style="list-style-type: none"> ● How did participants feel playing without sight? ● What strategies did they use to adapt to the challenge? ● How does this activity relate to inclusion and empathy in sports? |
| Tips for facilitators | <ol style="list-style-type: none"> 1. Double-check that the space is free from hazards. Blindfolded participants are especially vulnerable to tripping or colliding with others. 2. Rotate helpers if necessary to ensure all participants experience being blindfolded. This helps with empathy-building. 3. Remind participants to focus on the sounds around them. Suggest they avoid excessive talking to maintain an auditory-focused environment. 4. If some participants are anxious about being blindfolded, allow them to assist or gradually ease into participating fully. 5. Some participants may struggle to adapt to the blindfold; encourage them and allow for additional practice rounds if needed. 6. Ask teams to share any unique strategies they developed during the game, linking their solutions to real-world problem-solving. |
| Variations | Introduce additional obstacles or sound cues to increase difficulty. |
| References | Inspired by inclusive and team-building games to promote social awareness. |

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| Title | Hold On! |
| Summary of activity | A thrilling chase game where participants hold onto a ball while avoiding a "chaser," promoting teamwork, inclusion, and discussion on the dynamics of discrimination. |
| Topic | Teamwork and Inclusion |
| Level | Beginner |
| Learning objectives | <ul style="list-style-type: none"> ● Enhance team-building and collective problem-solving. ● Reflect on how exclusion and discrimination can escalate over time. |
| Profile of participants/Age | Youth aged 12–18 |
| Group Size | 8–20 participants |
| Time | 10–20 minutes |
| Materials | <ul style="list-style-type: none"> ● One ball per participant |
| Preparation | <ol style="list-style-type: none"> 1. Provide one ball per participant. Use balls of similar size to ensure fairness. Ensure they are clean and lightweight for easy handling. 2. Choose an outdoor or indoor area large enough for participants to run around safely. Mark the boundaries of the playing area to avoid players straying too far. 3. Ensure the area is free from tripping hazards and sharp objects. Remind participants not to pull excessively to avoid injuries. 4. Clearly explain the roles of "chasers" and participants holding balls, ensuring everyone understands the game rules. |
| Description | <ol style="list-style-type: none"> 1. Participants hold onto a ball except one, who acts as the "chaser." 2. The chaser attempts to steal a ball. If successful, the person who lost their ball joins as another chaser. 3. The game continues until one person remains holding a ball. |
| Debriefing | <ul style="list-style-type: none"> ● How did participants help each other avoid the chasers? ● What did they observe about exclusion or isolation as the game progressed? ● How does this activity relate to teamwork and inclusion in sports? |

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| <p>Tips for facilitators</p> | <ul style="list-style-type: none"> ● Clearly define boundaries and rules before the game begins to avoid confusion. ● Prompt participants to think creatively about how they can work together to avoid the chaser. ● Ensure players don't tug too forcefully on the t-balls to avoid accidental injuries. ● Highlight how isolation or exclusion felt for those who became chasers early on. Use these experiences to connect with real-world dynamics of inclusion and exclusion. ● If some participants struggle to hold onto their balls, suggest they get help from teammates instead of only focusing on competition. ● Keep the activity fun and avoid letting it become overly competitive. |
| <p>Variations</p> | <p>Allow participants to switch roles to promote inclusivity</p> |
| <p>References</p> | <p>Adapted from experiential practices in team sports and from the ‘Youth Sports Leadership’ in partnership with ‘Youth Sports Trust International’.</p> |

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| Title | Pop to the Top |
| Summary of activity | A fast-paced activity where participants blow up and burst balloons in teams, leading to reflections on the importance of rules in sports and life. |
| Topic | Rule Awareness and Team Cohesion |
| Level | Beginner |
| Learning objectives | <ul style="list-style-type: none"> ● Foster group cohesion through a fun and competitive activity ● Understand the role of rules in creating fair play |
| Profile of participants/Age | Youth aged 10–16 |
| Group Size | 8–20 participants |
| Time | 15 minutes |
| Materials | <ul style="list-style-type: none"> ● One balloon per participant |
| Preparation | <ol style="list-style-type: none"> 1. Ensure you have enough balloons for all participants (one per person). Consider keeping a few extras in case of breakage. 2. Select a spacious, open area free of sharp objects that could prematurely pop balloons. Define boundaries to keep the game contained. 3. Ensure participants are aware of safe play, such as not using sharp nails or objects to pop balloons near others. |
| Description | <ol style="list-style-type: none"> 1. Distribute balloons to participants and divide them into two teams. 2. Instruct participants to blow up and burst their balloons. The first team to burst all their balloons wins. 3. Avoid giving detailed instructions to provoke discussion about the need for rules. |
| Debriefing | <ul style="list-style-type: none"> ● What rules did participants follow during the game? ● How did the lack of clear rules impact the game’s fairness or enjoyment? ● How does this relate to sports and their rules? |
| Tips for facilitators | <ul style="list-style-type: none"> ● Avoid providing too many details about the rules to naturally prompt participants to reflect on the need for clear guidelines. The ambiguity is part of the learning process. |

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| | <ul style="list-style-type: none"> ● Ensure participants are mindful of their surroundings to prevent collisions or injuries. Reinforce gentle actions, particularly during balloon bursting. ● Monitor participant behavior during the game to identify moments that can be discussed during debriefing (e.g., disagreements, innovative rule creation). ● Ensure all participants feel included and engaged, even if they may hesitate initially. ● If participants struggle with the lack of rules, introduce small, progressive guidelines to keep the game on track while preserving the learning opportunity. ● Allow enough time for reflection. Prepare open-ended questions to stimulate discussion and link the activity to broader themes of sportsmanship. |
| <p>Variations</p> | <p>Introduce additional constraints (e.g., no hands allowed for bursting balloons) to add complexity.</p> |
| <p>References</p> | <p>Based on experiential activities exploring rule creation in sports.</p> |

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| Title | Power Play: Lead Like a Pro |
| Summary of activity | Participants play football where leadership roles rotate periodically. This activity allows participants to practice decision-making, motivate others, and reflect on different leadership styles |
| Topic | Leadership Development |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● Understand and apply various leadership styles ● Foster adaptability in team settings Develop strategic thinking and decision-making skills |
| Profile of participants/Age | Youth aged 14–18 |
| Group Size | 10–20 participants |
| Time | 90 minutes |
| Materials | <ul style="list-style-type: none"> ● Football equipment (not mandatory) ● Football balls |
| Preparation | <ol style="list-style-type: none"> 1. Gather all necessary sports equipment, such as football balls, or other items if necessary. 2. Identify and prepare a safe playing field or court. Ensure boundaries are clearly marked and free of obstacles. 3. Create a simple guide outlining leadership roles (e.g., captain, motivator, strategist) to help participants understand their responsibilities. 4. Develop a system to rotate leadership roles every few minutes, using a whistle or timer to signal changes. 5. Familiarize yourself with examples of leadership styles (e.g., authoritative, supportive) to share with participants during debriefing. |
| Description | <ol style="list-style-type: none"> 1. Divide participants into small teams 2. Assign each participant a chance to act as the team leader during the game, rotating leadership every few minutes 3. After each game, debrief on how leadership styles affected the team |
| Debriefing | <ul style="list-style-type: none"> ● What leadership approaches were most effective? ● How did leaders adapt to challenges? |

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| | <ul style="list-style-type: none"> ● How did team dynamics change with different leaders? |
| Tips for facilitators | <ul style="list-style-type: none"> ● Pay attention to how participants adopt and adapt leadership roles. <ul style="list-style-type: none"> ○ Note instances of successful or struggling leadership for discussion. ● Emphasize that participants should try different leadership styles, even if they feel uncomfortable. ● Ensure everyone understands the objective of the game and the role of the leader in achieving it. ● If a participant is struggling as a leader, offer subtle cues or tips without taking control of their role. ● Ensure that every participant gets the opportunity to lead, regardless of their initial confidence. |
| Variations | Use different sports or adjust roles (e.g., coach, referee) |
| References | Inspired by the research from Thomas J. Martinek and Don Hellison which highlights the importance of having a clear model of leadership and aligning teaching strategies with the core values. |

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| Title | Capture the flag in trust |
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| Summary of activity | This activity can be used in order to encourage team building and to promote inclusion of all participants in the group, no matter which abilities or disabilities they have. |
| Topic | Team building |
| Level | Beginner |
| Learning objectives | <ul style="list-style-type: none"> • To allow an effective participation of all participants no matter what kind of impairments they might have; • To establish good communication and feeling of trust between participants; • To promote the bio-psychological- social welfare of participants thanks to an adapted physical activity; • To allow participants to take part in a physical activity session. |
| Profile of participants/Age | 16-30 years old |
| Group Size | 10 |
| Time | 90 minutes |
| Materials | 2 flags Blindfolds for half of the group |
| Preparation | |
| Description | <p>I. Warming Up – Dynamic Stretching (15 minutes) The workshop starts by some warm up techniques before the game activity taking place. Dynamic stretches are active movements where joints and muscles go through a full range of motion. They are usually used to help warm up the body before exercising.</p> <p>II. Game Activity “Capture the flag in trust” (50 minutes) After the warm up, the explanation about the upcoming activity take place. Participants are informed that the whole activity game lasts 60 minutes considering a score of 30 points (Time might be flexible according to the number of participants and the score aiming to achieve)</p> <p>Participants are divided in 2 teams from youth workers/trainers. Teams are equal in numbers, and are composed considering the ability of the group of participants. Game activity consists in “capture the flag” in an adapted version: each team will choose a person (A) who will have to tie the flag (which can be a scarf, a bandana, etc.) in one part of his body (wrist, ankle, etc.). The other team members will be divided into pairs, taking into account</p> |

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| | <p>that one will be the runner (B) who will have to drag his blindfolded partner (C). After rules explanation, every team in 15 minutes should decide who would be A, B, C participants and choose a team name and slogan. Before the games starts, 2 teams should tell the others their team’s name and show the slogan they choose in an artistic way (by singing, dancing, theatre, paint etc.) Then, according to previous explanation, every team has 1A participant and in the same number B and C participants. Subject A stands on one side of the playing field in between of his/her teammates B, while his teammates C will be on the opposite side of the space, next to mate A and mates B of the opposing team. Each pair has a number assigned and the trainer/youth worker should take care of calling the numbers. The ‘C’ participants have to be blindfold, and after that the flags will be tied in a part of the body of the ‘A’ players.</p> <p>When the game begins, youth worker/trainer calls a number, the ‘B’ of the two opposing teams run to take their partner ‘C’ (who is blindfolded) and accompany him/her to his/her teammate ‘A’. Through vocal instructions, ‘B’ players will have to help ‘C’ players in finding the flag, get them unfastened and bring them back behind the starting line as soon as possible. Whoever arrives first scores a point.</p> |
| <p>Debriefing</p> | <p>After the game, trainer will invite participants to sit in a circle in order to start debriefing. In order to start this phase, trainer could suggest some reflection question:</p> <ul style="list-style-type: none"> • How do you feel after this activity? • What was the most difficult part? Did you find any obstacles? • Do You think the communication strategy You used was effective? • Do you think some of the participants could be more satisfied/helpful if engaged in other roles? • Did you all fill important and feel integrated in the process activity? |
| <p>Tips for facilitators</p> | <ul style="list-style-type: none"> • If some participants need a wheelchair to move, it is important to make sure that the ground is actually accessible and safe. |
| <p>Variations</p> | <p>The game can be modified to emphasize collaboration, communication, and trust rather than just competitive elements. Here are some variations that focus on building trust:</p> <p>1. Blindfolded CTF</p> <p>Setup: Players are divided into teams, with one or more players on each team blindfolded.</p> <p>Rules: Blindfolded players must retrieve the flag while their teammates guide them using verbal instructions.</p> <p>Trust Element: Encourages trust in teammates' guidance and fosters clear communication.</p> |

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| | <p>2. Team-Bound Capture Setup: Each team must move as a group (linked by holding hands, ropes, or staying within a defined close distance). Rules: The team can only retrieve the flag and return to their base while remaining physically connected. Trust Element: Requires physical coordination, trust in each other's movements, and cooperation to achieve the goal.</p> <p>3. Defenders Cannot See Setup: Defenders in the game are blindfolded or have their vision restricted, and attackers must navigate without making noise. Rules: Defenders must rely on teammates to alert them to attackers, fostering reliance on communication and trust. Trust Element: Builds trust through shared responsibility and reliance on communication.</p> <p>4. Shared Flag Responsibility Setup: The flag is heavy or an object that requires multiple players to carry. Rules: The entire team must work together to lift and transport the flag, ensuring no one is left out. Trust Element: Highlights teamwork and physical coordination, as each person must trust others to share the load.</p> |
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| Title | Baskin introduction |
| Summary of activity | Baskin is an original sport invented in Cremona (Italy) in 2003 whose objective is to create an inclusive activity for everyone. Activity mainly aimed at creating a team spirit, foster the inclusion of people with disabilities, as well as at eliminating the differences between people. The youngster with and without physical and/or mental disabilities according to mixed teams can participate. |
| Topic | Social inclusion |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● To create a play environment where everyone can acquire new skills; ● To learn and/or maintaining physical skills thanks to sports practice; ● To learn new communication methods. |
| Profile of participants/Age | 16-30 years old |
| Group Size | 10 |
| Time | 90 minutes |
| Materials | <p>Basketball balls (both large and smaller, depending on the needs of the participants)</p> <ul style="list-style-type: none"> ▪ 6 baskets, 2 classics and 4 smaller (a bit higher of a regular Wheelchair) ▪ Chalk or tape to draw the areas |
| Preparation | None |
| Description | <p>Warm-up and game preparation</p> <p>The session starts with a dynamic stretching (running, dynamic warm-up exercises, mechanical movements related to the movements that must be implemented in the game), then the roles and instructions are explained to the participants.</p> <p>Division of roles among the participants:</p> <p>The trainer introduces some exercises in order to understand how to assign the various roles to the participants, at what height to fix the various portable baskets and at what distance to place the shooting areas. Some examples of exercise could be running from point A to point B, dribble on the spot and in motion, shots (as high as possible or as far as possible), shots in low and high baskets, passages between companions, and so on.</p> <p>Game preparation exercises</p> <p>In order to have proper preparations for each participant, the instructions are</p> |

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| | <p>given in detailed for the exercises of each individual roles (every player can practice all the exercises in an adapted way, or trainer can choose to address certain exercises only to the specific role):</p> <p>Examples for preparation of each role can be the following:</p> <p>Role 1:</p> <ul style="list-style-type: none"> • Trainer places the participant in the shooting area of his/her basket, and he/she has to do repetitions of 10-15 shots for each position (trainer moves the participant in different positions); • The participant has to shot 3 baskets in a row and then be moved to another position; • Practicing ball passing exercises in pair with a partner; • Youth worker makes movements and participants must copy it. <p>Role 2:</p> <ul style="list-style-type: none"> • Participant have to do repetitions of 10-15 shots, moving to different points when they finish; • Participant have to shot 3 baskets in a row and then move to another position; • Exercise in pairs: passing the ball at different distances. <p>Role 3:</p> <ul style="list-style-type: none"> • Basket shooting exercises; • To dribble the ball from point A to point B while walking, then they try it while taking a little run; • Ball passing exercises in pair with a partner; • To make some short dribble path; • Hand change exercises with dribble. <p>Role 4:</p> <ul style="list-style-type: none"> • To dribble the ball from point A to point B while running; • Ball passing exercises in pair with a partner; • To make some short dribble path; • Hand change exercises with dribble. <p>Role 5:</p> <ul style="list-style-type: none"> • To dribble the ball from point A to point B while running; • Ball passing exercises in pair with a partner; • To make some short dribble path; • Hand change exercises with dribble. <p>Forming the teams</p> <ul style="list-style-type: none"> • Trainers are responsible for making the teams <p>The game</p> |
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| | <p>The baskin follows the basic rules of basketball but with some changes. In this introduction of baskin game rules should be simplified in order to allow easier understanding even for people with significant intellectual disability. The goal is to hit the basket assigned to both teams to earn points. There are 6 baskets in the field: 2 classics (X baskets), 2 where the classic baskets are but lower (Y baskets) and two in the centre of the field, at the height of a standard wheelchair (W baskets). An area surrounding each basket is drawn with tape, which is called the "shooting area". The height of the baskets and the shooting areas are defined by the coaches, who take into account the participants with whom they are working.</p> <p>Rules:</p> <ul style="list-style-type: none"> • The game starts in the centre of the field, a Role 5 is chosen for each team, the two face each other and the trainer/youth worker throws the ball in the middle, upwards.; • All players must have the number attached to the shirt to distinguish the roles; • There can only be one Role 1 player per team, maximum two players with the Role 2 and 3 per team, and maximum three players with the Role 4 and 5 per team; • There should be 7 players in field and if the team is made up of several players, it is necessary to alternate. Everyone must have played by the end of the game; • Before the end of the match everyone must have touched the ball at least once (including the failed attempt to catch the ball); • Whenever there is a foul, or a missed shot, the ball must return to the field from the centre (as at the start of the game). |
| <p>Debriefing</p> | <p>After the activity finishes, the facilitator continues with debriefing by using following questions as guiding ones:</p> <ul style="list-style-type: none"> • Did you enjoy the game? • What were the most difficult things? • Did you feel part of a cohesive group? <p>Following an initial reflection in the Group, youth worker/coach asks the participants to divide into the two teams and think about the strategy they used and reflect about what they would change before the next match. Furthermore, youth workers ask participants to reflect on whether all players were involved or if they could do better in order to promote inclusion.</p> |
| <p>Tips for facilitators</p> | <ul style="list-style-type: none"> • This game can be considered a codified sport and for this reason it has complexities. Youth operators and coaches must have a clear understanding of the rules of the activity. • This sport allows to involve a very wide range of young people, with |

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| | all their characteristics and complexities. It is important to know the people we are working with in order to prevent any possible conflict situations. |
| Variations | |
| References | https://www.baskin.it/en-gb/regolamento |

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| Title | Carriages and coachmen |
| Summary of activity | This activity aims to break down the perception of difference between mainstream and with disability young people, as well as create a climate of trust among the participants. |
| Topic | Teamwork and trust building |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● To create space for trust-building and inclusive atmosphere between participants; ● Getting to know each other through physical activity; ● Being able to face and overcome difficult paths which require good cooperation between participants. |
| Profile of participants/Age | 16-30 years old |
| Group Size | 10 |
| Time | 90 minutes |
| Materials | <ul style="list-style-type: none"> ● Chairs with wheels in case there are more participants which are able to walk than participants in wheelchair ● Useful tools for the construction of paths (pins, rods, cones, chairs) ● 5 objects easily grasped by all participants (example: a deflated ball or a pin); the level of grasping of the object increases or decreases the difficulty of the path |
| Preparation | None |
| Description | <p>Introduction (10 minutes) In this activity part, participants in wheelchairs with the help of the trainer, explain the best techniques for pushing the wheelchair to the other participants. The trainer emphasises that the reason for this explanation is related to the upcoming activity that includes everyone in the group.</p> <p>Game (60 minutes) This part of the activity starts first with an initial training for the participants to the game, and continues further with the final competition. Each part has detailed instructions that participants need to follow.</p> <p>Initial training (30 minutes) Participants have a short dynamic stretch for the whole body. After warming</p> |

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| | <p>up, some short activities will be introduced by trainers:</p> <ol style="list-style-type: none"> a) Trainer places few pins in various points of the available space. After that, he/she divides the standing and seated people into equal numbers. If there are not enough people in wheelchairs, trainer asks some participants to sit in a mobile chair. If the number of people in wheelchairs is higher than those in motion, some of them can pair up with another subject in the wheelchair. In case of disparity, one participant, in turn, can be outside managing the music. The music starts and everyone has to move around the space without touching the other pairs. As soon as the music stops, pairs need to reach the pin they find free. There will be a pin less than the number of couples. The pair who does not reach the pin is temporarily eliminated. After the first round, music starts again, and when it stops there is again one pin less and one pair will be eliminated. Activity follows for several rounds, until when the last pair remains in the game and wins the game. b) The little relay race: trainer divides the group in two teams and they have to make a wide circular path. Both groups are then divided in pairs and every pair is positioned in different spots of the circular path. Participants in wheelchair hold up the relay and participants who are able to move will push their companion till the next pair of their team. When the next pair is reached the participant in wheelchair should pass the relay at the companion in wheelchair as well. The team that finishes the course first, wins. It is got to have in mind that also people with different disability (e.g., Cognitive, blindness etc.) can push the wheelchair of a companion. If needed trainer or youth worker could support this process. |
| <p>Debriefing</p> | <p>Once the activity is over, the trainer facilitates the debriefing, which can take place by having participants sitting in a circle, and asking them some questions about the activity, such as:</p> <ul style="list-style-type: none"> • How did you like this activity? • Which parts of the activity did you like the most? • What were the hardest parts of the activity? • What did you learn during this activity? <p>The debriefing for this activity can be also done by asking participants to draw the path they would want to do in case they would be youth workers or sport trainers. Then, once the drawings are finished, the coach asks the participants who feel like sharing the route drawn with the whole group and to explain what prompted him/her to draw it in that way.</p> |
| <p>Tips for facilitators</p> | <p>Young people with disabilities different than motor disabilities are considered coachmen and not coaches. This means that in this activity they are valued for a capacity they possess. Coaches and youth workers</p> |

