

# IN/ThROUGH

**power of cross-sectoral synergy  
between education and sport**

## **GUIDE FOR INTEGRATING NON-FORMAL EDUCATION IN SPORT ACTIVITIES**

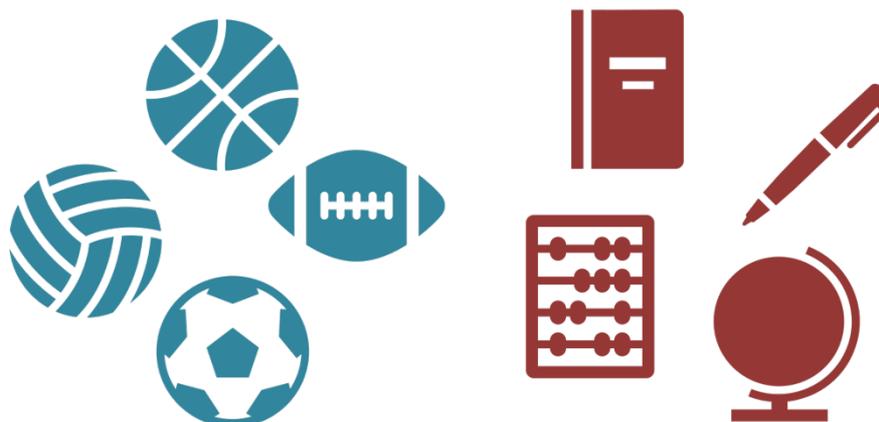
# Table of contents

<b>Chapter 1: Getting started: educational sport or sportive education?</b> .....	2
<b>Chapter 2: NFE: show me your real face</b> .....	5
- Dear trainer, who are you?.....	8
- Call me your coach!.....	9
<b>Chapter 3: Experiential learning: The Journey</b> .....	10
- The learning cycle.....	13
<b>Chapter 4</b> .....	15
- Step 1: Choose your method!.....	15
- Step 2: Ready, set, go!.....	17
- Step 3: Be a superhero!.....	19
<b>Chapter 5: Methodologies and examples</b> .....	22
<b>Conclusion</b> .....	34

# Chapter 1

## Getting started: educational sport or sportive education?

Sport is an integral part in the development of children and young people, and not to limit it down – to the life of society in general. After all, apart from the beneficial role of sport in our health and physical well-being, it can be a massive channel of education, skills building and empowerment. The interaction, physical and mental contact of sports players, learning to behave and balance in a group, cooperating, making decisions, but far and foremost developing the sense of solidarity, tolerance, understanding and appreciating values of equality, diversity and peace and supporting social inclusion, are only few of the benefits that sport can and should have over young athletes. Commitment and responsibility, leadership and teamwork, healthy competition and respect, handling pressure and time management are only a few of the life skills that a child or young person is introduced with through sports. This way, sport is turning into a lifelong educational tool, which is breaking the formal educational learning styles and offers a way out to a more effective, multilevel and efficient learning journey.