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| | need to pay attention and make sure that these participants feel adequate for the task and they enjoy the role. |
| Variations | This activity could be realized outdoor. |
| References | Training Course on the Development and Implementation of Participation Projects at Local and Regional Level, EYC, Strasbourg |

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| Title | Treasure hunt. An inclusive edition |
| Summary of activity | This session includes activities designed to respond to one of the main needs in the field of inclusion of people with disabilities, that is to create cooperation and identify communication channels between people with and without disabilities |
| Topic | Problem solving |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> • To create a spirit of collaboration among the participants through a common shared purpose; • To encourage sharing and teamwork through sports for all participants; • To boost positive communication between people with different abilities |
| Profile of participants/Age | 16-30 years old |
| Group Size | 15 |
| Time | 90 minutes |
| Materials | <ul style="list-style-type: none"> • Easy riddles written on post-it prepared by trainers • Different tools according with the defined tasks (pins, balls, cones, spoons, etc.) • Rope or strip to define playing areas |
| Preparation | Trainers must prepare in advance several riddles that can also be solved by people with cognitive disabilities |
| Description | <p>Energiser (10 minutes)</p> <p>The session starts with the “Untouchable Touch” energiser. The trainer invites the participants to make a circle and then distributes one marker to each participant. The instructions are as follows: connect each other with marker (in case there are participants with difficulties in fine motor skills the neighbour participant could grab the marker, but they also have to be connected all the time). After they are all connected, trainer asks participants to complete some tasks:</p> <ul style="list-style-type: none"> • Try to move markers up and down • Sit down and return to the start position • Do the wave like on the sport match |

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| | <p>Tasks can be adapted according to the trainer.</p> <p>Game: Treasure Hunt (60 minutes)</p> <p>Participants are invited to start with the next activity phase which includes a game. It is explained to them that they first need to focus in the preparation part and then in the game which is called "Treasure Hunt".</p> <p>Preparation</p> <p>First, creation of teams is composed by 5 to 7 participants (groups has to be heterogeneous). Then, trainers choose different tasks for the participants to complete (up to 10 tasks is the recommended number). At each stage there must be a trainer who manages / controls the game (if there are not enough operators it is possible to ask for a help at few participants which will participate in the next round). The main rules are that each team has 10 minutes to choose their own name and develop a strategy in order to be able to run all together. Also, each team will be assigned a ticket to know in which position they should start their game.</p> <p>Implementation</p> <p>Every team should solve an easy riddle in order to understand which stage first they need to go. Team companions will have to collaborate in order to guess where to start with tasks to complete. Moreover, teams must move from one stage to another while holding each-other's hands (or touching the wheelchair or other parts of the body, depending on the abilities of participants). When the team reaches the stage, they will have to pass a test to get the next ticket</p> <p>Examples of tasks for the teams:</p> <ul style="list-style-type: none"> • Participants have to put themselves in a position to build a drawing with their own bodies (a heart, a sun, a writing, etc.) • Make a path blindfolded by listening to the voice instructions of their companions (e.g., slalom between pins that the operator will move for each participant) • Pass a ball without dropping it (distance between participants is decided by trainers) • Run from point A to point B each with the hands on the hips of the other person (like a train). If there is a companion in a wheelchair, he/she can be placed in the first place. • Come up with a small group dance (trainer will choose the song) • Each participant should score in a basket • Blindfolded participants must reach the trainer who will use the hand clap to be heard and guide the way <p>The team that first manages to complete all the stages, wins.</p> <p>Some main rules for completion of the tasks are:</p> <ul style="list-style-type: none"> • Teams must arrive together to the next stage (holding hands or holding the wheelchair, depending on the participant). If they do not arrive together, they will have to return to the previous stage, take a ticket with the signature of |
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| | <p>the youth worker and return to the next stage.</p> <ul style="list-style-type: none"> • Companions in difficulty can be helped, but without replacing them! Each component must complete all tasks. |
| Debriefing | <p>After the game is finished, the discussion part starts, by following the topics/questions below:</p> <ul style="list-style-type: none"> • Did you enjoy the activity? • What were the most difficult tasks to overcome? • What tasks did you like the most? • Did any of the participants surprise you with skills you didn't think they had? <p>At the end of the discussion, the trainers ask the teams to meet again, and each team must come up with a treasure hunt "motto" and recite it in front of the other teammates. Activity ends with a group hug!</p> |
| Tips for facilitators | <p>Trainers must ensure that everyone performs the tasks and no one is excluded from the game</p> |
| Variations | <p>None</p> |
| References | <p>"Overcoming the limiting realities creatively: Sport methodology in youth work for inclusion"</p> |

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| Title | Tennis starters |
| Summary of activity | The general purpose of this workshop is to familiarise participants with tennis as a sport and to provide them with an experience and knowledge of healthy competition through sport activities. |
| Topic | Social inclusion |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● To practice on the field coordination through tennis as a sport activity between participants of different abilities ● To promote inclusion through practices of tennis sports ● To become aware of the balance between competition and cooperation. |
| Profile of participants/Age | 16-30 years old |
| Group Size | 10 |
| Time | 90 minutes |
| Materials | Tennis balls Tennis rackets Tennis court with a net – optional Sport cones – optional. |
| Preparation | Arrive ahead of time to set up the court and review your plan. |
| Description | <p>Introductory to the game – Tennis floor</p> <p>This a very easy and introductory exercise for tennis, especially if participants/players do not have any experience with tennis balls or rackets. The coach/youth worker should divide the participants in pairs in a position that they face each other in a 3-4 meters distance (or even more, depending on the space available). First, the instructions are that participants need to start practicing by pushing the tennis ball toward their pairs a few times. This is better to do if everyone has a racket, but it is also possible to do by hand. After a few minutes and several tries, the exercise is upgraded by making a “goal” in front of every player. You can use small cones or any other small object. The aim for a player is to push the ball, on the ground, and score a goal against their pair. The coach pays attention to all participants, checks their coordination and abilities to facilitate the ball on the ground.</p> <p>Main part A – Catch and throw</p> <p>Participants stay in their groups/pairs and come close to 1-meter distance</p> |

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| | <p>between each other. If it is possible to place nets for each pair, it would support the game more. The first person has to bounce the ball of the racket, in the air, 5 times and bounce it to their pair, without the ball falling on the ground. The second person has to do same and bounce back to the first person. If successful, the first person now only as to bounce 4 times and bounce to the second person to do the same. Next time, they have to bounce 3 times and so on. In the end, when they reach 1 bounce, they can pass the ball to each other without fall on the ground. It is important to give participants enough time to play and practice. Participants with disability (physical or mental) can do this exercise as well, but they usually need more time to adapt. If one person in the pair is with disability and the other is not, ask the non-disabled person for patience and understanding.</p> <p>Main part B – Chain reaction</p> <p>The next step in this activity is to divide the group in two teams with equal number of members. The coach/youth worker should explain the task and give 5 minutes for teams to decide on a specific strategy (who will go first, what is the best way to hit the target, and so on). Each team gets the same number of tennis balls and one racket. Each team forms a line so that players stand behind each other. When the coach gives the sign, first player in the line takes the racket and hand it over to the person behind and so on. When the last person in the line gets the racket, they have to take the ball and hit the target with the racket (target can be a spot on the tennis court, a tree or specified spot in the open space). That person runs back and stands as the first in line, handing over the racket down the line so that the last person repeats the task. The circle is closed when all players in the team have their chance to hit the target. The team who wins is the one who finished the first. A possible adjustment can be to allow several tries when hitting the target. If there are participants with disability who are not able to hold the racket, it is recommended to allow them to throw the ball by hand.</p> |
| <p>Debriefing</p> | <p>After the activity game is over, the coach invites the participants to form a circle and continues to facilitate the debriefing process by asking the following questions:</p> <ul style="list-style-type: none"> • How was your first experience with tennis? • What was harder (or easier) – the floor tennis or regular tennis? • In the “Catch and throw” part, how did you feel when/if making a mistake? • In the last part of the game, how was your team work organized? Was there anything that could have been better? • What is good about tennis sport? • What is challenging about tennis? • What is more important – competition or cooperation in a game? • How did you make sure that everyone in your team was included in the game? |

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| Tips for facilitators | Celebrate small victories to build confidence. Clear Instructions: Use simple and concise language. Encourage questions and participation. |
| Variations | None |
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| Title | Ethics and integrity in sports |
| Summary of activity | Discussion about: <ul style="list-style-type: none"> - ethical dilemmas in sports; - ethical decision-making exercise; - integrity pledge. |
| Topic | The group discussed real-life examples of ethical dilemmas in sports. Participants worked in groups to analyze ethical dilemmas and propose solutions. Participants signed a pledge to uphold the values of sportsmanship, fair play, and integrity |
| Level | Intermediate |
| Learning objectives | Identify common ethical dilemmas in sports, such as doping, cheating, and match-fixing. Understand the impact of ethical violations on individuals, teams, and the sport as a whole. Recognize the role of sports organizations in promoting ethics and integrity |
| Profile of participants/Age | 18 – 28 y.o. |
| Group Size | 9 persons of any size |
| Time | 2 hours |
| Materials | Slides, case study (historical cases and contemporary issues) and short video clips of ethical violations |
| Preparation | Prepare slides and print the documents. |
| Description | During the first hour of the meeting participants discussed about “case study”: they were divided into groups, each group with a case study of an ethical dilemma in sports. They analysed the situation, identify the ethical issues involved, and propose solutions. Second part was a “role-playing”: assigned participants roles as athletes, coaches, officials, or media representatives. Created scenarios that involved ethical dilemmas and participants acted out the situation. The last part of discussion was the debate in which the participants were divided into two groups with opposing viewpoints on a specific ethical issue in sports. |
| Debriefing | Participants explained what they understand about the topic, develop their critical thinking skills, and apply what they have learned to their own lives |

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| Tips for facilitators | Create a clear agenda, including an introduction, main discussion, and debriefing. Encourage participation by the use of open-ended questions to stimulate discussion and encourage everyone to contribute. Periodically summarize the main points of the discussion to keep everyone focused. |
| Variations | None |
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| Title | Equal opportunity in sports |
| Summary of activity | Understand the concept of equal opportunity in sports. Identify barriers to equal opportunity in sports, such as gender, race, socioeconomic status, and disability. Explore strategies to promote equal opportunity in sports. Critically analyze the impact of discrimination and bias in sports. |
| Topic | Sport and opportunity |
| Level | Intermediate |
| Learning objectives | What is equal opportunity in sports Which are the barriers to equal opportunity in sports What are the specific challenges faced by athletes from marginalized groups. |
| Profile of participants/Age | 18 – 26 y.o. |
| Group Size | 8 participants |
| Time | 1 hour and 40 minutes |
| Materials | Slides and documents |
| Preparation | Prepared and printed documents. Prepared slides. Prepared arguments and methodologies of the session (role playing and discussion) and discussion questions. |
| Description | Divided participants into groups and provided them a case study of a specific instance of discrimination or inequality in sports. Asked them to analyze the situation, identify the underlying issues, and propose solutions. Role-playing in were assigned participants roles as athletes, coaches, administrators, or media representatives and created scenarios that involve discrimination or inequality in sports and have participants act out the situation. Final debate about the equal opportunity in sports in which each participant presents his arguments. |
| Debriefing | Awareness of the importance of equal opportunity in sports and inspire participants to take action to promote a more inclusive and equitable sports environment |
| Tips for facilitators | Encourage empathy to help participants understand the perspectives of others, especially those from marginalized groups. |

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| | Promote critical thinking and encourage participants to question assumptions and challenge stereotypes. |
| Variations | Originally the final discussion about the equal opportunity in sport should be in groups, but facilitators according with participants decided to involve singular persons |
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| Title | Leadership |
| Summary of activity | <p>The role of leadership sports (focused on young athletes). Strategies to foster youth leadership in sports. Government policies that can support youth sports participation and leadership. To maximize the positive impact of sports, it's crucial to foster leadership opportunities for young athletes. By empowering youth to take on leadership roles, we can equip them with the skills and confidence to succeed both on and off the field</p> |
| Topic | Youth participation and leadership in sports |
| Level | Intermediate |
| Learning objectives | <p>Recognize the role of leadership in youth sports and its impact on individual and team performance. Explore the challenges and opportunities facing youth sports, such as access, equity, and safety. Collaborate with others to develop innovative solutions for challenges in youth sports.</p> |
| Profile of participants/Age | Age 18 – 30 y.o. |
| Group Size | 12 participants |
| Time | 1 hour and 10 minutes |
| Materials | <p>Presentation slides. Infographics. Short videos from the web.</p> |
| Preparation | <p>Created slides with key points, statistics, and visuals to guide the discussion. Used infographics to present complex information in a visually appealing way. Download short videoclips of inspiring youth athletes or leadership training sessions.</p> |
| Description | <p>We start working with case studies: participants analysed successful youth sports programs that prioritize leadership development and the the impact of specific leadership initiatives on young athletes Then, after the projection of some short videoclip, they discuss about policy and governance: the role of sports governing bodies in promoting youth leadership, and about how the government policies can support youth sports participation and leadership. Further argument of discussion was about the “emerging trends” and the influence of social media on youth sports culture and leadership</p> |

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| Debriefing | <p>Encouraged participants to write a brief reflection on their own learning and experiences</p> <p>We appreciated the participants contributions on youth participation and leadership in sports.</p> |
| Tips for facilitators | <p>Use open-ended questions and encourage everyone to share their thoughts;</p> <p>balance the contributions of dominant and quieter participants;</p> <p>allocate specific time for each topic and stick to the schedule;</p> <p>conduct a debriefing session to reflect on the discussion and identify key takeaways.</p> |
| Variations | None |
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| Title | Sport Youth representative bodies in Italy and Europe |
| Summary of activity | <p>Discussion about:</p> <ul style="list-style-type: none"> - The importance of youth representation. - Promotion of inclusivity and diversity. - The actual challenges and future actions. <p>The discussion highlighted the significance of youth representative bodies in Italian sports and their potential to positively impact the development of young athletes and the overall sports landscape.</p> |
| Topic | The significance of youth representative bodies in Italy and in Europe |
| Level | Intermediate |
| Learning objectives | <p>Understand the concept of youth representation in sports and its importance. Identify key youth representative bodies in Italian sports, such as youth committees within federations and regional youth councils.</p> <p>Recognize the role of these bodies in advocating for young athletes' interests and promoting their participation in sports.</p> <p>Explore the challenges and opportunities faced by youth representative bodies in Italy.</p> |
| Profile of participants/Age | 18 – 30 y.o. |
| Group Size | 11 participants |
| Time | 90 minutes |
| Materials | Slides and documents about specific roles and functions of youth representative bodies |
| Preparation | <p>Investigate the specific roles and functions of youth representative bodies within different sports federations and regional organizations in Italy and Europe (prepare some documents about each)</p> <p>Research current issues and challenges facing youth sports such as access, equity, and leadership development.</p> |
| Description | <p>The discussion highlighted the significance of youth representative bodies in Italian sports and their potential to positively impact the development of young athletes and the overall sports landscape.</p> <p>Participants analysed how Youth representative bodies play a crucial role in empowering young athletes and ensuring their voices are heard in decision-making processes within Italian and European sports.</p> <p>After they work on a “Case Studies” analysing the role of youth sports Council in their Country and Regions, and their activities:</p> |

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| | <ul style="list-style-type: none"> - they act as spokespersons for the needs and interests of young athletes, bringing their voices to decision-making tables; - promote youth participation in sports by organizing events, awareness campaigns, and training initiatives; - collaborate with national sports federations, regions, municipalities, and schools to develop programs and projects tailored to young people; - experiment with new forms of participation and representation, leveraging the potential of digital technologies. |
| Debriefing | <p>Participants developed group action plans to implement their learning, such as joining a youth representative body.</p> <p>We also use a simple evaluation form to gather feedback on the discussion.</p> |
| Tips for facilitators | <p>Develop thought-provoking questions to stimulate discussion and invite at the discussion participants with different backgrounds and experiences.</p> |
| Variations | |
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| Title | Sportsmanship and fair play |
| Summary of activity | <ul style="list-style-type: none"> - Sportsmanship discussion: a group discussion on the meaning of sportsmanship and its role in creating a positive sports environment. - Fair play scenarios: participants will analyze real-life scenarios involving sportsmanship and discuss appropriate responses. - Respectful communication: improve the effective communication skills, including active listening, empathy, and respectful language. |
| Topic | Sportsmanship and fair play are essential elements of any sport. They not only enhance the competitive experience but also contribute to personal growth and character development |
| Level | Intermediate |
| Learning objectives | <p>The participant should understand:</p> <ul style="list-style-type: none"> - what is sportsmanship; - why is fair play important; - how to promote sportsmanship and fair play; - the benefits of sportsmanship and fair play |
| Profile of participants/Age | Age: 18 – 28 y.o. |
| Group Size | 10 persons of any size |
| Time | 1 hour and 50 minutes |
| Materials | Presentation slides to define youth sports participation; highlight the importance of physical activity for young people; discussing the benefits of youth sports participation, such as physical health, mental health, social skills, and academic performance. |
| Preparation | <p>The team prepare some discussion questions:</p> <ul style="list-style-type: none"> - What does sportsmanship mean to you? - How can we demonstrate good sportsmanship during practices and games? - What are some examples of poor sportsmanship that we should avoid? - How can we support our teammates and opponents, both on and off the field? <p>How can we create a positive team culture that emphasizes</p> |

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| | <p>sportsmanship? Also prepare slides and print documents.</p> |
| Description | <p>Each person answers the questions of the Team. After the Team discusses “Respect”: treat all opponents, teammates, coaches, and officials with respect, regardless of the outcome and “Fair Play” the rules of the game and avoid cheating or unsporting behavior. Activities to Promote Sportsmanship:</p> <ul style="list-style-type: none"> ● Role-playing scenarios: Act out different scenarios involving good and poor sportsmanship. ● Team-building exercises: Focus on activities that emphasize cooperation, communication, and trust. |
| Debriefing | <p>By emphasizing sportsmanship and fair play, we can create a better world where competition is healthy, and individuals are respected and valued.</p> |
| Tips for facilitators | <p>Know Your Audience: understand the age, interests, and knowledge level of your participants. Plan the Session: create a clear and engaging agenda, including group activities, discussions, and reflection time.</p> |
| Variations | <p>None</p> |
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| Title | A community debate on youth development priorities |
| Summary of activity | Participants engage in a structured debate on how a new community sports facility should be used to best support youth development. Representing different community perspectives, participants will discuss competitive sports, recreational programs, and educational opportunities, exploring how each approach impacts youth engagement, personal growth, and skill-building. |
| Topic | Critical thinking |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● Understand the diverse needs of young people, from competitive sports to recreational and educational activities ● Develop participants’ skills in analyzing issues, constructing arguments, and presenting their viewpoints effectively in a debate format. ● Encourage participants to consider perspectives beyond their own, fostering empathy and a broader understanding of community priorities and youth development needs ● Learn to find common ground and build consensus ● Strengthen teamwork and collaboration as participants work within their groups to strategize, divide roles, and present a cohesive argument |
| Profile of participants/Age | Youth workers, community members, sports coaches, youth leaders, educators / 20+ |
| Group Size | 24 - 32 |
| Time | 90 minutes |
| Materials | <p>Flip charts and markers – to writing main points and listing key arguments from each group</p> <p>Printed role descriptions</p> <p>Debate guidelines handout - Outline the debate format, rules, and objectives to keep participants on track</p> <p>Timer - to keep track of speaking times and ensure each part of the debate stays within the allocated time</p> <p>Pens and papers - as the basic supplies for participants to take notes during group prep and the debate.</p> |
| Preparation | <p>Familiarize yourself with the debate topic, structure, and each group’s perspective.</p> <p>Prepare printed materials, including group role descriptions, debate guidelines, and any supporting information or statistics relevant to the topic.</p> |

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| | <p>Set up the space with enough seating for each group, a flip chart or whiteboard for shared notes, and a timer or clock for managing time limits.</p> <p>Divide participants into four groups and assign them their roles.</p> <p>Arrange tables or seating to allow each group to work together comfortably during preparation and discussion phases.</p> <p>Set up a space for the facilitator to monitor time and manage the debate process.</p> |
| <p>Description</p> | <p>DEBATE STRUCTURE</p> <p>Introduction (5 minutes)</p> <ul style="list-style-type: none"> ● The facilitator introduces the topic, goals, and rules of the debate ● Each group gets a quick overview of their role and position ● The facilitator explains how the debate will flow and the time limits for each part <p>Group preparation (15 minutes)</p> <ul style="list-style-type: none"> ● Each group works together to prepare their main points and examples. ● Groups assign speaking roles (e.g., main speaker, response speaker) so that everyone has a part. <p>Opening statements (3 minutes per group; 12 minutes total)</p> <ul style="list-style-type: none"> ● Each group presents their main argument, explaining why they think the facility should focus on their chosen area. ● Speakers should keep their points clear and strong <p>Reply round (2 minutes per group; 8 minutes total)</p> <ul style="list-style-type: none"> ● Each group responds to the other groups’ opening statements, addressing any points they disagree with or find weak. ● Groups should focus on strengthening their own arguments by comparing them with the other viewpoints. <p>Open discussion (20 minutes)</p> <ul style="list-style-type: none"> ● The facilitator opens up the floor for groups to ask each other questions and challenge each other’s ideas. ● Each group has 1 minute to reply to questions or critiques, keeping |

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| | <p>responses focused and on point.</p> <ul style="list-style-type: none"> • Groups can use this time to clarify their points, respond to other views, and engage in a more interactive conversation. • The facilitator ensures that each group has an equal opportunity to speak and gently reminds groups to stay within the 1-minute limit for replies. <p>Final statements (2 minutes per group; 8 minutes total)</p> <ul style="list-style-type: none"> • Each group wraps up their argument, highlighting the key reasons why their viewpoint best serves the community. • Groups may also suggest any compromises or balanced ideas that could bring together different perspectives. <p>Group consensus (10 minutes)</p> <ul style="list-style-type: none"> • Groups briefly discuss whether they can agree on a balanced plan that includes elements from different views. <p>Debrief and reflection (10 minutes)</p> <ul style="list-style-type: none"> • The facilitator leads a reflection on the debate, asking participants what they learned and discussing the importance of compromise and teamwork in community decisions. |
| <p>Debriefing</p> | <p>What was the most compelling argument you heard today? Why did it stand out?</p> <p>Did you find it challenging to represent your assigned group’s position? Why or why not?</p> <p>Where do you see potential for compromise between different groups’ perspectives?</p> <p>How would a balanced approach benefit the community, and what might be its challenges?</p> <p>How does this debate reflect real community discussions or decisions you’ve experienced?</p> <p>What did this debate teach you about handling competing needs with limited resources?</p> |
| <p>Tips for facilitators</p> | <ul style="list-style-type: none"> • Start by emphasizing respect, active listening and open-mindedness. Remind participants that every perspective is valuable and contributes to a fuller understanding of community needs. • Stick to the time limits for each part of the debate, using a timer or gentle reminders to keep the discussion focused and fair for all groups. • Make sure each group fully understands their assigned role and position before the debate begins. Briefly answer questions and offer examples if needed to ensure clarity. |

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| | <ul style="list-style-type: none"> • During the final statements and debrief, encourage groups to find areas of compromise and appreciate other perspectives. Highlight any moments where groups agree, showing how balance can benefit everyone. |
| Variations | Instead of group consensus, you can have audience and they can vote on which argument or solution they found most convincing |
| References | |

DEBATE SCENARIO:

The local community has received funding to build a new sports facility aimed at supporting youth development, health, and well-being. This facility will be a valuable addition to the community, providing much-needed resources for young people. However, the available space and budget are limited, meaning it will not be possible to accommodate every type of program or activity. Community leaders and residents must work together to decide on the primary focus of the facility to ensure it best meets the needs of local youth and has the greatest possible impact.

The community currently has only a few small parks and playgrounds, which don't have enough space or resources for organized activities. Many young people, especially those from low-income and immigrant backgrounds, don't have access to structured activities outside of school. This new facility could help fill that gap by offering programs and resources young people in the area need.

While the funding is substantial, it is meant specifically for youth development, so the community has to prioritize which areas to focus on—whether that's competitive sports, recreational activities, educational programs, or a combination. The limited size of the facility means it can't be everything to everyone, so careful planning is needed to ensure it makes the biggest positive impact for local youth.

GROUP ROLES

Group 1 - Local coaches and athletic trainers

Position of the group:

This group believes the facility should primarily focus on competitive sports training. They argue that structured, competitive sports programs will provide valuable discipline and resilience-building opportunities for young athletes and prepare them for possible scholarships, careers in sports, or higher-level competition.

Perspective of the group:

As coaches and trainers, you are passionate about helping young athletes reach their potential and see the facility as a stepping stone for talented youth to get the support they need to excel. You view competitive sports as a way to instill a strong work ethic, teach goal-setting and build mental toughness that benefits youth on and off the field.

Key talking points:

- Competitive training can provide career opportunities and scholarships for talented athletes.
 - A focus on competitive sports could boost the community’s reputation in regional and national sports.
 - Competitive programs teach discipline, teamwork, and perseverance, which can benefit youth in their future careers.
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Group 2 - Parents and community members

Position of the group:

This group wants the facility to prioritize recreational and wellness programs, making it a safe and welcoming space for youth of all backgrounds and abilities. They believe that the focus should be on physical activity, social interaction, and fun, rather than on competition.

Perspective of the group:

Many parents and community members feel that sports should be enjoyable and inclusive rather than stressful or overly competitive. They see recreational activities as a way for young people to stay active, develop friendships, and improve their physical and mental health in a low-pressure environment. This group is concerned that focusing too much on competition could discourage some youth from participating.

Some of the key talking points:

- A recreational focus promotes health, social skills, and well-being for all youth, regardless of athletic ability.
- Recreational programs create an inclusive environment where every young person feels welcome.
- Reducing emphasis on competition helps prevent stress and burnout, making the facility a fun and relaxing place.

How the group should approach the debate:

Advocates should emphasize inclusivity, community, and enjoyment. You should be welcoming and emphasize the need for a space where every youth feels accepted and encouraged, regardless of skill level. They can also highlight the health benefits of regular physical activity without competition.

Group 3 - Youth workers and mixed-use supporters

Position of the group:

This group supports a balanced approach, combining competitive sports training with recreational activities to create an environment that caters to a range of youth interests. They believe the facility should offer both structured, competitive options and more relaxed, recreational programs to prevent burnout and engage more young people.

Perspective of the group:

Group should adopt a solution-oriented approach, looking for ways to integrate both competitive and recreational options. This group should propose practical compromises, such as dedicated times or spaces for each type of activity. You might also discuss how balancing different programs could appeal to more families and maximize the facility’s use by offering choice and flexibility for all youth.

Some of the key talking points:

- A balanced approach can meet diverse youth needs and prevent burnout by offering a mix of competition and recreation
- Combining both options can help youth explore and develop interests in a supportive environment
- A multi-purpose facility is likely to engage a larger number of young people and serve a wider portion of the community

How the group should approach the debate:

Supporters should emphasize the importance of offering choices and flexibility, showing how both competition and recreational activities are valuable. They should be open-minded, practical, and in favor of a facility that meets the different needs of the community.

Group 4 - Educators and non-profit leaders

Position of the group:

This group wants the facility to go beyond sports and serve as a center for educational programs and community-based activities. They argue that programs like mentorship, health workshops, and after-school support would provide well-rounded development opportunities that address the broader needs of local youth.

Perspective of the group:

Educators and non-profit leaders see youth development as more than just physical activity. They believe the facility should offer educational resources and life skills programs that benefit young people holistically. Their focus is on preparing youth for life beyond sports, providing them with tools for academic success, health, and personal growth.

Some of the key talking points:

- Educational programs like mentoring, tutoring, and life skills workshops can help youth succeed academically and socially.
- Community-focused activities encourage positive social behaviors and foster a sense of belonging.
- A holistic approach to youth development prepares young people not just for sports, but for various life challenges and opportunities.

How the group should approach the debate:

Advocates should emphasize a vision for the facility as a community resource that offers more than just sports. They should focus on the importance of life skills, academic support, and personal growth. They can highlight statistics or evidence showing how educational programs positively impact youth development.

DEBATE RULES

Allow each participant to speak without interruption. Listen actively and respectfully, even if you disagree with their points.

Keep arguments relevant to the specific topic and perspective of your group. Avoid introducing unrelated points or personal opinions outside your assigned role.

Support your arguments with facts, examples, or real-life scenarios relevant to your group's position. This strengthens your case and makes your arguments more persuasive.

Each group will have a set time to speak. Stick to your allocated time to ensure every group has a fair chance to present their points.

During reply part, respond to other groups' arguments respectfully.

Focus on the topic and the issues, not on individuals. Keep the debate constructive and respectful.

Work together to prepare your points and assign roles, so each group member can contribute effectively.

In the final round, aim to find common ground or propose a balanced solution that addresses multiple perspectives. This helps demonstrate the value of compromise and collective decision-making

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| Title | Exploring ethics in sports |
| Summary of activity | This workshop introduces participants to core ethical principles in sports, such as fairness, respect, integrity, and responsibility. Through small-group research on real-life case studies, group discussions participants will learn to recognize ethical dilemmas, understand the importance of fair play, and apply ethical principles to their roles in sports. |
| Topic | Ethics and fair play in sports |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● Understand key ethical principles relevant to sports, including fairness, respect, and integrity ● Identify common ethical challenges and dilemmas in sports ● Develop decision-making skills to promote ethical behavior and fair play ● Apply ethical principles to real-life sports situations |
| Profile of participants/Age | Youth leaders, educators, sports professionals (ages 18+) |
| Group Size | 25 - 30 |
| Time | 90 minutes |
| Materials | Flip chart and markers Projector or tv |
| Preparation | Have a few sample case studies or ethical dilemmas in sports prepared in case participants need assistance finding examples |
| Description | <p>Start with a brainstorming session where participants share their thoughts on what "ethics" means in sports. Write their ideas on a flip chart to capture key points and guide the conversation.</p> <p>This shared brainstorming helps participants develop a common understanding of core ethical principles, providing clarity on what ethical behavior means in a sports environment.</p> <p>Divide participants into small groups and assign each group to find an example of an ethical issue in sports (e.g., a doping scandal, unsportsmanlike behavior, pressure on a referee etc.).</p> <p>Each group should:</p> <ul style="list-style-type: none"> ● Summarize what happened in their example ● Identify the ethical issues involved ● Discuss the consequences of the actions taken |

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| | <ul style="list-style-type: none"> ● Suggest how the situation could have been handled ethically <p>Through this activity participants actively engage with ethical dilemmas in sports, helping them better understand the impact of unethical behavior.</p> <p>After each group presents their scenario and ethical solution, facilitate a reflective discussion where participants offer constructive feedback and share additional insights. Some of the prompts can be:</p> <ul style="list-style-type: none"> ● What strengths did you notice in the group’s suggested ethical response? ● If you were in this situation, would you handle it similarly or differently? Why? ● What values should be prioritized to prevent this type of ethical issue in the future? <p>This discussion encourages participants to think critically about each scenario, understand the importance of ethical choices, and recognize how integrity shapes sports.</p> <p>To wrap up the workshop, invite each participant to write a short personal code of ethics that they will commit to in their role in sports. Encourage them to focus on specific values they want to uphold—such as honesty, respect, and responsibility—that reflect the ethical principles discussed throughout the session.</p> <p>This personal code of ethics will serve as a guide for their behavior and decisions within their sports environment, helping them stay aligned with the values they consider most important.</p> |
| Debriefing | <ul style="list-style-type: none"> ● Can you think of a time when you faced an ethical dilemma in sports? How did you handle it, and would you do anything differently now? ● What role do you believe coaches, teammates, and leaders play in promoting an ethical culture within a sports team? ● How might acting ethically benefit your personal growth or development as an athlete or team member? ● What steps can you take to encourage ethical behavior in others around you? ● How would you handle a situation where a respected teammate or coach acts unethically? ● In what ways do you think ethical behavior contributes to the reputation and legacy of a sport? |
| Tips for facilitators | Relate discussions to recent ethical issues in sports to make the session more |

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| | engaging and relevant. Encourage reflection on how participants can apply ethical principles in their sports roles |
| Variations | Include role-play activities where participants act out how they would respond to different ethical dilemmas. |
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| Title | Leading the team: Building effective leadership in sports |
| Summary of activity | This workshop covers the essential qualities of good leadership in sports. Through stories of famous sports leaders, group discussions, and real-life examples, participants will learn how to build resilience, communicate effectively and strengthen teamwork. The session also gives everyone a chance to think about their own leadership style and how to use these new skills in their sports activities. |
| Topic | Leadership |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● Understand key leadership qualities relevant to sports ● Reflect on personal leadership styles and strengths ● Develop practical skills for team communication and cohesion ● Apply leadership principles to common sports scenarios |
| Profile of participants/Age | Athletes, coaches, team leaders, and sports professionals (ages 16+) |
| Group Size | 25 - 30 |
| Time | 2 hours |
| Materials | <p>Flip charts, markers, sticky notes</p> <p>Videos, shorts or articles of sports leaders’ stories</p> <p>Scenario cards for group activities</p> <p>Notebooks or journals for personal reflection</p> |
| Preparation | <ul style="list-style-type: none"> ● Provide brief stories about famous sports leaders such as Asha Philip, LeBron James, Megan Rapinoe or any other, focusing on their leadership qualities ● Create cards with realistic sports-related challenges requiring leadership skills |
| Description | <p>Start with a group brainstorming session where participants share qualities they believe are essential for an effective leader in sports. Capture these ideas on a flip chart to create a visible list of leadership qualities recognized by the group.</p> <p>This initial activity sets the stage by identifying key leadership traits and encouraging everyone to think about what makes a strong leader.</p> <p>Present brief stories of sports leaders to highlight key leadership qualities. For</p> |

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| | <p>example: Asha Philip – resilience and mental toughness LeBron James – team-first mentality and mentorship Megan Rapinoe – advocacy and inclusive leadership These examples give clear, relatable stories of leadership, helping participants see how different qualities play a role in being an effective leader in sports.</p> <p>Next, divide participants into small groups to discuss which of these leadership qualities stand out most to them and how these qualities could benefit their own roles in sports. This group discussion allows participants to explore different leadership styles and connect them to their personal experiences, making the qualities more relevant to their daily sports settings.</p> <p>Following the group discussion, each participant completes a brief self-assessment to identify their natural leadership style (e.g., democratic, transformational). They then reflect on how their style aligns with the leadership qualities discussed in the case studies, noting one personal strength and one area for growth. This part helps participants gain self-awareness about their own leadership approach and think about areas they can develop further.</p> <p>Organize participants back into small groups and assign each group a sports-related leadership scenario, such as:</p> <ul style="list-style-type: none"> ● managing a conflict between teammates ● motivating the team after a tough loss ● supporting a teammate who is struggling <p>Each group discusses their scenario, brainstorming a solution that draws on the leadership qualities explored in the case studies. Groups then present their approach to the whole group, enabling everyone to learn various strategies for handling common leadership challenges in sports.</p> <p>To close the session, participants write down one leadership quality or skill they intend to practice and how they plan to apply it in their sports setting. Volunteers are encouraged to share their goals with the group, creating a supportive environment for encouragement and accountability.</p> |
| Debriefing | <ul style="list-style-type: none"> ● Which leadership qualities stood out most to you, and why? ● How do you think your leadership style impacts your team? ● What challenges do you anticipate in applying these skills, and how might you overcome them? |
| Tips for facilitators | <p>Relate the case studies to familiar sports scenarios to make the concepts more relatable</p> |

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| Variations | If you have more time, include a short role-play activity where participants act out their scenarios |
| References | <p>Asha Philip https://www.youtube.com/watch?v=iuPewWbp2U</p> <p>LeBron James https://www.youtube.com/watch?v=URbrID2I1_k</p> <p>Megan Rapinoe https://www.youtube.com/watch?v=TuxZLqYcuDk</p> <p>Self-assessment tools for leadership style https://www.mindtools.com/azr30oh/whats-your-leadership-style</p> |

POTENTIAL SCENARIOS

Scenario 1: Handling a conflict between teammates

During a practice, two teammates, Alex and Jordan, get into a heated argument about how to play. Alex thinks Jordan isn't working hard enough on defense, and Jordan feels Alex isn't helping enough during offensive plays. The argument gets louder, and it's making the rest of the team uncomfortable.

Challenge: As the team leader, you need to step in and help Alex and Jordan work things out before it affects the whole team's focus and energy. You want to help them understand each other's points of view and find a way to move forward positively.

Things to think about:

- How can you calm things down without taking sides?
- What can you do to get them to talk openly and listen to each other?
- How can you make sure this argument doesn't affect team unity in future practices or games?

Scenario 2: Motivating the team after a tough loss

Your team just lost a big game that everyone trained hard for, and the loss has hit everyone pretty hard. Some players are frustrated and openly upset, while others are quiet and down. You can see that team morale is low, and everyone is feeling disappointed.

Challenge: As the team leader, it's up to you to help the team bounce back, boost their confidence, and get their heads back in the game. You want to turn this loss into a chance to learn and keep the team focused on future games.

Things to think about:

- How will you acknowledge everyone's disappointment but still remind them of their strengths?
 - What can you do to help the team see that setbacks can be learning opportunities?
 - How will you get everyone to refocus and stay positive for the upcoming games?
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Scenario 3: Supporting a teammate who is struggling

Your teammate, Taylor, hasn't been performing as well as usual in recent practices and games. Normally a strong player, Taylor seems distracted and has been missing plays. Taylor has also been quieter and is avoiding socializing with the team, which is starting to frustrate others.

Challenge: As the team leader, you need to find a way to support Taylor and understand what's going on without making them feel judged. You want to help Taylor get back on track and make sure the rest of the team is understanding, not critical.

Things to think about:

- How can you talk to Taylor in a way that shows you're there to help, not judge?
- What steps can you take to help Taylor regain focus and confidence?
- How can you encourage the rest of the team to be supportive and patient?

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| Title | Sports for all |
| Summary of activity | This workshop uses inclusive sports activities to engage participants in physical and team-building challenges that foster inclusion, respect, and collaboration. Participants work together to adapt to diverse tasks, emphasizing the importance of equal participation regardless of ability, gender, or background. |
| Topic | Inclusion, teamwork and respect in sports |
| Level | Youth, age 15+ |
| Learning objectives | <ul style="list-style-type: none"> ● Demonstrate the importance of inclusion and equality in sports. ● Foster teamwork and mutual respect through cooperative play. ● Raise awareness about barriers to participation and how to overcome them. ● Build understanding of how sports can promote social cohesion and human rights. |
| Profile of participants/Age | Youth, 16+ |
| Group Size | Any (there should be enough participants to form team of 5 people) |
| Time | 45 minutes |
| Materials | <ul style="list-style-type: none"> ● An open space ● A hat ● Role cards ● Bandages (elasticized bandages are best) ● A block of wood or similar material (to strap under someone's foot, approx. 30cm x 12cm x 10 cm high) <p>You will need one set of equipment for each small group. Suggestions include:</p> <ul style="list-style-type: none"> ● large buckets or waste-paper bins ● A ball of thick string / rope ● Balls ● Newspapers ● Pieces of chalk to mark out boundaries ● Scissors and tape for constructing equipment |
| Preparation | <p>Decide which disabilities you wish to have represented in the activity and prepare the role cards. Each role card lists one disability.</p> <p>Prepare together the role cards, blindfold, earplugs, bandages and so on, and</p> |

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| | <p>put them in one bag/hat. Unite participants in fewer smaller groups.</p> <p>Try to ensure that the groups are "mixed", for example, that there are naturally tall and short people, those with glasses and those without, a mix of genders, ages, athletic abilities, etc.</p> <p>The roles should be divided so that there are no more than two people with disabilities in each group. They can be the same disabilities in each group or different. If each group comprises people with similar disabilities, then afterwards participants can compare how they met similar challenges.</p> <p>Explain to the participants that the task is to invent a new game in the true spirit of Sport for All. The only criterion is that the game must involve some form of physical activity that increases participants' heart rate for 15 continuous minutes.</p> <p>Take the bag/hat containing the role cards to each group in turn and ask each participant to pick one card. Give those people who have a disability card a few minutes to get into the role, for instance to put on a blindfold or tie an arm behind their back.</p> <p>Explain that each group has thirty minutes to devise a game in the spirit of Sport for All, that is, a game that everyone can participate in. They may use some or all of the equipment provided. It is up to each group to decide the aims of the new game and the rules. Everyone in the group must participate in the planning and decision making.</p> <p><u>Note:</u> After the game is created, you can proceed by letting the participants to play each other's games. Each group should have 15-20 minutes to play out their game.</p> |
| <p>Description</p> | <p>Start by discussing the importance of inclusivity in sports and the barriers some groups face, particularly disabled individuals. Emphasize the right to dignity, equality, and leisure for all.</p> <p>Divide participants into small groups.</p> <p>Distribute role cards that assign each participant a role, such as simulating a disability (e.g., being blindfolded, wearing earplugs, or having restricted mobility with a bandaged leg or wooden block strapped to a foot).</p> <p>Each group receives a set of materials (e.g., buckets, balls, string, chalk, newspapers).</p> <p>Groups must design and test a new game that:</p> <ul style="list-style-type: none"> ● Is inclusive and allows everyone to participate. |

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| | <ul style="list-style-type: none"> ● Adapts to the needs of their team members, including those simulating disabilities. <p>Encourage groups to think creatively, collaborate and ensure their game is fun and engaging.</p> <p>Each group presents and demonstrates their game to the others.</p> <p>All participants take part in trying out the games, providing feedback on inclusivity, enjoyment, and practicality.</p> |
| Debriefing | <ul style="list-style-type: none"> ● How did you go about designing the game? What factors did you take into consideration? Did it make a difference that you had disabled people in the group? ● How did the groups work? Democratically, or did one or a few people make the decisions? ● The people who were disabled: Was it hard to play your role? Do you think you managed to play it realistically? Were you happy with your contribution to the final result? ● The able-bodied people: What considerations did you have to take on board to overcome barriers that could hinder the full and effective participation of people with disabilities? ● What sorts of compromises did you have to make when devising the games so that you could truly say it was a Sport for All? ● What do you think it must be like to be young and disabled in your country? What would be the particular difficulties that you would face? ● Do you think that the rights of disabled people are fully respected? If not – which, do you think are least respected, and what do you think are the main reasons? ● In reality, how are certain groups excluded from sports? Is the exclusion an infringement of their human rights? |
| Tips for facilitators | <p>Emphasize inclusion and teamwork over competition.</p> <p>Adapt challenges to suit the abilities of all participants, ensuring equal contribution.</p> <p>Encourage cheering and positive reinforcement between and within teams.</p> <p>Highlight the importance of respecting diverse strengths and abilities.</p> |
| Variations | <p>Try to ensure that the groups are "mixed", for example, that there are naturally tall and short people, those with glasses and those without, a mix of genders, ages, athletic abilities, etc.</p> <p>The roles should be divided so that there are no more than two people with</p> |

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| | <p>disabilities in each group. They can be the same disabilities in each group or different. If each group comprises people with similar disabilities, then afterwards participants can compare how they met similar challenges. If the different groups have people with dissimilar disabilities, then it can be interesting to see if the groups design games that could include all disabilities or only those that are represented in their particular group.</p> <p>Depending on the group, you may need to begin the session with a quick brainstorming activity about the features of games in general. For example, games need to have clear aims or objectives and rules. You may also need to set limits, for example, that the game must be played within a certain location or not last longer than a total of 20 minutes.</p> <p>If the groups do not manage to complete the task, or if they are not satisfied with the result, point out that this reflects what happens in reality, and should not be taken to mean that the activity (or the group) has failed. You should discuss in the debriefing the things that led to the result not being achieved, or to some people being dissatisfied with the result.</p> <p>In the debriefing, people may say that exclusion and discrimination are not really big issues because people tend to choose sports that they are naturally good at. For example, tall people may play basketball and less energetic types may play snooker or chess. Nonetheless, there is an issue if only those young people who show promise get all the attention and opportunities to play in competitions while those who like to play for fun get less. Some sports exclude on grounds of wealth, because, for example, they need expensive equipment or coaching.</p> |
| References | <p>https://www.coe.int/en/web/compass/sports-for-all</p> |

ROLE CARDS

You are a deaf person.