## WHAT YOUNG PEOPLE CAN LEARN THROUGH SPORT?



SPORT TEACHES CHILDREN ABOUT THE IMPORTANCE OF STAYING FIT AND HEALTHY



SPORT TEACHES CHILDREN ABOUT HOW TO MANAGE PRESSURE



SPORT TEACHES CHILDREN ABOUT HOW TO SET AND ACHIEVE GOALS



SPORT TEACHES CHILDREN ABOUT THE IMPORTANCE OF WORKING IN TEAM



SPORT TEACHES CHILDREN ABOUT TO DEAL WITH SUCCESS AND FAILURE



SPORT TEACHES CHILDREN ABOUT HOW TO MANAGE THEIR TIME



SPORT TEACHES CHILDREN ABOUT THE IMPORTANCE OF HARD WORK



SPORT TEACHES CHILDREN ABOUT THE IMPORTANCE OF LEARNING FROM FAILURE



SPORT TEACHES CHILDREN ABOUT HOW TO BE A LEADER



SPORT TEACHES CHILDREN ABOUT RESPECT AND VALUES



SPORT TEACHES CHILDREN ABOUT HOW TO OVERCOME ADVERSITY



SPORT TEACHES CHILDREN ABOUT HOW TO NEVER GIVE UP



SPORT TEACHES CHILDREN ABOUT THE IMPORTANCE OF PRACTICE TO IMPROVE SKILLS



SPORT TEACHES CHILDREN ABOUT THE IMPORTANCE OF LISTENING TO FEEDBACK



SPORT TEACHES CHILDREN ABOUT HOW TO BECOME RESILIENT

But how could education be integrated in sport? How is this recipe going to work? Are these concepts too contradictory or can they supplement one another and bring maximum impact?

Up to this point there have been certain efforts by a few stakeholders or individuals and organizations involved in the sports sector to develop a more structured approach of including non-formal education in sports. These good practices exist, though the infrequency of their implementation limits the impact that they could possibly have. For the same reasons, facilitators, trainers, sports coaches, as well as sports clubs and sports organizations themselves seem to lack the skills and capacities to apply these initiatives and take full advantage of their beneficial impact in youth.



And this is why this Guide has been created in the first place! To serve as a toolkit that will guide you step-by-step in the process of integrating non-formal education methods in sport activities, as well as raise the capacities and skills required for this challenging and demanding task. Incorporating this additional dimension in your work, will undoubtedly make you more attractive and appealing not only to your young athletes, but also to their parents or guardians, giving you the heads-up in comparison with other sports clubs. Anyway, it is a tendency of the parents nowadays to choose alternative forms of activities, which can combine physical activity, intellectual exercise, skills building and social interaction for their children, pulling away from very traditional and dry methods of training. And we can guarantee that non-formal education methods in the sports program can add this sparkle to charm everyone involved!

So...if you are a member or staff of a sports club or sports organization, or even a volunteer in the sports field and you are interested in applying non-formal education in sports, then...this Guide is made for you!

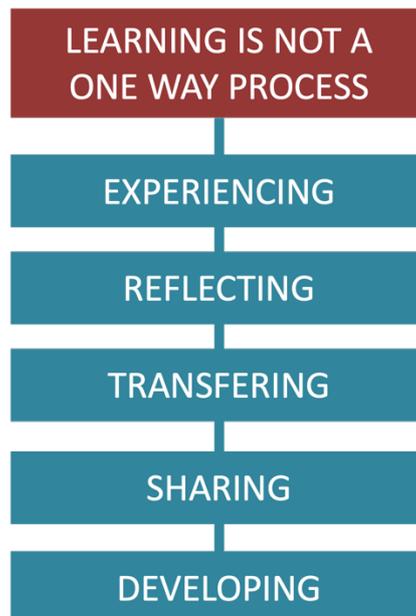
***Enjoy the journey!***

## Chapter 2

### NFE – show me your real face!

First, you need to get familiar with the concept of NFE and its elements in order to be able to apply NFE methods in your work. So, let's get straight toward it.

Non-formal learning is learning that has been acquired in addition or alternatively to formal learning. In some cases, it is also structured according to certain educational and training arrangements; however, it is characterized by flexibility and a tendency to adjust more easily to the needs and requirements of its target group. Non-formal education is that kind of learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, well-structured and defined in terms of learning objectives, learning time or learning support; it is planned and facilitated, and not just a random set of activities whose aims and desired results seem vague and blurry.



In fact, it consists of several elements, which sometimes happen to be different from or similar to the formal educational models and their combination creates a unique learning journey with –sometimes- unexpected positive results! Wondering what these characteristics are?

***Take a look!***

## ❖ INTERACTION

The keyword in all non-formal education methods is no other than...INTERACTION! NFE cannot be a one-way journey, as it requires the active participation and involvement of all people involved – trainers, facilitators, participants. There is no room for plain observation, neither is there any level of passive listening in this process. NFE is based and adjusted to the needs and desires of the participants who shall be engaged and involved in all stages of the process; therefore, interaction is never a missing component. Teamwork, physical activity, openly expressing one's opinion, sharing and debating, is an integral part of this "living organism", that is shaped by the attitudes, relations and behaviors of the people involved in it. The most beneficial outcome of this process which opposes itself against the passive and dry methods of formal education is that participants upscale their social skills and become more outgoing and open to others.