Collect some ear plugs. You can speak (but not hear). Try to represent your role realistically without exaggerating or resorting to stereotypes.

You are someone who is hard of hearing.

Collect some cotton wool to put in your ears. Try to represent your role realistically without exaggerating or resorting to stereotypes.

You are a wheelchair user.

Get into the wheelchair and make sure you learn how to manoeuvre it. Try to represent your role realistically without exaggerating or resorting to stereotypes.

You are a person with one arm.

Use a bandage to strap one arm behind your back. Try to represent your role realistically without exaggerating or resorting to stereotypes.

You are a person with no arms.

Use a bandage to strap both arms behind your back. Try to represent your role realistically without exaggerating or re-sorting to stereotypes.

You are a person with a limp.

Use a bandage to strap the block of wood under one foot, so that it feels as if you have one leg longer than the other. Try to represent your role realistically without exaggerating or resorting to stereotypes.

You are a person with one leg.

Use a bandage to tie one foot up behind your thigh as if you have lost your leg below the knee. Collect the crutches. Try to represent your role realistically without exaggerating or resorting to stereotypes.

You are a person with learning difficulties.

You are nervous and lacking in self-confidence and you need to have things explained very carefully to you. Try to represent your role realistically without exaggerating or resorting to stereotypes.

You are a blind person.

Put on the blindfold. Try to represent your role realistically without exaggerating or resorting to stereotypes.

You are a deaf and dumb person.

Collect some ear plugs. You can neither hear nor speak, you communicate using sign language and by writing and drawing. Try to represent your role realistically without exaggerating or resorting to

You are an able-bodied person with no disabilities.

Try to represent your role realistically without exaggerating or resorting to stereotypes.

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| Title | Survivor game: Team building through physical and intellectual challenges |
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| Summary of activity | This workshop uses "Survivor game" challenges to combine physical activity and teamwork. Participants compete in teams to complete a series of obstacles or tasks designed to foster collaboration, problem-solving, and inclusion. The activity is dynamic, engaging and can be tailored to suit different physical and intellectual levels. |
| Topic | Teamwork and inclusion through physical activity |
| Level | Beginner to intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● Foster teamwork and collaboration among participants ● Build a sense of inclusion through cooperative activities ● Improve communication and problem-solving skills in a team setting |
| Profile of participants/Age | Youth, age 16+ |
| Group Size | 20+ |
| Time | 45minutes |
| Materials | <p>2 bags of balloons 10 paper cups Puzzle pieces 1 bottle of water per participant Lego cubes 2 balls (for basketball or football challenges)</p> |
| Preparation | <p>Set up stations for the challenges: balloon game, puzzle solving, trivia questions, water drinking, Lego building, and a sports activity (e.g., basketball hoop or football goal).</p> <p>Split participants into equal teams and give each team a name or colored handbands for identification.</p> <p>Adjust the challenges based on participants' age, physical activity levels, or workshop themes (e.g., tailor trivia questions to specific topics).</p> <p>Assign a judge to oversee the game and announce the winner.</p> |
| Description | <p>The game is played outdoors or in a spacious area with all challenges set up as a series of obstacles or stations.</p> <p>Teams line up at the start point. Each participant completes the full obstacle course before tagging the next team member to start.</p> <p>Suggested challenges:</p> |

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| | <p>Balloon challenge: Use a balloon to blow five paper cups off a table. Puzzle challenge: Solve a simple puzzle (custom or printed). Trivia challenge: Answer three simple questions (e.g., name continents, list capital cities, or workshop-related trivia). Water challenge: Drink a 0.5L bottle of water. Lego challenge: Build a simple structure using Lego cubes. Sports challenge: Score a basketball hoop or a football goal.</p> <p>Gameplay:</p> <ul style="list-style-type: none"> ● One participant from each team starts when the judge signals. ● After completing all challenges, the participant runs back and tags the next teammate. ● The game continues until all team members complete the challenges. <p>The first team to have all members finish is declared the winner.</p> |
| Debriefing | <p>What was the funniest activity? What was the hardest? How did cheering from your team impact your performance? Did both teams cheer equally? How did this affect morale? If one team finished significantly faster, why do you think that happened? Was there a good mix of physical and intellectual challenges?</p> |
| Tips for facilitators | <p>Adjust challenges based on participant abilities to ensure inclusivity and engagement. Keep the energy high by encouraging cheering and excitement during the activity. Use the debrief to emphasize the importance of teamwork, motivation and adaptability.</p> |
| Variations | <p>Introduce new challenges that align with the workshop topic (for example environmental tasks for sustainability workshops).</p> <p>Modify tasks to require more cooperation, such as team puzzles or paired sports activities.</p> |
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| Title | Human Pyramids |
| Summary of activity | Partner acrobatics and pyramids |
| Topic | Teamwork |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● Build trust in the group ● Improve body awareness and exercise ● Generate awareness on the importance of self-care, care for others and care for nature |
| Profile of participants/Age | 16-30 years old |
| Group Size | 10 |
| Time | 60 minutes |
| Materials | Cards with examples of human pyramids Mats |
| Preparation | None |
| Description | <ol style="list-style-type: none"> 1. Prepare all necessary material 2. Get the group to the selected spot 3. Make a circle with participants and explain that pyramids are built on solid pillars and trust (the importance of focus body alignment and trust in one self and each other. 4. Warm up (feet to head) 5. Use cards as inspiration to go from lower level to higher level 6. Warm down and stretch from head to feet 7. Go back to the starting point if you have done a small route with the group |
| Debriefing | <p>Restate the purpose of the exercise, such as teamwork, communication, trust-building, or physical coordination.</p> <p>Ensure everyone understands the connection between the activity and the broader goals.</p> <p>Use open-ended questions to promote discussion:</p> <p>Physical Experience:</p> <p>"How did it feel being part of the pyramid?"</p> <p>"What challenges did you face in maintaining balance and posture?"</p> <p>Teamwork and Communication:</p> <p>"How well did the group communicate during the exercise?"</p> <p>"Were there moments where you felt particularly supported by the team?"</p> |

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| | <p>Roles and Contributions:</p> <p>"What did you learn about your role in the pyramid?"</p> <p>"How did individual contributions impact the overall success?"</p> |
| Tips for facilitators | <p>Don't forget to warm up and explain the importance of care and self-care in the activity. Trust and focus are key.</p> <p>Always assure there's a spotter in each group.</p> |
| Variations | <p>Human pyramids can be performed in various styles, configurations, and difficulty levels depending on the participants' experience, the intended goal, and the group size.</p> |
| References | <p>SIGWAY, sport & physical activity programme</p> |

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| Title | Exploring Urban and Rural Landscapes |
| Summary of activity | The activity gives the opportunity to young individuals from diverse urban and rural areas to explore cultural sites, share hobbies, and engage in physical activities. |
| Topic | Awareness |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● To promote physical activity and healthy lifestyles in both urban and rural settings. ● To encourage meaningful interactions between youth from urban and rural backgrounds, focusing on shared hobbies and interests. ● To raise awareness about the importance of cultural heritage and sustainable transportation in diverse environments. ● To create a sense of community and connection among participants, regardless of their geographical background. |
| Profile of participants/Age | 16-30 years old |
| Group Size | 10 |
| Time | 3 hours |
| Materials | Mobile devices (smartphones) Bicycles Water bottles |
| Preparation | Must be prepared a guide that includes all the necessary information about the activity, including objectives, safety guidelines, cultural site descriptions and cycling route details. |
| Description | <p>1st phase</p> <ol style="list-style-type: none"> 1. Conduct an orientation session, explaining the purpose and objectives of the activity. 2. Provide safety guidelines applicable to both urban and rural settings. 3. Introduce participants to cultural sites, emphasizing the significance of both urban and rural landmarks. 4. Icebreaker: Share Your Passion- Participants discuss and find common hobbies or interests. <p>2nd phase</p> <ol style="list-style-type: none"> 5. Begin the activity at a central meeting point (urban or rural, depending on the location). |

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| | <p>6. Provide clue sheets for a scavenger hunt, incorporating landmarks from both urban and rural areas.</p> <p>7. Allow participants to share their hobbies or interests at each cultural site, finding commonalities with others.</p> <p>8. Encourage dialogue about the unique aspects of urban and rural lifestyles.</p> <p>3rd phase</p> <p>9. Following the scavenger hunt's completion, guide participants to the starting point of the cycling route</p> <p>10. Conducting a safety briefing, reminding participants of traffic rules, proper cycling techniques, and the importance of staying together as a group</p> <p>11. Starting the cycling route, ensuring a designated order and maintaining a manageable pace for all participants</p> <p>12. Facilitators/trainers will lead the group, providing guidance, support, and ensuring the safety of participants.</p> <p>13. Making necessary stops or breaks along the route for rest, hydration, and opportunities to discuss the experience or share reflections.</p> |
| Debriefing | <p>Facilitating a debriefing session where participants can share their experiences, insights, and challenges faced during the activity.</p> <p>Collecting feedback from participants in an open discussion and gathering suggestions for improvement.</p> <p>As a final part, conducting a “Food for Thought” session and focusing on the following topics: connection between preserving cultural heritage sites and protecting the environment in both urban and rural areas, benefits of outdoor activities for physical and mental well-being, considering the differences and similarities between urban and rural lifestyles, how youth from diverse backgrounds can contribute to the development of their communities, whether urban or rural.</p> |
| Tips for facilitators | <p>The trainer must ask whether participants have acute illnesses and must comply with national regulations in regards to health and safety.</p> |
| Variations | <p>The activity is highly adaptable. It can be modified and tailored to suit different contexts, participant groups, and available resources.</p> |
| References | <p>SIGWAY, sport & physical activity programme</p> |

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| Title | Aerobic Fitness |
| Summary of activity | Dynamic, rhythm-based fitness activities, combining music, strength training, endurance exercises and flexibility enhancement. |
| Topic | Self-awareness |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● Fostering a supportive youth community ● Promoting active and healthy living ● Encouraging personal growth through new skills and challenges ● Providing self-care time ● Advocating body acceptance ● Enhancing physical fitness and qualities ● Promoting eco-friendly transport |
| Profile of participants/Age | 16-30 years old |
| Group Size | 15 |
| Time | 2 hours |
| Materials | Participants will require yoga mats for comfortable and safe exercising. A music speaker will be needed to set the right ambiance for the fitness sessions. |
| Preparation | <p>Order equipment</p> <p>Prepare advert photo/text for social media</p> <p>Check the place</p> |
| Description | <p>To find an appropriate area for the activity, that include a visit in person if necessary to ensure the area is suitable.</p> <ul style="list-style-type: none"> ● Equipment setup ● Main meet up ● Safety briefing ● Introductions ● Warm up ● Exercise demonstration and explanation ● Main fitness routine ● Motivational support |

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| | <ul style="list-style-type: none"> ● Hydration break ● Cool-down with some stretching ● Activity wrap-up ● Post workout activities. |
| Debriefing | Utilize questionnaires to gather valuable insights from participants regarding their experience, suggestions for improvements, and overall satisfaction. |
| Tips for facilitators | The trainer must ask whether participants have acute illnesses and must comply with national regulations in regards to health and safety. |
| Variations | The activity is adaptable to a certain extent based on the specific needs of participants to ensure that as many people as possible can participate in the activity. |
| References | SIGWAY, sport & physical activity programme |

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| Title | Sport for all |
| Summary of activity | An activity to empower participants and to motivate them for a creative process of developing and implementing sport activities |
| Topic | Teamwork |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● To initiate a creative process and to practice youth sport work ● To practice inclusive physical activity as a tool for youth work ● To engage participants in physical activity ● To demonstrate sport methods in youth work |
| Profile of participants/Age | 16-30 years old |
| Group Size | 10 |
| Time | 3 hours |
| Materials | A few boxes, rope, different balls (basketball, football, tennis balls, volleyball), at least 3 sets of sport cones. If possible, an access to sport courts or bigger open area |
| Preparation | None |
| Description | <p>Introduction</p> <p>The trainers explain how the next 2 sessions will look like, why we are doing these exercises and how participants can benefit from them.</p> <p>Small group work</p> <p>The participants are divided in the groups of 3 or 4 members (depending on the size of the group). Their task is to create / adapt new physical games or sport activities, divided by groups, meeting the following rules:</p> <ul style="list-style-type: none"> • Inclusive: everybody has to be able (or can easily be adjusted for youth with mental or physical disabilities) • Fun: entertain, interactive; • Low budget: no special equipment (there is no need for an expensive investment) • Label: include a strong message • Develop learning skills • Attention to safety. <p>They can create more than 1 exercise if they manage to. The trainers give participants approximately an hour for this task. In the meantime, trainers prepare the indoor/outdoor space for the exercise's implementation afterwards.</p> |

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| | <p>Exercises - new sport activities</p> <p>After the groups finish the creation of new sport activities, they are invited for presentation. All participants join for each activity in the implementation. After each activity, the trainers give the group a few minutes for reflection by asking questions from the previous session. Afterwards, they give feedback and encourage participants to give feedback and possible ideas for improvement.</p> |
| Debriefing | <p>When the presentations and exercises are done, the trainers close this session by asking participants the following questions:</p> <ul style="list-style-type: none"> • How was this session for you? • What was / has been challenging? In what way? • How was the team work? Were you able to develop all the ideas you had? • How was the creation process? Did you have enough resources? What else you may need for implementation of these activities? |
| Tips for facilitators | <p>This session is very physically engaging and it is important to mention it at the beginning. Some participants might have resistance towards this. The trainers should provide enough time to explain that the exercises will be inclusive and someone doesn't have to participate if they don't want to</p> |
| Variations | |
| References | <p>“Overcoming the limiting realities creatively: Sport methodology in youth work for inclusion”</p> |

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| Title | Development of competences |
| Summary of activity | Purpose of this session is to define which competences could be developed from youngsters with and without disabilities through sport activities |
| Topic | Competences development |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> • To better understand the level of participation of youngsters in sport and physical activities in Europe • To define a common ground of needs and competences to be gained by both youngsters with and without disability • To develop new strategies of inclusion of youngsters with disability starting from the common needs and not from the differences |
| Profile of participants/Age | 16-30 years old |
| Group Size | 15 |
| Time | 3 hours |
| Materials | A4 papers, A3 papers, flipchart papers, markers, colors, glue, scissors, laptop/tablet/smartphone connected to web (at last one per small group), old magazines |
| Preparation | None |
| Description | <p>Introduction to the day The session starts with nice greetings by the trainers and short introduction to the working day.</p> <p>Teach me something in 2 minutes The trainer instructs participants to form pairs for this session. When participants form pairs, they firstly use the chance to teach each other whatever they choose in a few minutes. Secondly, participants will change the pairs and they will have the chance to teach another person the same thing as before, but with some obstacles decided by the trainer. Example of obstacles could be: Do not use any vocal input, or participants should be blindfolded, and so on. After few rounds, the trainer continues with a short debriefing consisted of following questions:</p> <ul style="list-style-type: none"> • What have you learned? Participants share if they found out about some information, practice something specific like dance steps or exchange some opinions, life stories... • What did you enjoy more, the teaching or the learning? |

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| | <ul style="list-style-type: none"> • What was the feeling you had when you could not express yourself with all your skills and competences? <p>Youth participation in sport! Create your article review</p> <p>Participants are divided into small groups. Every group should create the first page of a magazine of an in-depth article related to the situation of youth sport participation. First page of the magazine has to be concretely realized on a flipchart for each group. Participants can consult internet articles, print images and so on. Also, they will have at their disposal different magazines in order to cut and tape images, titles and related text they might find interesting. Before starting with the research, the trainers ask the participants to share their opinion and knowledge about the topic. This phase should take up to 20 minutes. Secondly, the trainer asks the group to insert in the first page as well the editorial column named as "The advice of the expert": why it is important to promote sport activities in young generation in order to promote their personal development. This phase should take approximately 20 minutes. When participants agree on previous arguments, they can start creating their first page of the magazine.</p> <p>Exhibition of the "Magazine First Pages" and discussion in group</p> <p>Every group posts up their magazine on the walls of the plenary room. Everyone can take short time to check all magazines and read them at first. Every group then explains their magazines and other participants have the chance to ask authors relevant questions. The trainers, during every explanation, must pay attention on two aspects: national situation regarding sport participation, but as well on the analysis about the importance of sport for youngsters' development</p> |
| Debriefing | <p>The trainer starts the debriefing with participants by asking the following:</p> <ul style="list-style-type: none"> • Did you agree inside the group on the general situation of level of practicing sport in your country? • Do you think there are common competences that could be developed for both mainstream youngsters and youngsters with disability through sport activities? • When planning sport activities for youngsters with disability and mainstream, do you think it would be better to start implementing them by a common ground of competences to achieve and needs to answer? • Do you think you would take part in regularly sport activities where people with disability are involved as well? • If yes, do you think you could grow any competences and which? |
| Tips for facilitators | <p>During the magazine session it is considerable to put some music in the background in order to create a nice ambient.</p> <p>When participants are showing their magazines, the trainers should make</p> |

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| | sure to open the floor for participants' comments, reactions and views, so they can additionally explain what they have meant |
| Variations | The session can include adaptive sports, family-focused games, or skill workshops. |
| References | "Overcoming the limiting realities creatively: Sport methodology in youth work for inclusion" |

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| Title | Development of competences |
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| Learning objectives | <ul style="list-style-type: none"> • To better understand the level of participation of youngsters in sport and physical activities in Europe • To define a common ground of needs and competences to be gained by both youngsters with and without disability • To develop new strategies of inclusion of youngsters with disability starting from the common needs and not from the differences |
| Profile of participants/Age | 16-30 years old |
| Group Size | 15 |
| Time | 3 hours |
| Materials | A4 papers, A3 papers, flipchart papers, markers, colors, glue, scissors, laptop/tablet/smartphone connected to web (at last one per small group), old magazines |
| Preparation | None |
| Description | <p>Introduction to the day</p> <p>The session starts with nice greetings by the trainers and short introduction to the working day.</p> <p>Teach me something in 2 minutes</p> <p>The trainer instructs participants to form pairs for this session. When participants form pairs, they firstly use the chance to teach each other whatever they choose in a few minutes. Secondly, participants will change the pairs and they will have the chance to teach another person the same thing as before, but with some obstacles decided by the trainer. Example of obstacles could be: Do not use any vocal input, or participants should be blindfolded, and so on. After few rounds, the trainer continues with a short debriefing consisted of following questions:</p> <ul style="list-style-type: none"> • What have you learned? Participants share if they found out about some information, practice something specific like dance steps or exchange some opinions, life stories... • What did you enjoy more, the teaching or the learning? |

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| | <ul style="list-style-type: none"> • What was the feeling you had when you could not express yourself with all your skills and competences? <p>Youth participation in sport! Create your article review</p> <p>Participants are divided into small groups. Every group should create the first page of a magazine of an in-depth article related to the situation of youth sport participation. First page of the magazine has to be concretely realized on a flipchart for each group. Participants can consult internet articles, print images and so on. Also, they will have at their disposal different magazines in order to cut and tape images, titles and related text they might find interesting. Before starting with the research, the trainers ask the participants to share their opinion and knowledge about the topic. This phase should take up to 20 minutes. Secondly, the trainer asks the group to insert in the first page as well the editorial column named as “The advice of the expert”: why it is important to promote sport activities in young generation in order to promote their personal development. This phase should take approximately 20 minutes. When participants agree on previous arguments, they can start creating their first page of the magazine.</p> <p>Exhibition of the “Magazine First Pages” and discussion in group</p> <p>Every group posts up their magazine on the walls of the plenary room. Everyone can take short time to check all magazines and read them at first. Every group then explains their magazines and other participants have the chance to ask authors relevant questions. The trainers, during every explanation, must pay attention on two aspects: national situation regarding sport participation, but as well on the analysis about the importance of sport for youngsters’ development</p> |
| Debriefing | <p>The trainer starts the debriefing with participants by asking the following:</p> <ul style="list-style-type: none"> • Did you agree inside the group on the general situation of level of practicing sport in your country? • Do you think there are common competences that could be developed for both mainstream youngsters and youngsters with disability through sport activities? • When planning sport activities for youngsters with disability and mainstream, do you think it would be better to start implementing them by a common ground of competences to achieve and needs to answer? • Do you think you would take part in regularly sport activities where people with disability are involved as well? • If yes, do you think you could grow any competences and which? |
| Tips for facilitators | <p>During the magazine session it is considerable to put some music in the background in order to create a nice ambient.</p> <p>When participants are showing their magazines, the trainers should make</p> |

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| | sure to open the floor for participants' comments, reactions and views, so they can additionally explain what they have meant |
| Variations | The session can include adaptive sports, family-focused games, or skill workshops. |
| References | "Overcoming the limiting realities creatively: Sport methodology in youth work for inclusion" |

| Title | Statements about the relationship between sports and leadership |
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| Summary of activity | Prepare strips of paper with individual statements about the connection between sports and leadership, fold them, and place them in a container. All the participants sit in a circle, take turns selecting a statement, and have five minutes to prepare a one-minute uninterrupted response. Emphasize no hesitation or repetition during their turn. Continue until everyone has spoken, then conclude with a group reflection. |
| Topic | The topic focuses on how sports cultivate essential leadership qualities such as teamwork, confidence and strategic thinking. Participants reflect on these themes through guided speaking exercises that promote personal reflections, communication skills, and group cohesion. |
| Level | Intermediate |
| Learning objectives | <p>Develop Public Speaking Skills: Encourage participants to articulate their thoughts clearly and confidently in a limited amount of time.</p> <p>Enhance Critical Thinking: Challenge participants to quickly process and respond to a topic, fostering on-the-spot thinking and creativity.</p> <p>Promote Active Listening: Engage participants as attentive listeners while others speak, helping them better understand diverse perspectives.</p> <p>Build Confidence: Create a safe and supportive environment for participants to express their opinions and ideas without fear of judgment.</p> <p>Encourage Structured Communication: Reinforce the importance of delivering concise, organized responses without hesitation or repetition.</p> <p>Foster Group Cohesion: Use the shared activity to bring participants together, encouraging collaboration, mutual respect, and teamwork.</p> <p>Stimulate Engagement and Reflection: Spark meaningful discussion and introspection by prompting participants with thought-provoking statements.</p> |
| Profile of participants/Age | 18 years to 25 years |
| Group Size | 8 people |
| Time | 60 minutes |
| Materials | Sheets Scissors Container |
| Preparation | We printed the statements and cut the statements to stripes and then put them in a container. |
| Description | - Print and cut the statements into individual strips. |

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| | <ul style="list-style-type: none"> - Fold the strips and place them in a container. - Have participants sit in a circle. - Pass the container around the circle, allowing each participant to randomly select a folded slip of paper. - Give participants five minutes to prepare their response to the statement they selected. - Each participant, in turn, must speak for one uninterrupted minute about their statement. Emphasize the rules: no hesitation, no repetition. - Continue around the circle until everyone has spoken |
| <p>Debriefing</p> | <p>We asked the participants how they felt during the activity to encourage reflection and discussion for example we asked the following:</p> <ul style="list-style-type: none"> - <i>What was the most challenging part of this activity?</i> - <i>Did anything surprise you about your response or others' responses?</i> <p>We then guided participants to recognize the specific skills they practiced by asking them the following:</p> <ul style="list-style-type: none"> - <i>What did you notice about structuring your thoughts under pressure?</i> - <i>How did active listening to others' responses contribute to your understanding of the topics?</i> |
| <p>Tips for facilitators</p> | <p>Establish a welcoming and friendly atmosphere from the beginning and motivate everyone to participate, share their opinions and give their best. If someone has difficulty talking alone, it can be helped to finish his/her turn, alone or with someone else.</p> |
| <p>Variations</p> | <p>Instead of individual speaking, participants can pair up and collaborate to share their thoughts on the selected topic. Broader topics related to sports, such as ethics, leadership, or teamwork, can be introduced to align the activity with different objectives. For more advanced groups, the speaking time can be extended to two minutes to challenge their communication and critical thinking skills further.</p> |
| <p>References</p> | |

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| Title | Respect the Ref |
| Summary of activity | We watched 2 videos on youtube and opened the door to discussion video 1 : "No Referee, No Game" : https://www.youtube.com/watch?v=NaJpKaeXdPQ video 2: Referee respect moment : https://www.youtube.com/watch?v=BA0lh1we_z4 |
| Topic | Active Citizenship |
| Level | intermediate |
| Learning objectives | The purpose of this activity was to engage participants in a discussion about the role of referees in football and the importance of respecting them during the game. We watched two thought-provoking videos that highlighted different aspects of referee respect and followed up with a discussion to reflect on what we learned. The videos highlighted the importance of mutual respect and rule following in building harmonious societies. |
| Profile of participants/Age | 18 - 25 years |
| Group Size | 8 people |
| Time | 60 minutes |
| Materials | <ul style="list-style-type: none"> - Computer - Projector |
| Preparation | We prepared the videos for the Campaign. |
| Description | <p>Video 1: "No Referee, No Game"</p> <p>In this video, we explored the crucial role that referees play in maintaining fairness, order, and safety in a football match. The message was clear: without referees, there can be no game. It emphasized that referees are essential to ensuring that rules are followed and that the integrity of the match is preserved. Through various examples, the video showcased how referees contribute to the flow of the game and protect players from unnecessary harm.</p> <p>Video 2: "Referee Respect Moment"</p> <p>The second video focused on moments where players, coaches, and fans demonstrated respect toward referees. It highlighted instances of fair play where referees were shown appreciation and support, reinforcing the</p> |

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| | <p>importance of mutual respect between officials and participants. This video aimed to remind us that referees, despite being an authority figure, deserve the same level of respect as players, coaches, and fans.</p> <p>Discussion:</p> <p>After watching the videos, we opened the floor for discussion. The key questions revolved around the following topics:</p> <ol style="list-style-type: none"> 1. Why are referees important to the game? 2. How can we show respect for referees, both on and off the field? 3. Have you ever witnessed or been involved in a situation where referee respect was lacking? How was it resolved? 4. What are the consequences of disrespecting referees in the context of sportsmanship and fair play? <p>Participants shared their thoughts and experiences, reflecting on the lessons from the videos. The conversation helped reinforce the idea that respect for referees is a critical component of fair play and a positive sporting environment. By the end of the discussion, everyone recognized that the respect for referees extends beyond the field, as it shapes the culture of the sport and sets an example for the next generation of players.</p> <p>This activity was a valuable reminder of the role that referees play in ensuring a fair and safe game for everyone. It encouraged participants to think about how they can actively contribute to creating a respectful atmosphere during games and to always prioritize the principles of fair play and sportsmanship.</p> |
| Debriefing | <p>After the activity, we shared some questions about their general feedback and personal experiences. Some examples:</p> <p>How did you feel during the activity?</p> <p>Give participants an opportunity to express how they felt when playing the role of a referee, player, or observer. This helps highlight the emotional aspects of respecting referees.</p> <p>What challenges did you face during the role-play?</p> <p>This question encourages participants to reflect on the difficulties they encountered in maintaining respect and composure.</p> <p>What does respect for referees mean to you, and why is it important?</p> <p>This question invites participants to reflect on the broader implications of respect for referees in sports. Encourage them to consider not only the referees' role but the culture it creates within the team and the sport itself.</p> <p>Think about a time you've seen or experienced disrespect toward a referee. How did it make you feel? How did it affect the game or the people involved?</p> <p>This encourages participants to connect the activity with their own</p> |

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| | experiences, deepening their understanding of the importance of respectful behavior. |
| Tips for facilitators | <ul style="list-style-type: none"> - Encourage Open Dialogue: Make sure that all participants feel comfortable sharing their thoughts and ideas. Create an atmosphere where everyone’s opinion is respected. - Lead by Example: Demonstrate respectful behavior during the workshop, especially when discussing difficult or sensitive topics. Show how to disagree respectfully, especially when participants are discussing challenging issues. - Engage Participants: Keep the group engaged by asking open-ended questions during discussions. Encourage everyone to share their thoughts and ideas. - Encourage Reflection: After role-plays or group discussions, ask participants to reflect on their actions and responses. Encourage them to think critically about how they can apply the lessons learned to their everyday lives in sports. |
| Variations | Not applicable. |
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| Title | 15-minute Football Game The Importance of Fair Play in Football. |
| Summary of activity | Duration: 15 minutes Teams: Randomly formed to ensure inclusivity. |
| Topic | Active Citizenship |
| Level | Beginner |
| Learning objectives | <ul style="list-style-type: none"> - Experience teamwork and fair play in action. - Celebrate diversity and inclusion on the field - Enjoy the game while putting values into practice |
| Profile of participants/Age | 18-25 years |
| Group Size | 8 people |
| Time | 15 minutes |
| Materials | <ul style="list-style-type: none"> - Bibs - Football - Pitch - Timer - Referee |
| Preparation | <ul style="list-style-type: none"> - Teams were randomly formed to ensure inclusivity - Explained the rules to ensure fair play - Given one of the teams bibs |
| Description | By engaging the participants in a 15 minute game, they put into practice what was discussed in advance about fair play beyond the pitch and values essential for a thriving, inclusive, and diverse community. Football becomes a tool for positive societal change. They understand the importance of life skills like respect, discipline and teamwork so as to stimulate collaboration. |
| Debriefing | <p>The football match, played as part of the Active Citizenship and Fair Play workshop, aimed to promote teamwork, inclusivity, and sportsmanship. The teams were randomly formed to ensure everyone had the opportunity to interact and play with different participants, and the match focused on having fun while respecting the game’s rules.</p> <p>What Went Well:</p> <ul style="list-style-type: none"> ● Inclusivity and Team Dynamics: The random team formation helped |

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| | <p>create a welcoming environment where all players felt included. The teams worked well together despite differences in skill levels, which helped foster a sense of unity and cooperation.</p> <ul style="list-style-type: none"> ● Sportsmanship: Throughout the match, players displayed strong sportsmanship by encouraging one another, helping teammates when needed, and accepting both wins and losses gracefully. This positive attitude made the game enjoyable for all involved. ● Adherence to the Rules: Participants followed the rules and played with fairness and respect. Everyone was mindful of playing safely and keeping the game enjoyable for everyone. <p>Challenges and Areas for Improvement:</p> <ul style="list-style-type: none"> ● Communication on the Field: While teamwork was strong, there were moments when communication could have been improved. Encouraging players to talk more during the match would help with positioning, passing, and overall gameplay. <p>Key Takeaways:</p> <ul style="list-style-type: none"> ● Active Citizenship: The match exemplified how sports can bring people together, regardless of background or experience. By engaging in the game, everyone contributed to the sense of community and collaboration within the workshop. ● Fair Play: The match reinforced the importance of respecting others, playing by the rules, and demonstrating kindness, both in sports and in everyday life. ● Fun and Enjoyment: The primary goal of the game was to have fun, and this was achieved. Everyone participated with enthusiasm and positivity, creating a memorable and enjoyable experience. <p>Overall, the match was a great success, highlighting the values of inclusivity, respect, and sportsmanship.</p> |
| <p>Tips for facilitators</p> | <ul style="list-style-type: none"> - Set clear expectations, by emphasizing the purpose of the game, ensuring participants understand the connection between on-pitch behaviour and broader community values - Encourage reflections: after the game: lead a brief discussion to connect participants’ behaviour during the activity to real-life situations, asking what they learned about collaboration and inclusivity - Adapt the Game: Be flexible in adjusting the rules or format to accommodate the group size, abilities, or specific goals of the session - Observe and Feedback: Watch for examples of positive collaboration |

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| | <p>or areas for improvement during the game and provide constructive feedback during the debrief.</p> |
| Variations | <p>Silent Game: Conduct a round where players are not allowed to communicate verbally, encouraging them to explore non-verbal collaboration and adaptability.</p> <p>Fair Play Points: Implement a scoring system that awards points for acts of respect, teamwork, and inclusion, alongside traditional gameplay scoring</p> |
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| Title | Blind Football |
| Summary of activity | <ul style="list-style-type: none"> - Pair participants and blindfold one person the other person guides them through. - Switch the roles afterwards <p>Goal: Build trust, improve listening skills and teamwork.</p> |
| Topic | Team Building and Communication |
| Level | intermediate |
| Learning objectives | <ul style="list-style-type: none"> - Enhance empathy and understanding - Promote inclusivity and accessibility - Improve verbal communication and listening skills - Improve spatial awareness and orientation, using other senses, such as hearing - Raise awareness of disabilities in sports |
| Profile of participants/Age | 18 -25 years |
| Group Size | 8 people |
| Time | 15 minutes |
| Materials | <ul style="list-style-type: none"> - Bibs - Blindfolds - Pitch - Timer - Referee - Football |
| Preparation | <ul style="list-style-type: none"> - Explain the rules. <ol style="list-style-type: none"> 1. players wear eye masks: ensuring a level of playing field for all. 2. Communication is a key: Players rely on verbal cues, including instructions and guides from their partner. 3. No physical contact: mMaintain respect and avoid fouls. |
| Description | Participants were divided into pairs. In each pair, one person was blindfolded, while the other acted as the guide. The blindfolded participant was tasked with navigating through a set course or performing simple tasks based entirely |

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| | <p>on verbal instructions and support from their guide. After completing the task, roles were switched so both participants experienced being blindfolded and guiding.</p> <p>Steps of the Activity:</p> <ol style="list-style-type: none"> 1. Pairing and Instructions: <ul style="list-style-type: none"> ○ Participants were paired randomly to encourage collaboration and interaction with different individuals. ○ Clear instructions were given about the responsibilities of both roles: the guide was to provide precise and calm directions, while the blindfolded person was to focus on listening and trusting their partner. 2. Blindfold Navigation: <ul style="list-style-type: none"> ○ Blindfolded participants navigated the course (or completed specific tasks), relying solely on their partner's verbal guidance. Obstacles or challenges were included to make the exercise engaging and test communication skills. 3. Role Switching: <ul style="list-style-type: none"> ○ After completing the task, participants switched roles to ensure both experience being guided and guiding. |
| <p>Debriefing</p> | <p>We started the debriefing part with some questions to reflect on, such as:</p> <ul style="list-style-type: none"> - How did it feel to play football without being able to see the ball or teammates clearly? - What challenges did you face during the activity, and how did you overcome them? - How did communication change when you couldn't rely on visual cues? - What did you learn about the importance of teamwork and trust in this experience? <p>Participants discussed their understanding of the challenges faced during the game, how they used verbal communication, and what role trust played in their success or failure.</p> |
| <p>Tips for facilitators</p> | <ul style="list-style-type: none"> - Use Gradual Challenges: Start with less complex tasks, such as dribbling or passing, before gradually introducing the full game. This helps participants build confidence and experience before diving into the complete challenge. - Emphasize Verbal Cues: Since participants won't rely on vision, encourage them constantly to use clear, loud verbal signals. |

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| | <ul style="list-style-type: none">- Check on Emotional Responses: Blind football can be frustrating, so make sure to check in with participants about how they are feeling during the activity. |
| Variations | Adjust Intensity: Make sure to tailor the intensity of the game to the participants' comfort and skill levels. If participants are struggling, consider simplifying the rules or allowing more time to adjust. |
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| Title | Legal basis for the rights of people with disabilities in the field of sport |
| Summary of activity | This activity aims to raise awareness and provide participants with a foundational understanding of the legal rights and frameworks that ensure the inclusion and protection of people with disabilities in the field of sport. Through interactive presentations, group discussions, and case studies, participants will engage in analyzing real-life scenarios and explore ways to address legal issues related to disability rights in sports. |
| Topic | Legal rights and frameworks for people with disabilities in sports, including international and national legislation, anti-discrimination laws and accessibility standards. |
| Level | Intermediate to Advanced |
| Learning objectives | <ul style="list-style-type: none"> ▪ To provide participants with foundational knowledge of the legal frameworks and rights related to people with disabilities in sports. ▪ To engage participants in analyzing real-life scenarios and applying their knowledge to identify legal issues and propose solutions. ▪ To develop participants' ability to advocate for the rights of people with disabilities in sports. |
| Profile of participants/Age | Youth workers, sport leaders, educators, youth advocates working in the field of disability rights and sports. Age range 18+ |
| Group Size | up to 30 |
| Time | 90 - 120 minutes |
| Materials | <ul style="list-style-type: none"> ▪ Pencils ▪ Markers ▪ Flipchart paper ▪ A4 paper ▪ Case Study – Handouts ▪ Projector ▪ Screen, ▪ Sound system, ▪ Laptop ▪ PPT Presentation: Legal basis for the rights of people with disabilities in the field of sport |
| Preparation | <ul style="list-style-type: none"> ▪ Familiarize Yourself with the Content: Familiarize yourself with relevant national and international laws, regulations, and policies related to disability rights in sports. |

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| | <ul style="list-style-type: none"> ▪ Gather a variety of case studies that illustrate different legal challenges and scenarios faced by athletes with disabilities. Analyze these cases thoroughly to understand the legal issues involved, potential solutions, and the impact on individuals' rights |
| <p>Description</p> | <ol style="list-style-type: none"> 1. Welcome and Introductions <ul style="list-style-type: none"> ▪ Greet participants and introduce yourself. ▪ Briefly outline the objectives of the session. 2. Presentation on Key Legal Frameworks and Rights <ul style="list-style-type: none"> ▪ International Legal Frameworks: For this part use PPT presentation: Legal basis for the rights of people with disabilities in the field of sport <ul style="list-style-type: none"> o United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). o International Paralympic Committee (IPC) policies. o Other relevant international treaties and declarations. You can also show some short videos: https://www.youtube.com/watch?v=PgQnLXazdSg https://www.youtube.com/watch?v=St61pEPUuFw https://www.youtube.com/watch?v=UEXet_Kmwkw ▪ National Legislation (provide examples relevant to your country): <ul style="list-style-type: none"> o Laws ensuring the rights of people with disabilities in sports. o Anti-discrimination laws. o Accessibility standards for sports facilities. 3. Group Work on Case Studies <ul style="list-style-type: none"> ▪ Divide Participants into Small Groups <ul style="list-style-type: none"> o Each group should have 4-6 participants. ▪ Assign each group a specific case study or scenario related to disability rights in sports. ▪ Provide markers and flipchart paper for groups to write down their ideas and solutions. ▪ Explain to the groups that now they need to analyze their case study, identify the legal issues involved and propose potential solutions. ▪ Encourage groups to search deeper about the legal frameworks and rights discussed in the presentation to support their analysis. 4. Group Presentations |

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| | <ul style="list-style-type: none"> ▪ Ask each group to presents their case study analysis and proposed solutions to the larger group. <p>5. Group Discussion</p> <ul style="list-style-type: none"> ▪ Open the floor for questions and comments after each presentation. ▪ Facilitate a discussion on the similarities and differences between the case studies. ▪ Discuss any common themes or challenges that emerged. |
| Debriefing | <ul style="list-style-type: none"> ▪ Ask participants to reflect on what they learned during the session. ▪ Encourage participants to share any insights or takeaways. ▪ Discuss how they can apply this knowledge in their own work or advocacy efforts. |
| Tips for facilitators | <p>Encourage active participation and ensure that all voices are heard during the group discussions.</p> <p>Keep the session interactive by posing questions to the group and encouraging them to think critically about the case studies.</p> <p>Provide additional resources or references at the end of the session for further reading.</p> |
| Variations | <p>For larger groups, break them into multiple smaller groups for case study analysis and discussions.</p> <p>Organize a follow-up session to dive deeper into specific legal cases or issues that emerged during the activity.</p> |
| References | |

HANDOUT

CASE STUDIES

Case Study1: Access to Training Facilities

Background: A wheelchair basketball team, comprising players with various mobility impairments, has been denied access to a local sports facility for their training sessions. The team has been using this facility for years without any issues until the management cited safety concerns and limited accessibility as reasons for denying them access. The team relies heavily on this facility for their regular training and preparation for upcoming tournaments.