## ❖ INTEGRATED LEARNING

Integrated learning explores and uses information effectively, enabling participants to integrate ideas and experiences and apply them to formulate new learning situations. As a result, integrated learning of non-formal education methods involves the enhancement of creativity, adaptability, critical reasoning, and collaboration as the key features of this process.

## ❖ CREATIVITY

It is generally accepted that creativity wakes up the intrinsic motivation to learn, as when someone is focused on a certain goal they engage more to the learning process and are eager to fulfill the task and accomplish it. And...as a fact, non-formal education is directly linked with creativity, as participants discover new ways to solve a task and are guided to look into a topic or deliver something concrete through an unusual and new perspective. The creative non-formal education



methods have the power to improve the mood, boost self-esteem, enhance cognitive function, alleviate stress and anxiety, and of course...improve social skills!

## ❖ FUN

Full of passion and fun, non-formal learning provides an excellent opportunity to learn through activities that are very enjoyable, highly emotional and based on active participation and involvement. It brings people closer and it feels as a very natural way of learning. At the end of the day...it leaves an unforgettable taste of a unique learning experience!

### ❖ RELAXED ENVIRONMENT

Traditionally learning has been viewed as a 'classroom' activity that takes place in established, structured and formally organized settings. However, it is widely accepted that there is valuable learning to be achieved outside these environments, hence, contrary to typical formal education practices, NFE offers participants a quite different setting. Non-formal learning takes place outside formal learning environments, though within some kind of organizational framework.



For some participants, this can offer an environment that is more welcoming and more prone to let them get really engaged with a topic, to feel comfortable to express themselves, relax and open up.

### ❖ LEARNER-CENTERED

In NFE emphasis is put on *learning* rather than on *teaching*. The learner participates in determining the educational objectives and exerts substantial control over the content and the methods to be applied, leading to the fostering of attitudes of self-awareness and the power to control the environment. Apart from that, what is learned by the participants is relevant to their life as learners, as well as to the needs of society, however, it is always appropriate to the level of the learner's development, with new content and experiences being introduced when the learner is ready to share. As a result, non-formal education ends up being a much more flexible learning method comparing to the formal education approach, which is regulated by definition.



Does this all sound a little familiar? But of course! Sports and non-formal education approaches are sharing a lot of common features and this is the reason why they can so harmonically support one another. However, these similarities do not only refer to the learning process itself but can also be found in the key-actors of this process. Facilitators and trainers in NFE practices often include sport activities in their learning flow, while coaches, trainers and sports mentors apply NFE methods – even without realizing it on some occasions! In fact, their roles are quite interlined and lying under the umbrella of the “training process”.

Speaking of, even though no general definition for “training” exists, it can refer to a variety of processes and actions depending on the context in which it takes place and on the aims and values of its providers, though certain features and general elements can be applicable to any training.

## Dear Trainer, who are you?



Trainers play the key-role in NFE activities, as apart from facilitators of the process, they also represent an “authoritative” figure in the process. In this Chapter we get a glimpse at their role and the needed skills.

As a starting point, The Oxford Dictionary defines training as “*bringing to desired standard of performance or behavior by instruction and practice*”. What the desired standard is, and how it is achieved can clearly vary. The trainers are a crucial component of NFE, without whom there wouldn’t be any valuable outcome. The role of the trainer is very **responsible** and **challenging**. Sometimes it can be **difficult** and

**exhausting**. But it is always **dynamic** and needs **constant focus** and **concentration**. Trainers are always assessed by the trainees, the community and the society, having a public role, working with people and fulfilling pedagogical/learning objectives. The most powerful tools that trainers possess in their work with others are **personal example** and **inspiration**, which they radiate and transfer to their trainees.