Guiding Questions:

- Create a list of potential legal issues that arise from the case study.
- What are the legal provisions regarding access to sports facilities for people with disabilities?
- How can the team address this issue legally and advocate for their right to access the training facility?

Case Study 2: Inclusion in Competitive Events

Background: Sarah, a visually impaired runner, has been excluded from participating in a mainstream marathon event organized in her city. Despite her consistent participation in local races and her desire to challenge herself in a larger competition, the event organizers have raised safety concerns regarding her participation. Sarah feels discriminated against and believes that reasonable accommodations can be made to ensure her safety while allowing her to compete like any other runner.

Guiding Questions:

- Create a list of potential legal issues that arise from the case study.
- What legal frameworks protect the rights of athletes with disabilities to participate in sports competitions?
- How can the runner challenge the decision and advocate for their right to participate in the marathon?
- What measures should event organizers take to ensure inclusivity and safety for all participants?

Case Study 3: Equipment Adaptations

Background: Alex, a promising young swimmer with a mobility impairment, requires specialized adaptive equipment to enhance his performance in swimming competitions. However, the national sports federation does not provide funding or support for athletes needing such adaptations. Alex's family is unable to afford the expensive equipment, and without it, his potential for competitive swimming remains limited.

Guiding Questions:

- Create a list of potential legal issues that arise from the case study.
- What legal obligations do sports organizations have in providing adaptive equipment for athletes with disabilities?
- How can the swimmer advocate for financial support or sponsorship to acquire the necessary equipment?

Case Study 4: Discrimination in Team Selection

Background: David, a deaf football player known for his exceptional skills and dedication, has consistently been overlooked for selection in the national football team. Despite his impressive performance in local leagues and tournaments, the selection committee has expressed concerns about communication barriers and

integration with the team. David feels unfairly judged based on his disability rather than his athletic abilities.

Guiding Questions:

- Create a list of potential legal issues that arise from the case study.
- What legal protections exist against discrimination in sports team selection?
- How can the football player challenge the discriminatory practices and seek fair evaluation for team selection?
- What policies should national sports associations implement to ensure inclusivity and diversity in team selections?

Case Study 5: Access to Coaching and Training Programs

Background: Emily, a young athlete with intellectual disabilities, faces challenges in accessing specialized coaching and training programs tailored to her needs. The existing coaching programs in her region lack inclusivity and fail to provide the necessary support for athletes with diverse abilities. Emily's passion for sports and her desire to improve her skills are hindered by the limited availability of inclusive training opportunities.

Guiding Questions:

- Create a list of potential legal issues that arise from the case study.
- What legal frameworks support inclusive coaching and training programs for athletes with disabilities?
- How can the athlete advocate for tailored coaching and support to enhance their skills and participation?
- What initiatives can sports organizations take to promote inclusivity and provide equal opportunities for athletes with diverse abilities?

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| Title | Basic elements of the Paralympic movement |
| Summary of activity | This activity introduces participants to the Paralympic Movement by exploring its history, key elements and values. Through a combination of presentations, discussions and group activities, participants will learn how the Paralympic Movement has shaped the world of sports and society and how its core values are demonstrated by athletes. |
| Topic | The history, evolution and core values of the Paralympic Movement. |
| Level | Beginner to Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ▪ To understand the history and evolution of the Paralympic Movement. ▪ To learn about the key elements and values of the Paralympic Movement. ▪ To recognize the impact of the Paralympic Movement on society and sports. |
| Profile of participants/Age | Youth workers, sports educators, coaches Age range 15+ |
| Group Size | up to 25 |
| Time | 90 minutes |
| Materials | <ul style="list-style-type: none"> ▪ Projector and screen ▪ PowerPoint presentation ▪ Videos related to the Paralympic Games ▪ Flip charts ▪ Markers ▪ Post-it notes ▪ Pens ▪ Old magazines, newspapers ▪ Glue ▪ Scissors |
| Preparation | <ul style="list-style-type: none"> ▪ Familiarize Yourself with the Content: Make sure you can explain the key elements, values, and milestones of the Paralympic Movement confidently. ▪ Create or review the PowerPoint presentation that covers the history, key elements, and values of the Paralympic Movement. |
| Description | <ol style="list-style-type: none"> 1. Welcome and Introductions (5 minutes): <ul style="list-style-type: none"> ▪ Greet participants and introduce yourself. ▪ Briefly outline the objectives of the session. |

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| | <p>2. Ask participants to share in pairs one thing they know about the Paralympic Movement.</p> <ul style="list-style-type: none"> ▪ Briefly discuss as a group. <p>3. PPT Presentation</p> <ul style="list-style-type: none"> ▪ Show to the participants PPT presentation till slide 14 ▪ You can also show some short video about the history of the Paralympics. <p>4. Group Activity</p> <ul style="list-style-type: none"> ▪ Show to participants slide 14 and shortly explain 4 Paralympics values ▪ Divide participants into groups of 4-5 ▪ Ask them to shortly discuss about the way in which athletes with an impairment demonstrate these values as they strive for excellence in their particular sport. ▪ Give each group a specific Paralympic value, making sure that all four values are evenly distributed around the groups. ▪ Give to each group old magazines and newspaper. ▪ Ask groups to write down on a flipchart paper words or ideas that come to mind when they think of the specific Paralympic value. ▪ Now ask groups to cut out images from newspapers and/or magazines that represent the ideas they came up with. If newspapers or magazines are not available, they could draw their ideas. With these images and words they should create a collage around the corresponding Paralympic value. <p>5. Group presentations</p> <ul style="list-style-type: none"> ▪ Once they have finished, each group should present their collage and explain how the images represent the Paralympic value. ▪ Facilitate a brief discussion after each presentation, highlighting the importance of each value. ▪ Show PPT slide for each value |
| <p>Debriefing</p> | <ul style="list-style-type: none"> ▪ Ask participants to reflect on what they learned about the Paralympic Movement. ▪ Encourage them to share how they think the movement can further evolve and impact the future. ▪ What was the most challenging part of finding images or ideas that represented your assigned value? ▪ How do you think these values are demonstrated by athletes with impairments in real sports scenarios? ▪ Did any of the discussions in your group change or expand your understanding of the Paralympic values? |

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| <p>Tips for facilitators</p> | <p>Ensure that all groups have the materials they need (magazines, scissors, glue) and encourage creativity.</p> <p>When discussing the values, link the theoretical concepts to real-life examples of Paralympic athletes.</p> <p>Encourage open dialogue during the group discussions to ensure that all participants feel comfortable sharing their thoughts.</p> <p>Be mindful of time management to ensure the activity flows smoothly.</p> |
| <p>Variations</p> | <p>For larger groups, consider dividing participants into smaller groups and assigning each group a different value.</p> <p>If participants are more advanced, allow them to research specific Paralympic athletes who demonstrate the values in their sporting careers.</p> |
| <p>References</p> | |

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| Title | Crocodile River |
| Summary of activity | A team-building activity in which a group is challenged to physically support one another in an endeavour to move from one end of a space to another. It requires working together creatively and strategically in order to solve a practical, physical problem. It tends to emphasize group communication, cooperation, leadership and membership, patience and problem-solving. |
| Topic | Team-building, communication, cooperation, leadership, problem-solving |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ● To improve team communication and cooperation. ● To develop problem-solving skills in a dynamic, physical challenge. ● To foster leadership and teamwork under stress. ● To encourage creative thinking and strategic planning within the group. |
| Profile of participants/Age | 15+ |
| Group Size | 10 – 40 |
| Time | 60 – 120 Minutes |
| Materials | <ul style="list-style-type: none"> ▪ Wooden planks, 1 per participant (about 20x10cm and a thickness of about 2-3 cm – to be magic stones) ▪ Two ropes about 6-8 metres long (to mark the banks of the river) ▪ A roll of tape, tennis ball or other similar-sized object (to be used as an oxygen mask) |
| Preparation | <p>For this exercise you need an outdoor space (preferably grass). About 15-25 meters long depending on the number of participants (about 1-1.5 meters per participant – if more than 15, count 1 meter and, if less than 15, 1.5 meters) and about 6-8 meters wide.</p> <p>Prepare the challenge by putting out the ropes marking the banks of the river. Pile the wooden planks on one of the banks. There should be as many planks as participants, minus one. With groups of 20 or more, create two teams, one on each bank of the river, crossing in opposite directions.</p> |
| Description | <p>Step 1: Assemble the Participants</p> <p>Assemble all participants on the bank where the planks are. Tell them that they may not yet touch the planks. Explain that they are about to undertake a challenge and must listen closely to the instructions.</p> <p>Step 2: Instructions</p> <p>Give the following instructions: <i>“For this challenge, you need your problem-</i></p> |

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| | <p><i>solving and collaboration skills. You are a team on an expedition deep in the jungle when suddenly there is a big forest fire. Trying to escape the fire, you have reached a wide river that you must cross with the whole team in order to survive. In the river, there are very aggressive crocodiles. Get too close and you’re finished. But fortunately, you have discovered a set of magic stones laying on the bank. This is the only support you can use in order to cross from one side to the other. The magic stones float on the water as long as there is constant body contact. As soon as body contact is lost, when a stone is in the water, it sinks and disappears. If someone puts a hand in the water, the crocodiles will immediately bite it off – the same with feet.”</i></p> <p>Demonstrate by putting a stone in the water and put your fingers on the stone and put your foot on the stone and then take away the fingers. Show that when a stone has no body contact, it sinks. Show that if a hand or foot touches the ground, it gets bitten off and must be held behind the back.</p> <p><i>“If someone falls in the water the person is eaten and the challenge is over.”</i></p> <p>If this happens quite early in the challenge you can ask the group if they want another try).</p> <p><i>“Your task is solved successfully when everyone is on the other side of the river alive. Any questions before you start?”</i></p> <p>This is their final chance to get clarification. Ensure that the rules are clear but do not answer any questions about how the challenged should be solved. Once the explanation is over, the facilitator(s) become the crocodiles. Move around the space watching the group closely. When a stone is left without body contact, remove it from play (it has “sunk.”) When participants accidentally touch the ground with hands or feet, tell them that the limb has been “bitten off” and that they must continue without using it.</p> <p>Step 3: Group Strategy and Action</p> <p>The group will discuss their plan and begin crossing the river. The facilitator(s) should monitor the group closely, ensuring rules are followed, and "crocodile" attacks occur if necessary (removing stones or indicating bitten limbs). Different groups take different approaches ranging from highly structured to extremely chaotic.</p> <p>Step 4: Success or Failure</p> <p>Let the group continue until they succeed in getting all members to the other side. If a member falls into the water then the group fails and must start over from the beginning.</p> <p>Step 5: Debriefing</p> <p>Once the group has succeeded at the challenge, debrief by reflecting on how the group worked together.</p> |
| Debriefing | <ul style="list-style-type: none"> ▪ What happened during the task? |

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| | <ul style="list-style-type: none"> ▪ How did we work as a group? ▪ How did the experience make me feel? ▪ How did I behave/respond/react? ▪ What did I learn about myself? ▪ What did I learn about groups? ▪ How can I apply insights from this activity? |
| Tips for facilitators | <p>Be clear in your explanation of the rules, especially the consequences of touching the ground or losing contact with the stones.</p> <p>Ensure safety by making sure participants are physically comfortable with the challenge.</p> <p>Encourage open communication and creativity during the problem-solving phase.</p> <p>Be ready to step in if the group is struggling too much or needs clarification.</p> |
| Variations | <p>If the group seems to be succeeding at the challenge relatively easily, consider introducing the “oxygen mask” Tell the group that the big fire is getting closer and there is a lack of oxygen. All participants both in the water and standing on the bank need to breathe through the “oxygen mask” (a roll of tape) at least every minute. Thus, they must pass the mask constantly, ensuring that each member gets it. This pushes the group include everyone and get out on the water as a full team. It can also be used as a mechanism to raise the stress level in the group.</p> |
| References | <p>https://hyperisland.com/en/toolbox/crocodile-river</p> |

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| Title | Play True: Snakes & Ladders |
| Summary of activity | <p>This engaging adaptation of the classic board game “Snakes & Ladders” introduces young athletes to ethical values in sport. Players navigate the board while identifying actions that align with or go against the Spirit of Sport’s 11 core values. Positive actions are rewarded with ladders, while negative actions lead to sliding down snakes.</p> <p>This activity effectively combines fun gameplay with an educational focus on ethical values, encouraging young athletes to embrace the Spirit of Sport in their lives.</p> |
| Topic | Ethical behavior and values in sport |
| Level | Beginner to Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ▪ Understand the 11 core values of the Spirit of Sport. ▪ Recognize actions that promote or violate ethical behavior in sports. ▪ Reflect on how personal actions and decisions affect fairness and integrity in sports. |
| Profile of participants/Age | Young people or young aged 10–18 |
| Group Size | 2 - 6 players per game board |
| Time | 45 - 60 minutes |
| Materials | <ul style="list-style-type: none"> ▪ A Snakes & Ladders game board adapted for the activity (with labeled squares). ▪ Counters for each player (e.g., small tokens or coins). ▪ One die per board. ▪ A reference sheet listing the 11 core values of the Spirit of Sport |
| Preparation | <ul style="list-style-type: none"> ▪ Print Snakes & Ladders boards with positive and negative sport-related actions written on relevant squares. ▪ Prepare the reference sheet for the 11 core values (e.g., fairness, respect, integrity). ▪ Set up a playing area with game boards and necessary materials. |
| Description | <ol style="list-style-type: none"> 1. Introduction: Explain the rules of the game and introduce the Spirit of Sport's 11 core values. 2. Gameplay: <ul style="list-style-type: none"> ▪ Players take it in turns to roll the die, moving their counter around the board, starting in the bottom left-hand corner at number 1. ▪ Ladders: if a player lands on a square containing the bottom of a ladder, they read the sentence aloud and match the positive action in |

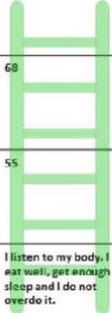
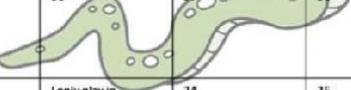
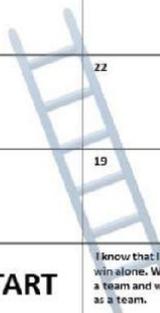
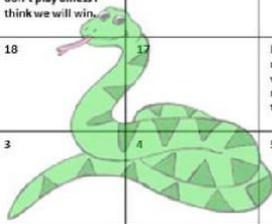
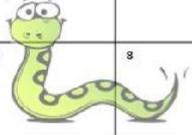
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| | <p>sport to one of the 11 core values. This player then climbs to the top of the ladder and starts their next turn from here.</p> <ul style="list-style-type: none"> ▪ Snakes: if a player lands on a square containing the head of a snake, they read the sentence aloud and match the negative action in sport to one of the 11 core values. This player then slides down to the bottom of the snake and starts their next turn from here. ▪ The winner is the first player to reach the final square – number 80, in the top left-hand corner of the board. <p>3. Debriefing: Discuss the importance of ethical behavior in sport and how players felt about the positive and negative actions in the game.</p> |
| Debriefing | <ul style="list-style-type: none"> ▪ What did you learn about the core values of the Spirit of Sport? ▪ How do positive actions in sports benefit individuals and teams? ▪ What are the consequences of unethical behavior in sports? ▪ How can you apply these values in your own sports activities? |
| Tips for facilitators | <p>Ensure all players understand the 11 core values before starting. Keep the atmosphere fun and lighthearted while encouraging meaningful discussion. Use real-life examples to connect the game scenarios to real-world sports contexts.</p> |
| Variations | |
| References | <p>https://wkf-web-fvawagc3gxf5abcf.westeurope-01.azurewebsites.net/files/pdf/documents/Anti-Doping_Activity-Pack.pdf</p> |

HANDOUTS

11 core values of the Spirit of Sport

- Ethics, fair play and honesty
- Health
- Excellence in performance
- Character and education
- Fun and joy
- Teamwork
- Dedication and commitment
- Respect for rules and laws
- Respect for self and other participants

- Courage
- Community and solidarity

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|---|-------|---|--|---|--|----|---|--|---|----|--|
| 80 | 79 |  | I play to win. I don't find playing fun anymore. | 77 | 76 | 75 |  | 74 | 73 | 72 | 71 |
| 61 | 62 | 63 | | 64 | 65 | 68 | | 67 | I yell at my team mates and opponents. I'm rude and aggressive. | 69 | 70 |
|  | 60 | 59 | 58 |  | 56 | 55 | | 54 | 53 | 52 | 51 |
| I speak out when I know that my team mate or opponent is not playing by the rules. | 42 | 43 | 44 |  | 45 | 47 | I listen to my body. I eat well, get enough sleep and I do not overdo it. | 48 | | 49 | 50 |
| 40 | 39 | 38 | 37 |  | 36 | 35 | | 34 | 33 | 32 | 31 |
|  | 22 | 24 | 25 | 26 | | 27 | 28 | 29 | 30 | | |
| | 20 | 19 | 18 | 17 |  | 15 | | 13 | 12 | | 11 |
| | | | | | I always try my best. I'm happy when I win, but do not make the other team feel badly. | | | I encourage others to cheat with me or not to play fair. | | | |
| 1 | START | I know that I cannot win alone. We win as a team and we lose as a team. | 3 | 4 | 5 | 6 | 7 |  | 8 | 9 | I know the rules. I respect the rules and the officials. |

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| Title | Play True: Pairs |
| Summary of activity | <p>This activity helps young athletes understand and demonstrate the Spirit of Sport values in their everyday lives. Participants begin by matching values to corresponding positive actions, then use the cards to play a memory-based Pairs game.</p> <p>This interactive activity fosters an understanding of ethical values while providing a fun and engaging way to reinforce key concepts.</p> |
| Topic | Spirit of Sport values and ethical behavior |
| Level | Beginner to Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ▪ Familiarize participants with the 11 core values of the Spirit of Sport. ▪ Encourage athletes to identify positive actions that align with these values. ▪ Develop memory and critical thinking skills through gameplay. |
| Profile of participants/Age | Young athletes and young people aged 10–18 |
| Group Size | 2 - 6 players |
| Time | 30 - 40 minutes (including debriefing) |
| Materials | <ul style="list-style-type: none"> ▪ Cards with the Spirit of Sport core values. ▪ Cards with corresponding positive actions. ▪ Scissors (if participants create their own cards). |
| Preparation | <ul style="list-style-type: none"> ▪ Create or print two sets of cards: one with the core values and another with matching positive actions. ▪ (Optional) Prepare blank templates and ask participants to create their own cards by writing values and actions. ▪ If using printed cards, cut them out beforehand or allow participants to cut them as part of the activity. |
| Description | <ol style="list-style-type: none"> 1. Introduction: Explain the Spirit of Sport values and provide examples of positive actions that demonstrate these values. 2. Matching Activity: <ul style="list-style-type: none"> ▪ Distribute the value and action cards. ▪ Participants match each value to its corresponding positive action. ▪ Discuss why each action aligns with its value. 3. Pairs Game: <ul style="list-style-type: none"> ▪ Shuffle the cards and lay them face down. ▪ Players take turns flipping two cards. |

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| | <ul style="list-style-type: none"> ▪ If a player matches a value with its corresponding action, they keep the pair and take another turn. ▪ If not, the cards are returned face down, and the next player takes a turn. ▪ Play continues until all pairs are matched. The player with the most pairs wins. <p>4. Debriefing</p> |
| Debriefing | <ul style="list-style-type: none"> ▪ What did you learn about the Spirit of Sport values? ▪ How do these values relate to your behavior in sports and everyday life? ▪ Was it challenging to match values and actions? Why or why not? ▪ How can you apply these values in your personal sports experiences? |
| Tips for facilitators | <ul style="list-style-type: none"> ☒ Ensure participants understand the values before starting the activity. ☒ Encourage discussions about how these values manifest in real-life sports scenarios. ☒ For younger participants, consider providing examples or hints for matching. |
| Variations | |
| References | <p>https://wkf-web-fvawagc3gxf5abcf.westeurope-01.azurewebsites.net/files/pdf/documents/Anti-Doping_Activity-Pack.pdf</p> |

HANDOUTS

**Ethics,
Fair Play &
Honesty**

I am polite with others. I wait for my turn to speak in class. I wait my turn when I play a game.

Health

I try my best at school. Even when I do well, I try hard to do even better.

**Excellence
in
Performance**

I like to help my friends when they are in need. I help people in need even if they are not my friends.

**Character &
Education**

I take care of my body. I get enough rest.

Fun & Joy

I do good things for my community. I help my teacher. I help my friends. I help out at school. I like to help younger students. I share what I know and have with others in need.

Teamwork

I try to finish something that I have started, even if it is hard to do or requires a lot of time and effort.

Dedication & Commitment

I do not cheat on tests. I keep promises that I make to my friends and family.

Respect for Laws & Rules

I like to have to fun. Life is more fun when I am happy. I try to look at the positive side of a bad situation. I try to cheer my friends up when they are sad.

Respect for Self & Other Participants

I stand up for someone smaller or younger who is being picked on. I am not afraid to defend what is right and fair, even if others do not agree.

Courage

I like to learn new things. I listen to others so that I can learn more. I try to help a classmate who is having trouble understanding schoolwork.

Community & Solidarity

I follow the rules at school. I follow the rules at home. I follow instructions from my teachers and parents.

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| Title | Play True: WADA's Play True Card Game - Anti-Doping Card Game |
| Summary of activity | <p>Participants play WADA's Anti-Doping Card Game to learn about the importance of fair play and the consequences of doping. Players aim to discard all their cards while avoiding the "Life-Time Ban" card, promoting discussions about the Spirit of Sport values and the impact of cheating in sports.</p> <p>This activity provides an engaging way to discuss anti-doping, promote ethical sportsmanship, and encourage reflection on the values of fair play.</p> |
| Topic | Anti-doping education and fair play in sports |
| Level | Beginner to Intermediate |
| Learning objectives | <ol style="list-style-type: none"> 1. Understand the significance of anti-doping rules in sports. 2. Recognize the Spirit of Sport values and their importance. 3. Reflect on the consequences of cheating in sports. |
| Profile of participants/Age | Youth athletes, youth in general or sports enthusiasts aged 12 and above |
| Group Size | 4 - 5 players per group |
| Time | 30 - 45 minutes |
| Materials | A special deck of WADA Anti-Doping Cards - Handout |
| Preparation | <ol style="list-style-type: none"> 1. Familiarize yourself with the rules of the game. 2. Ensure you have a complete deck of cards for each group. 3. Arrange participants into groups of 4–5 players. |
| Description | <ol style="list-style-type: none"> 1. To start the game, choose a dealer by having each player pick a card from the deck. The person with the highest number is the dealer. When selecting a dealer, the wild cards and the Life-Time Ban card count as zero. 2. The dealer will give each player seven cards and put the remaining cards face down in the middle of the table. This is the draw pile. 3. Turn the top card of the draw pile over to form the discard pile. 4. Take turns beginning with the player to the left of the dealer and go clockwise around the table. 5. When it is your turn, place a card on the discard pile. Your card must have the same number, color or wording as the top card of the discard pile – or be a wild or draw 4 |

- card.
6. If you cannot play a card, you must draw a card from the top of the deck. Play the drawn card if you can. If you cannot play the card that you drew, keep it in your hand. It's the next person's turn.
 7. You can play a wild card or draw 4 card any time it is your turn.
 8. If you are dealt or draw the Life-Time Ban card, you are instantly out of the game. The Life-Time Ban card should then be placed in the discard pile, under the card that is currently at the top of the discard pile.
 9. Say "Play True" when you have one card left in your hand. If you forget to say "Play True" and another player catches you, you must draw two (2) cards.

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|  | <p>Regular cards</p> <p>The main playing cards look like this one – in green, red, blue and yellow with numbers from 1-9.</p> |
|  | <p>Miss a Turn</p> <p>When this card is played, the person playing after the one who played this card misses his/her turn. There are green, red, blue and yellow “Blamed your Teammates: Miss a turn” cards.</p> |
|  | <p>Draw 2</p> <p>When this card is played, the person playing after the one who played this card must pick up two cards from the deck. There are green, red, blue and yellow “pick up 2” cards. Once the player has picked up his/her cards, his/her turn is over.</p> |
|  | <p>Didn't Play True!</p> <p>This card changes the direction of play (from clockwise to counter-clockwise). There are green, red, blue and yellow change direction cards.</p> |
|  | <p>Wild Card</p> <p>This card is used to change the colour or suit of play. When this card is played, the person who put the card down chooses what suit will be played.</p> |
|  | <p>Draw 4</p> <p>This card is used to change the colour or suit of play. When this card is played, the person playing after the one who played this card must pick-up four cards from the deck. The person who played the card chooses what suit will be played.</p> |
|  | <p>Life-Time Ban</p> |

| | <table border="1" data-bbox="421 208 1479 376"> <tr> <td data-bbox="421 208 671 376"></td> <td data-bbox="671 208 1479 376"> <p>When a player had this card in his/her hand, he/she is automatically “banned” from the game. The player can no longer play during the game. He/she can play in subsequent games.</p> </td> </tr> </table> <p>Tournament Play:</p> <p>If you are planning on playing a series of games, players can keep track of their points.</p> <p>The object of Tournament Play is to be the first player to reach 500 points. At the end of each game (when a player has played all his/her cards) the winner gets points for cards left in all opponents’ hands.</p> <table border="1" data-bbox="539 770 1339 1227"> <thead> <tr> <th data-bbox="539 770 946 835">Card</th> <th data-bbox="946 770 1339 835">Number of points</th> </tr> </thead> <tbody> <tr> <td data-bbox="539 835 946 900">1-9</td> <td data-bbox="946 835 1339 900">Face value</td> </tr> <tr> <td data-bbox="539 900 946 965">Draw 2</td> <td data-bbox="946 900 1339 965">20 points</td> </tr> <tr> <td data-bbox="539 965 946 1030">Reverse Direction</td> <td data-bbox="946 965 1339 1030">20 points</td> </tr> <tr> <td data-bbox="539 1030 946 1095">Miss a turn</td> <td data-bbox="946 1030 1339 1095">20 points</td> </tr> <tr> <td data-bbox="539 1095 946 1160">Wild card</td> <td data-bbox="946 1095 1339 1160">50 points</td> </tr> <tr> <td data-bbox="539 1160 946 1227">Draw 4</td> <td data-bbox="946 1160 1339 1227">50 points</td> </tr> </tbody> </table> <p>If a player draws a Life-Time Ban card during Tournament Play, the player is only banned for the game in which he/she is banned.</p> | | <p>When a player had this card in his/her hand, he/she is automatically “banned” from the game. The player can no longer play during the game. He/she can play in subsequent games.</p> | Card | Number of points | 1-9 | Face value | Draw 2 | 20 points | Reverse Direction | 20 points | Miss a turn | 20 points | Wild card | 50 points | Draw 4 | 50 points |
|-------------------|--|--|---|------|------------------|-----|------------|--------|-----------|-------------------|-----------|-------------|-----------|-----------|-----------|--------|-----------|
| | <p>When a player had this card in his/her hand, he/she is automatically “banned” from the game. The player can no longer play during the game. He/she can play in subsequent games.</p> | | | | | | | | | | | | | | | | |
| Card | Number of points | | | | | | | | | | | | | | | | |
| 1-9 | Face value | | | | | | | | | | | | | | | | |
| Draw 2 | 20 points | | | | | | | | | | | | | | | | |
| Reverse Direction | 20 points | | | | | | | | | | | | | | | | |
| Miss a turn | 20 points | | | | | | | | | | | | | | | | |
| Wild card | 50 points | | | | | | | | | | | | | | | | |
| Draw 4 | 50 points | | | | | | | | | | | | | | | | |
| <p>Debriefing</p> | <p>Discuss how the game felt:</p> <ol style="list-style-type: none"> 1. Was it fun? What challenges did participants face? <p>Highlight the Spirit of Sport values printed on the cards.</p> <p>Facilitate a discussion on cheating:</p> <ol style="list-style-type: none"> 1. How did it feel to be cheated? 2. For participants who acted as “cheaters,” how did they feel about it? <p>Relate the activity to real-life sports:</p> <ol style="list-style-type: none"> 1. Explain that doping undermines fair play and the enjoyment of sports for all participants. | | | | | | | | | | | | | | | | |

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| <p>Tips for facilitators</p> | <p>Encourage participants to notice and discuss the Spirit of Sport values during the game.</p> <p>Be prepared to guide discussions around the emotions and ethics of fair play and cheating.</p> <p>Reinforce the educational objectives during the debriefing.</p> |
| <p>Variations</p> | <p>Include additional rules that simulate the effects of doping violations, such as penalty rounds or loss of turns.</p> |
| <p>References</p> | <p>https://wkf-web-fvawagc3gxf5abcf.westeurope-01.azurewebsites.net/files/pdf/documents/Anti-Doping_Activity-Pack.pdf</p> <p>https://www.wada-ama.org/sites/default/files/resources/files/wada_teachers_toolkit_v4_2015_eng_0.pdf</p> |









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| Title | Cooperation exercise with voting about guilt |
| Summary of activity | |
| Topic | Ethics, decision-making, negotiation and collaboration |
| Level | Intermediate to advanced (suitable for participants with some knowledge of sports management or ethics). |
| Learning objectives | <ul style="list-style-type: none"> ▪ Understand ethical dilemmas and their impact on organizational integrity. ▪ Develop critical thinking and decision-making skills. ▪ Foster negotiation and collaboration skills in competitive settings. ▪ Explore the consequences of ethical and unethical decisions in sports organizations. |
| Profile of participants/Age | Participants aged 16+; youth leaders, coaches or sports organization representatives. |
| Group Size | 16 to 20 |
| Time | 60 - 90 minutes |
| Materials | <ul style="list-style-type: none"> ▪ Scenario script. ▪ Voting slips and pens. ▪ Timer or stopwatch. ▪ Flip chart and markers |
| Preparation | <ul style="list-style-type: none"> ▪ Familiarize yourself with the scenario and rules of the activity. ▪ Prepare voting slips for secret ballots. ▪ Arrange the room with separate spaces for each group and a neutral negotiation area. ▪ Assign roles for observers to track decision-making and negotiations. |
| Description | <ol style="list-style-type: none"> 1. Divide participants in two groups of 7. The other participants are observers. 2. Tell them following scenario: <i>"You are two competing sports organizations focused on youth development through sports programs. Both of your organizations are currently running several key projects planned for the next two years. Recently, one member from each organization was arrested for misusing benefits granted to sports organizations for personal gain (evasion of customs duties). The issue involved importing sports equipment. All employees (you) were aware of these actions but tolerated them. The public prosecutor suspects that these two individuals collaborated in their illegal activities. The question posed to you: Is your organization guilty?"</i> 3. Explain to participants how decision will be made. <i>The decision should be made by a simple majority and by secret voting in</i> |

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| | <p><i>your small group. If both organisations admit guilt they will receive a punishment of 7 months of closure for both organisations. If both organisations do not admit guilt they will receive a punishment of 2 months of closure for both organisations. If one of the organisations admits guilt, and the other does not admit it, the organisation which admitted guilt will receive the punishment of 1 month, and the organisation which did not admit it will get 10 months</i></p> <p>4. Once the scenario is introduced, the participants should move to their designated spaces to represent their respective organizations. Ensure they have a clear understanding of the process.</p> <p>5. Plan for Voting</p> <p>1. First Round of Voting</p> <ul style="list-style-type: none"> o Each group votes without any discussion or deliberation among its members. o Voting is conducted secretly, with each participant marking their decision on a voting slip. o The trainer collects and tallies the votes for both groups. o The trainer announces the punishment for each group based on their voting outcomes. Additionally, the trainer informs both groups about the voting results of the other group (e.g., the number of guilty vs. not guilty votes). <p>2. Second Round of Voting</p> <ul style="list-style-type: none"> o Groups vote again without any discussion or deliberation. o Once more, the trainer tallies and announces the results of the voting, including the corresponding punishments. o The trainer also reveals the voting outcomes of the other group as in the first round. <p>3. Negotiation</p> <ul style="list-style-type: none"> o After the second round of voting, each group is given 5 minutes to deliberate internally. During this time, they should discuss their voting strategy and select one group member to act as their negotiator. o Once negotiators are chosen, they meet in a neutral space to negotiate for a maximum of 2-3 minutes. The purpose of this negotiation is to try to reach a mutual agreement or to influence the other group’s decision-making strategy. o After the negotiation, each group has 1 minute to reflect on the negotiation and finalize their individual voting strategies for the next round. <p>4. Third and Subsequent Rounds of Voting</p> <ul style="list-style-type: none"> o Groups continue voting after the negotiation phase. This round and any subsequent rounds allow for both deliberation |
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| | <p>and strategic adaptation based on the negotiation.</p> <ul style="list-style-type: none"> o If the voting results remain the same for both groups (e.g., both groups either admit guilt or do not admit guilt) for three consecutive rounds, the activity concludes. o If the results differ, the rounds continue with additional deliberation and negotiation cycles as described until consistency is achieved for three rounds or the trainer decides to end the exercise due to time constraints. <p>6. Debriefing</p> |
| Debriefing | <ul style="list-style-type: none"> ▪ How was it for you? ▪ How satisfied are you with the result? And with the process? ▪ What the observers noticed? ▪ How did you feel about the ethical dilemma presented? ▪ What influenced your group’s decision-making? ▪ Did the negotiation change your perspective? Why or why not? ▪ How does this relate to real-world challenges in sports organizations? |
| Tips for facilitators | <p>Ensure participants adhere to voting and negotiation rules.</p> <p>Maintain neutrality to let the groups take ownership of decisions.</p> <p>Encourage observers to take notes for feedback during the debriefing.</p> |
| Variations | <p>Adapt the scenario to other sports-related dilemmas, such as fairness in team selection or sponsorship ethics.</p> |
| References | |

HANDOUTS

VOTING TABLE

| | YES | NO |
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| YES | 7 7 | 10 1 |
| NO | 1 10 | 2 2 |

SCENARIO

"You are two competing sports organizations focused on youth development through sports programs. Both of your organizations are currently running several key projects planned for the next two years. Recently, one member from each organization was arrested for misusing benefits granted to sports organizations for personal gain (evasion of customs duties). The issue involved importing sports equipment. All employees (you) were aware of these actions but tolerated them. The public prosecutor suspects that these two individuals collaborated in their illegal activities. The question posed to you: Is your organization guilty?"

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| Title | One-minute connections |
| Summary of activity | Participants engage in a dynamic speaking exercise where they explore the relationship between sports and leadership. Each person must speak for one minute on a prepared statement without hesitation or repetition, fostering quick thinking and self-expression. |
| Topic | Sports and leadership |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ☑ To recognize the connections between sports values and leadership ☑ To understand the interconnectedness and indivisibility of leadership. ☑ To develop critical thinking and argumentation skills. ☑ To build self-confidence in expressing personal opinions. |
| Profile of participants/Age | Youth, aged 14+ |
| Group Size | Flexible (any size) |
| Time | 40 minutes |
| Materials | <ul style="list-style-type: none"> ☑ Strips of paper with statements (one per participant). ☑ A container (e.g., a hat) to hold the slips of paper. ☑ A timer or watch with a second hand. |
| Preparation | <ul style="list-style-type: none"> ☑ Prepare statements about the relationship between sports and leadership (e.g., "How does teamwork in sports reflect the right to equality?" or "What role do sports play in promoting freedom of expression?"). ☑ Print and cut the statements into individual strips. ☑ Fold the strips and place them in a container. |
| Description | <ul style="list-style-type: none"> ☑ Have participants sit in a circle. ☑ Pass the container around the circle, allowing each participant to randomly select a folded slip of paper. ☑ Give participants five minutes to prepare their response to the statement they selected. ☑ Each participant, in turn, must speak for one uninterrupted minute about their statement. Emphasize the rules: no hesitation, no repetition. ☑ Continue around the circle until everyone has spoken. |
| Debriefing | <ul style="list-style-type: none"> ☑ Facilitate a group discussion on the activity. ☑ Ask participants: <ul style="list-style-type: none"> ● How did you feel speaking on the topic? ● What did you learn about the link between sports and leadership? |

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| | <ul style="list-style-type: none"> • Why is it important to connect leadership with everyday activities like sports? Was it difficult to talk non-stop on the topics for one minute? • Which were the toughest topics to talk about and why? • Which of the statements was the most controversial and why? <p>☑ Highlight key takeaways about sports as a tool for promoting equality, inclusion, and shared values.</p> |
| Tips for facilitators | <p>☑ Create a comfortable and supportive environment to encourage participation.</p> <p>☑ Remind participants that it’s okay to be nervous but encourage them to try their best.</p> <p>☑ If a participant struggles, allow gentle prompts to help them complete their turn.</p> <p>☑ Encourage active listening among participants to foster mutual respect.</p> |
| Variations | <p>☑ Instead of individual speaking, participants can pair up and share their thoughts collaboratively.</p> <p>☑ Use broader topics related to sports ethics, leadership, or teamwork to adapt the activity for other objectives.</p> <p>☑ For advanced groups, increase the speaking time to two minutes.</p> |
| References | |

HANDOUTS

Leadership **and** **Equality:**
 In a sports team, a captain’s role is to lead by example. Do you think leaders in sports should also advocate for equality among team members regardless of their gender, race, or background?

Leadership **and** **Responsibility:**
 A coach has the responsibility to promote teamwork and fair play. How does this reflect the qualities of a good leader in society?

Role **Models:**
 Famous athletes often act as role models for young people. Do you think all leaders, including those in sports, have a responsibility to demonstrate ethical behavior on and off the field?

Leadership **and** **Teamwork:**
A good leader ensures that every team member's voice is heard. How does this principle apply to both sports and leadership in other areas of life?

Leadership **and** **Decision-Making:**
A team captain must make decisions under pressure during games. How is this similar to the challenges faced by leaders in real-world situations?

Leadership **and** **Empowerment:**
A great leader helps their teammates or colleagues become the best version of themselves. How can sports leaders foster a culture of growth and empowerment?

Leadership **and** **Trust:**
A leader must earn the trust of their team to succeed. How does this trust impact both sports performance and leadership in general?

Leadership **and** **Accountability**
When a leader makes a mistake, they should take responsibility rather than blaming others. How does accountability build stronger teams and leaders?

Competition **and** **Collaboration**
While competition is central to sports, collaboration within a team is key to success. How do leaders balance competition and teamwork?

Sportsmanship **and** **Ethics**
A player helps an injured opponent during a game, even though it puts their own team at a disadvantage. What does this act of sportsmanship say about leadership and values?

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| Title | The values |
| Summary of activity | This activity introduces youth to the Spirit of Sport values through an interactive worksheet, asking participants to reflect on and discuss behaviors that support or contradict these values. It encourages critical thinking about how these principles apply both in sports and in everyday life. |
| Topic | Spirit of Sport Values – Ethics, Fair Play, Teamwork, Respect, and more. |
| Level | Beginner to Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ☑ to gain knowledge of the core Spirit of Sport values and their application in sports and physical activity. ☑ To explore the connections between these values and their relevance in everyday life. ☑ To develop the ability to critically evaluate behaviors based on these values. ☑ To encourage reflection on the importance of sportsmanship and fair play in both sports and other life situations. |
| Profile of participants/Age | Youth aged 16–25 |
| Group Size | Any size (ideal group size: 10–20 participants) |
| Time | 30–60 minutes |
| Materials | <ul style="list-style-type: none"> ☑ Spirit of Sport Values Worksheet (printed for each participant) ☑ Markers or pens for note-taking |
| Preparation | <ul style="list-style-type: none"> ☑ Print the Spirit of Sport Values Worksheet for each participant. ☑ Prepare a space for group discussions, either in a circle or small groups. ☑ Be ready to guide the discussion after participants complete the worksheet. |
| Description | <p>Step 1</p> <p>Start by explaining the Spirit of Sport and its 11 core values:</p> <ul style="list-style-type: none"> o Ethics, fair play, and honesty o Health o Excellence in performance o Character and education o Fun and joy o Teamwork o Dedication and commitment o Respect for rules and laws o Respect for self and other participants o Courage o Community and solidarity <ul style="list-style-type: none"> ● Provide a brief definition of each value and explain how they relate to |

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| | <p>both sports and everyday life.</p> <p>Step 2: Worksheet Activity (15–25 minutes)</p> <ul style="list-style-type: none"> ● Distribute the Spirit of Sport Values Worksheet to participants. ● Ask participants to fill out the worksheet by: <ul style="list-style-type: none"> ○ Writing examples of good behaviors that align with each value. ○ Identifying contrary acts that go against these values. ● Allow participants to work individually or in small groups (depending on the size of the group). <p>This worksheet can be completed in written format (individually or in small groups). This worksheet can be discussed in a plenary session or in small groups.</p> <p>or simply discussed orally (in a plenary session or in small groups).</p> <p>Step 3: Group Discussion (15–25 minutes)</p> <ul style="list-style-type: none"> ● After completing the worksheet, divide participants into small groups or hold a plenary discussion. ● Ask the groups to discuss: <ul style="list-style-type: none"> ○ Which values were easiest or hardest to identify examples for? ○ Do they recognize any behaviors from their own experiences in sports or daily life that reflect these values? ○ What are some real-life scenarios where they have witnessed these values being followed or ignored? ● Encourage participants to share their thoughts and experiences openly. ● Summarize the main points from the group discussions. |
| Debriefing | <p>🔍 Key questions to ask during debriefing:</p> <ul style="list-style-type: none"> ● Which of the Spirit of Sport values do you think is the most important, and why? ● How can you make sure to follow these values both in sports and in everyday activities? ● How does understanding these values help you become a better leader, teammate, or individual? <p>🔍 Encourage participants to think about their behavior in future sports activities and reflect on how they can embody these values.</p> |
| Tips for facilitators | <p>Create a comfortable environment where participants feel confident sharing examples from their own lives.</p> <p>Share stories or examples (from sports, media, or your own experiences) that clearly demonstrate the application of the values.</p> <p>Some participants may have different views on what behaviors align with each value. Use these differences as learning opportunities to explore how values can be applied in diverse contexts.</p> |