Training is a particular form of education or teaching that encompasses the transfer of knowledge and the performance of skill at a later date. In the process of training, the trainer has a variety of responsibilities. In addition to being skillful in communicating so that learners understand the meaning and intent of the experience, the trainer must be aware of the learners needs and sensitive to their issues. The trainer might be obliged to embody a great variety of roles: the presenter, the demonstrator, the guide, the administrator. Typically, the trainer creates specific objectives to be accomplished within a given time period and then manages the time given to ensure that by the end of the session (whether it be 15 minutes or 2 weeks) all objectives are met. The trainer manages the tasks and the processes and designs the session ahead of time to ensure that the outcome of the training is achieved.

## Call me your coach!

Coaches on the other hand are the “leaders” of any sports activity and far more than simple “facilitators”. Let’s take a look at the basic aspects of their role and the skills they need to have!

On the same note, sports providers is a highly personal process, which is **individualized**, recognizing that no two people are alike, and is based upon the theory that each person has a unique knowledge base and learning pace and style; therefore, participants progress at their own individual pace. In addition, coaching can serve as an appropriate **forum** for personal feedback of both strengths and weaknesses. The sports provider - coach will clarify areas that need improvement and make sure that the individual understands and can accomplish the changes that it would take to move from a current state to a more advanced, improved state. During the coaching process, the coach **affirms** and **endorses** the participant and **provides feedback** on areas that are working well and those that still may need improvement. If a coach sees a participant slide back into old patterns, discussions are held about what needs to be done to sustain the desired behavior. Serving also as mentors, coached often disguise themselves into trusted counselors or guides, teachers, tutors, or simply as those who take a personal interest in the young person’s progress and offer advice and guidance. Therefore, their role requires **active listening skills, openness, trust, commitment** and **emotional maturity**.



## Chapter 3

### Experiential learning: The Journey

Non-formal education is by definition linked to experiential learning – and sports do too! In this chapter we will go through the process of experiential learning, the impact it has to the learners and the steps we need to follow in order to have successful results.



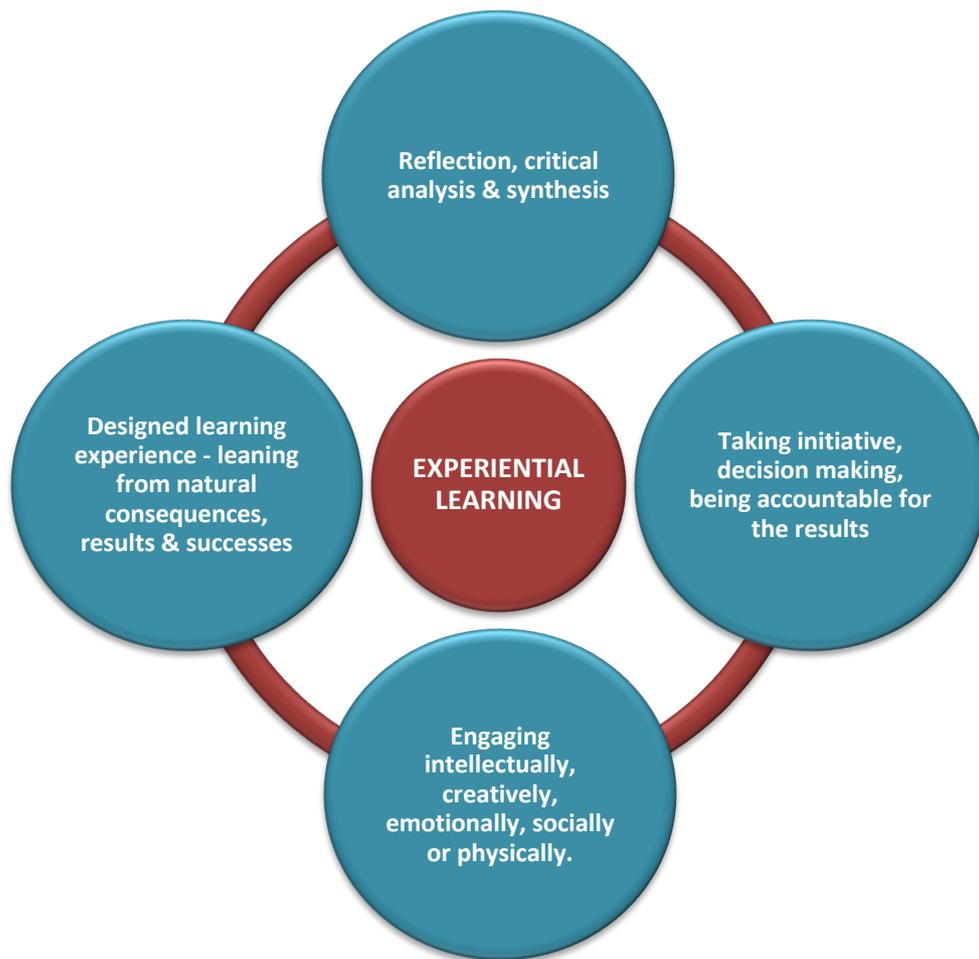
Both approaches require the active participation and involvement of the target group (young people – young athletes), who share, deliver tasks, exchange opinions and are asked to reach a certain objective in order for the process to be successful. Either this is an NFE training on human rights where participants are asked to create some content or a football game where the athletes need to win the match, experiential learning is dominating the process!