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| <p>Variations</p> | <ul style="list-style-type: none"> ● Group Activity - Have each group select one value and create a role-play or skit that demonstrates a situation where that value is either followed or broken. ● Speed Reflection -Conduct a speed round where participants must quickly share an example of a good behavior related to each value, creating a more dynamic and fast-paced discussion. ● Personal Reflection - Ask participants to reflect individually on one value they think they could work on more, and set a personal goal related to that value. |
| <p>References</p> | <ul style="list-style-type: none"> ☞ Olympic Movement & Spirit of Sport principles ☞ Ethics in Sports Leadership & Education Resources |

Worksheet A

| Spirit of Sport Values | Good Spirit of Sport Behaviours | Acts Contrary to the Spirit of Sport |
|-------------------------------|--|--|
| Ethics, fair play and honesty | I play within the rules even though I know that I will not get caught if I cheat. | I do not respect the rules of the game. I lie when I am caught cheating. |
| Health | I listen to my body. I eat well, get enough sleep and I do not overdo it. | I take risks when I play sport. I play even when I am hurt or am tired. |
| Excellence in performance | I always try my best. I am happy when I win, but do not make my opponent(s) feel badly. | I give up when I am losing or not playing well. If I am not playing well, I become aggressive towards my team mates and opponents. |
| Character and education | I show a good example to my team mates about playing fair. I am a good role model for younger players. I always stay in control even when I am losing or not | I encourage others to cheat with me or not to play fair. |

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| | playing well. | |
| Fun and joy | Playing my favourite sport makes me happy. I always have fun, whether I am winning or losing. | I often get aggressive when I am playing, which makes sport less fun. I get angry and sad. I sometimes hurt others (physically or emotionally). I play to win. I don't find playing fun any more. |
| Teamwork | I know that I cannot win alone. We win as a team and we lose as a team. | I do things on the field that make me look good but isn't really good for the team. I get mad at team mates because they aren't as good as me. |
| Dedication and commitment | I am dedicated to my sport and team. I go to all practices and games. I help younger kids play | I only play in games. I do not practice or train. I don't play unless I think we are going to win |
| Respect for rules and laws | I know the rules. I respect the rules and the officials. | I yell at officials and coaches. I challenge calls made by referees. I do not respect authority. |
| Respect for self and other participants | I don't let others treat me badly. I help my team mates and opponents up if they fall. | I yell at my team mates and opponents. I am rude. I am aggressive |
| Courage | I leave the competition on the field. I am friends with my opponents off the field. I speak out when I see something that isn't right. | I discriminate against other players who are different from me. I do not play with people who are not as skilled as me. I do not talk to opponents off the field. |

Worksheet B

| Spirit of Sport Values | Good Spirit of Sport Behaviours | Acts Contrary to the Spirit of Sport |
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| Ethics, fair play and honesty | | |
| Health | | |
| Excellence in performance | | |
| Character and education | | |
| Fun and joy | | |
| Teamwork | | |
| Dedication and commitment | | |
| Respect for rules and laws | | |
| Respect for self and other participants | | |
| Courage | | |

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| Title | What Defines a Sport? |
| Summary of activity | Participants engage in a structured debate to explore what qualifies as a sport. They analyze and justify their views on a variety of activities, examining the physical, mental, and cultural dimensions of sports. The activity fosters critical thinking and discussions on the values associated with sports, such as competition, fairness, and teamwork. |
| Topic | The definition and values of sports |
| Level | Intermediate |
| Learning objectives | <ol style="list-style-type: none"> 1. To critically analyze and debate what constitutes a sport. 2. To explore the values associated with sports and their importance. 3. To develop reasoning and argumentation skills. <p>☑ To foster teamwork and mutual respect during debates.</p> |
| Profile of participants/Age | Youth, aged 16+ |
| Group Size | Flexible (small or large groups) |
| Time | 30 minutes |
| Materials | <p>☑ Projector (optional, for showing examples of activities).</p> <p>☑ Printed list of activities (or displayed on a screen).</p> <p>☑ Chart paper or whiteboard (to record responses).</p> |
| Preparation | <p>☑ Prepare a list of diverse activities (e.g., Formula 1, juggling, chess, fishing, camping, dancing, tai chi, bridge, weightlifting).</p> <p>☑ Create a simple table with columns: "Yes, it is because...", "No, it isn't because...".</p> <ol style="list-style-type: none"> 1. Arrange the seating for a group discussion or debate format. |
| Description | <p>☑ Introduction: Begin by asking participants: "What is a sport? What qualities or values define it?" Allow brief open responses to set the stage for the debate.</p> <p>☑ Activity Discussion:</p> <ol style="list-style-type: none"> 1. Present a list of activities (e.g., Formula 1, chess, dancing). 2. Divide participants into small groups or discuss as a whole. 3. Ask each group to decide whether each activity qualifies as a sport and to justify their |

| | <p style="text-align: center;">reasoning using the “Yes, it is because...” or “No, it isn’t because...” framework.</p> <table border="1" data-bbox="432 277 1490 864"> <thead> <tr> <th data-bbox="432 277 783 342">Activity</th> <th data-bbox="783 277 1134 342">Yes, it is because...</th> <th data-bbox="1134 277 1490 342">No, it isn’t because...</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 342 783 407">Basketball</td> <td data-bbox="783 342 1134 407"></td> <td data-bbox="1134 342 1490 407"></td> </tr> <tr> <td data-bbox="432 407 783 472">Swimming</td> <td data-bbox="783 407 1134 472"></td> <td data-bbox="1134 407 1490 472"></td> </tr> <tr> <td data-bbox="432 472 783 537">Bowling</td> <td data-bbox="783 472 1134 537"></td> <td data-bbox="1134 472 1490 537"></td> </tr> <tr> <td data-bbox="432 537 783 602">Cycling</td> <td data-bbox="783 537 1134 602"></td> <td data-bbox="1134 537 1490 602"></td> </tr> <tr> <td data-bbox="432 602 783 667">Golf</td> <td data-bbox="783 602 1134 667"></td> <td data-bbox="1134 602 1490 667"></td> </tr> <tr> <td data-bbox="432 667 783 732">Skateboarding</td> <td data-bbox="783 667 1134 732"></td> <td data-bbox="1134 667 1490 732"></td> </tr> <tr> <td data-bbox="432 732 783 797">Tennis</td> <td data-bbox="783 732 1134 797"></td> <td data-bbox="1134 732 1490 797"></td> </tr> <tr> <td data-bbox="432 797 783 864">Cheerleading</td> <td data-bbox="783 797 1134 864"></td> <td data-bbox="1134 797 1490 864"></td> </tr> </tbody> </table> <p data-bbox="432 931 1497 999">☐ Challenge participants by introducing nuances (e.g., Formula 1’s reliance on machines, or chess focusing on mental fitness).</p> <p data-bbox="432 1032 1497 1099">☐ Encourage them to compare their justifications with other sports (e.g., is reliance on technology acceptable in sports like cycling or skiing?).</p> <p data-bbox="432 1200 643 1227">Values Exploration</p> <ol data-bbox="432 1272 1430 1440" style="list-style-type: none"> 1. After the debate, shift the discussion toward sports’ values. For example: <ol style="list-style-type: none"> 1. “Is competition more important than good sportsmanship?” 2. “Is physical fitness more important than mental fitness?” 3. “What do these priorities say about the values we associate with sports?” | Activity | Yes, it is because... | No, it isn’t because... | Basketball | | | Swimming | | | Bowling | | | Cycling | | | Golf | | | Skateboarding | | | Tennis | | | Cheerleading | | |
|-----------------------|---|-------------------------|-----------------------|-------------------------|------------|--|--|----------|--|--|---------|--|--|---------|--|--|------|--|--|---------------|--|--|--------|--|--|--------------|--|--|
| Activity | Yes, it is because... | No, it isn’t because... | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Basketball | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Swimming | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bowling | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cycling | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Golf | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Skateboarding | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tennis | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cheerleading | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Debriefing | <p data-bbox="432 1509 810 1536">☐ Facilitate a reflective discussion:</p> <ol data-bbox="432 1585 1123 1704" style="list-style-type: none"> 1. What surprised you about the discussion? 2. Did your perspective change during the activity? Why? 3. What values stood out as most important to you? <p data-bbox="432 1749 1497 1816">☐ Highlight how these values (e.g., teamwork, fairness, respect) extend beyond sports and into leadership and everyday life.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tips for facilitators | <p data-bbox="432 1877 1110 1904">☐ Ensure all participants feel encouraged to share their views.</p> <p data-bbox="432 1937 1121 1964">☐ Avoid judging answers; focus on reasoning and justifications.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> ☐ Use follow-up questions to challenge initial ideas (e.g., “If chess isn’t a sport, what makes e-sports different?”). ☐ Encourage participants to draw connections between sports values and leadership skills (e.g., perseverance, adaptability, ethical decision-making). |
| <p>Variations</p> | <ul style="list-style-type: none"> ☐ Simplified Version: Instead of debating, participants can rank the activities based on how “sporty” they believe they are and explain their reasoning. ☐ Advanced Version: Add controversial or modern activities like e-sports or parkour to deepen the debate. ☐ Creative Twist: Have participants create their own definitions of a sport and evaluate the activities based on those criteria. |
| <p>References</p> | |

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| Title | Active participation and inclusion |
| Summary of activity | This role-playing activity highlights how various factors (such as skills, resources, opportunities, or access) can affect people's ability to participate actively in sports and social life. Participants will experience how circumstances shape inclusion and success, fostering discussions about ways to promote teamwork, equal access, and active participation for everyone. |
| Topic | Inclusion and barriers to active participation in sports and society |
| Level | Intermediate |
| Learning objectives | <ul style="list-style-type: none"> ☑ To explore how individual and structural factors influence participation and engagement. ☑ To identify barriers that exclude people from sports and social activities. ☑ To brainstorm strategies for fostering inclusion and active participation. ☑ To develop empathy and teamwork through experiential learning. |
| Profile of participants/Age | 18+ |
| Group Size | Any size (depending on the number of roles created) |
| Time | 30-40 minutes |
| Materials | <ul style="list-style-type: none"> ☑ Role cards (customized for the activity). ☑ Open space (indoors or outdoors). |
| Preparation | <ul style="list-style-type: none"> ☑ Create role cards with brief character profiles (e.g., skills, access, resources). ☑ Prepare a set of questions related to participation and inclusion in sports or group activities (see examples below). <ul style="list-style-type: none"> ☑ Arrange the space so participants can start in a line at one end of the room. |
| Description | <ul style="list-style-type: none"> ☑ Introduction (5 minutes): <ul style="list-style-type: none"> ● Explain that the activity will simulate different scenarios affecting people's ability to participate in sports or social activities. ● Highlight the importance of teamwork, equal opportunities, and active participation. ☑ Role Assignment (5 minutes): <ul style="list-style-type: none"> ● Distribute role cards randomly. Ask participants to take a moment to imagine their character's life situation. ☑ The Activity (10-15 minutes): <ul style="list-style-type: none"> ● Participants line up at one end of the room. The facilitator asks questions that reflect real-life scenarios about participation and opportunities. Examples: |

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| | <ul style="list-style-type: none"> o Can you afford the equipment needed to join a sports team? o Do you feel confident enough to speak up in a team meeting? o Do you have access to a coach or mentor who supports your growth? o Can you travel to games or practices easily? o Do you feel welcomed and included by your peers or teammates? o Do you have access to proper equipment for your sport or activity? o Can you afford to pay for coaching or training sessions? o Do you have transportation to practice, games, or tournaments? o Are you able to train in a facility near your home? o Do you have time to dedicate to training without worrying about other responsibilities? o Are you given equal opportunities to play or compete as others in your team? o Can you express your identity (e.g., cultural, gender, sexual) without fear of discrimination? o Do you feel that your abilities are judged fairly, without bias? <ul style="list-style-type: none"> ● Participants take one step forward if their character can answer “yes” to a question. <p>📌 Observation:</p> <ul style="list-style-type: none"> ● After 15-20 questions, participants will notice disparities in how far they have progressed. |
| Debriefing | <p>Debriefing (10 minutes):</p> <ul style="list-style-type: none"> ● Gather participants and ask reflective questions: <ul style="list-style-type: none"> o How did it feel to step forward or stay behind? o What barriers did some characters face in participating fully? o How does this relate to inclusion and active participation in sports or group settings? o What can be done to remove these barriers? |
| Tips for facilitators | <ul style="list-style-type: none"> 📌 Encourage participants to fully immerse themselves in their roles. 📌 Avoid judgment during the activity; focus on understanding and reflection. 📌 Use examples and questions that resonate with participants' own lives or experiences in sports. |
| Variations | <ul style="list-style-type: none"> ● Replace general questions with sports-related ones (e.g., "Do you have access to a training facility?"). ● Form teams and have them collectively answer questions based on combined resources or skills. ● Have participants brainstorm practical ways to improve inclusion and |

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| | participation in their own sports teams or communities. |
| References | |

HANDOUTS

A refugee with excellent skills but language barriers

A player who is constantly underestimated because of their size

A young athlete with limited resources but strong determination.

A talented player who faces discrimination based on gender or race.

A beginner with support from a well-connected family.

A person with disabilities and limited access to facilities.

An LGBTQ+ athlete afraid to come out

A rural athlete without access to transportation

A player with natural talent but poor discipline

A star player struggling with mental health issues

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| Title | Spirit of Sport Values – Real Life Stories |
| Summary of activity | Participants read real-life sports stories and identify the Spirit of Sport values they demonstrate. |
| Topic | Ethics, fair play, leadership, and teamwork in sports |
| Level | Intermediate |
| Learning objectives | To identify and connect Spirit of Sport values to real-life situations. To think critically about how sportsmanship and ethics enhance sports and personal growth. To promote discussions about teamwork, respect, and integrity in sports. |
| Profile of participants/Age | Youth aged 12–18 |
| Group Size | Flexible: 10–30 participants |
| Time | 30–45 minutes |
| Materials | Handouts with real-life sports stories (provided). Pen and paper or worksheets for group discussions. |
| Preparation | <ol style="list-style-type: none"> 1. Print or prepare handouts with the selected real-life sports stories (e.g., Stories A–D). 2. Review the Spirit of Sport values and their definitions: <ul style="list-style-type: none"> o Ethics, fair play, and honesty o Teamwork o Respect for others and rules o Courage o Dedication and commitment o Community and solidarity 3. Prepare an answer key or facilitator notes with connections between values and stories (examples provided in the answer key). |
| Description | <p>Introduction (5 minutes): Explain the concept of the Spirit of Sport values and how they contribute to personal and team success in sports and life.</p> <p>Activity (20 minutes): Distribute handouts with the real-life stories (e.g., Lawrence Lemieux, Luz Long, Ruben Gonzales, and Sara Renner). Divide participants into groups or let them work individually. Ask participants to read the stories and identify which values are demonstrated. For each story, they should provide a short explanation or example.</p> <p>Discussion (10–15 minutes):</p> |

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| | <p>Invite groups or individuals to share their answers.</p> <p>Facilitate a discussion on why these values are important in sports and everyday life.</p> <p>Ask reflective questions like:</p> <ul style="list-style-type: none"> o “Why is it important to help others, even if it means sacrificing your own success?” o “How do these values build stronger teams and communities?” |
| <p>Debriefing</p> | <p>Summarize how the Spirit of Sport values are essential for building character, trust, and community.</p> <p>Emphasize that values like teamwork, respect, and courage transcend sports and are applicable in all aspects of life.</p> <p>Highlight that maintaining integrity, even when it’s challenging, sets an example for others.</p> |
| <p>Tips for facilitators</p> | <p>Encourage participants to think critically and share personal or local examples of sportsmanship and values in action.</p> <p>Be prepared to guide participants who may have difficulty identifying values in the stories by providing hints or asking leading questions.</p> <p>Create a welcoming and supportive atmosphere where participants feel comfortable sharing their thoughts.</p> |
| <p>Variations</p> | <p>Local Stories - Incorporate examples of sportsmanship or Spirit of Sport values from local teams or athletes to make the activity more relatable.</p> <p>Role Playm- Instead of reading the stories, participants can act out scenarios that demonstrate the values.</p> <p>Group Focus- Assign one story and its associated values to each group and have them present their findings to the larger group.</p> <p>Creative Response - Allow participants to create posters, drawings, or presentations about a specific Spirit of Sport value demonstrated in the stories.</p> |
| <p>References</p> | |

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| Title | Teamwork and fair play |
| Summary of activity | This dynamic team activity encourages participants to work together toward a shared goal while exploring how rules, fairness, and communication impact group success. The activity highlights the importance of leadership, collaboration, and adherence to shared guidelines. |
| Topic | Teamwork, leadership, and the role of rules in fair play |
| Level | Beginner |
| Learning objectives | <ul style="list-style-type: none"> ☑ To foster teamwork and group cohesion. ☑ To explore how rules create fairness and structure in activities. ☑ To develop critical thinking about how leadership and communication affect group success. ☑ To reflect on the importance of fairness and ethical behavior in achieving goals. |
| Profile of participants/Age | youth aged 12+ |
| Group Size | 8–12 participants (ideal), but can be scaled for larger groups. |
| Time | 30 minutes |
| Materials | Plastic cups (10 per team). |
| Preparation | <ul style="list-style-type: none"> ☑ Divide the participants into two equal teams. ☑ Ensure there’s enough space for teams to move and interact. |
| Description | <p>Step 1: Introduce the Activity (5 minutes)</p> <ul style="list-style-type: none"> ☑ Each team must stack their cups into a pyramid and then unstack them as quickly as possible. ☑ Provide no additional rules (e.g., they can stack individually, as a team, or even sabotage the other team’s stacks). ☑ Begin the activity with a countdown (1, 2, 3, go!). ☑ Observe how the participants interpret the task, interact, and handle the lack of specific rules. <p>Stop the teams after you decide the competition is over</p> |
| Debriefing | <ul style="list-style-type: none"> o Facilitate a conversation about the absence of detailed rules. o Discuss how each team interpreted the task differently and whether any assumptions or disagreements arose. o “How did your team work together to accomplish the goal?” o “Did someone naturally take on a leadership role? If so, how did that help or hinder the group?” o Highlight how communication and teamwork influence |

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| | <p>success.</p> <ul style="list-style-type: none"> o “Were there any moments when someone felt the game wasn’t fair? Why?” o “Did you feel everyone played by the same rules, or did anyone create their own rules to gain an advantage?” o Emphasize how fairness, communication, and leadership are essential for effective teamwork and achieving goals. |
| <p>Tips for facilitators</p> | <ul style="list-style-type: none"> ☒ Resist the temptation to clarify or add rules during the activity—this ambiguity is key to sparking discussion. ☒ Observe team dynamics during the activity. Note moments of confusion, creativity, or frustration to bring up during debriefing. ☒ Encourage participants to share honest reflections during the discussion, especially if they felt frustrated or if disagreements arose. |
| <p>Variations</p> | <p>Instead of plastic glasses, it can be something else</p> <ul style="list-style-type: none"> ● “Obstacle Course” - Everyday objects like chairs, cones, ropes, or anything that can create an obstacle course. Teams must navigate the course as quickly as possible. ● “Paper Bridge Challenge” - Teams must build a bridge out of paper strong enough to hold the weight. <p>“The String Maze” - ☒ Create a simple “maze” with the string across a room (e.g., tying it to chairs, poles, or other obstacles).</p> <ul style="list-style-type: none"> ● Each team must work together to guide an object (e.g., a small ball or toy car) through the maze using only their hands. |
| <p>References</p> | |

CONCLUSION

The "Youth Leadership Programme" serves as a comprehensive initiative to empower young people by using sports as a means to build essential leadership skills and foster active participation in social and democratic life. The manual demonstrates how sports can go beyond physical activity, acting as a platform to teach valuable lessons such as teamwork, responsibility, resilience, and ethical decision-making. Through structured activities and reflective practices, the program helps participants grow into confident and capable leaders who can navigate challenges and inspire positive change in their communities.

The connection between sports and leadership development is emphasized throughout showing how young people can develop qualities like effective communication, problem-solving, and adaptability. The inclusion of diverse activities ensures that all participants, regardless of their background or abilities, can engage meaningfully and feel valued. Moreover, the manual highlights the importance of promoting inclusivity, fairness, and respect, not only within sports but also in broader social contexts, encouraging participants to become advocates for equity and social justice. By addressing the barriers to youth involvement in decision-making and offering practical solutions, it equips participants with tools to influence their environments constructively. The focus on transferring skills beyond sports into academic, professional, and civic settings underscores the long-term value of the initiative. It prepares young people to contribute actively to society, enriching their personal growth while fostering stronger, more inclusive communities.

This manual represents a significant step toward empowering the next generation of leaders. By combining theory with practice, it ensures that participants are not only prepared to lead on the field but are also inspired to make meaningful contributions off it. The thoughtful design and clear objectives of the program create opportunities for young people to voice their ideas, take ownership of their development, and work collaboratively toward a better future for themselves and their communities.