And guess what! Experiential learning involves...learning from experience! Yes, we know it's no news, but there is a whole lot that needs to be explored and is hiding behind this simple and –supposedly- superficial statement!

What really happens in the experiential learning approach is that the experiences we create and collect in the process stick to our mind and help us later retain information and remember facts. So, to test this out, try to challenge yourself! Do you better recollect a book chapter from your History Class back at school, or your feelings and the lessons learnt during some school trip in the mountains? No need to answer that! We know exactly how you would!

Non-formal learning comprises experiential learning activities that promote the development of a great variety of skills and competences. Experiential learning is seen as a four-step process. According to David Kolb's theory, **what is important is not what happens to you but what you do with what happens to you**. It is therefore crucial to go through all four stages of the experiential learning process, in order to be able to end up with the whole picture, acquire knowledge and skills, and then feel confident enough to use it accordingly in your future life.

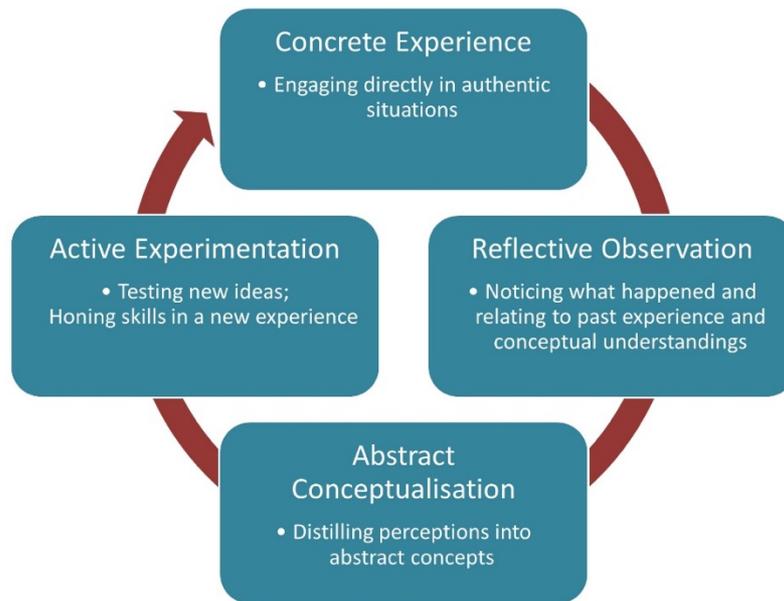
Most training methods and activities of non-formal education follow a similar process of performing and experiencing an action or series of actions, feeling and observing yourself and others at it, reflecting on the experience, drawing conclusions and putting into practice everything that has been learnt.



Kolb's (1984) cycle of learning depicts the four steps of the experiential learning process, which includes the integration of the following elements:

- ✓ **KNOWLEDGE** — the concepts, facts, and information acquired through formal learning and past experience;
- ✓ **ACTIVITY** — the application of knowledge to a “real world” setting;
- ✓ **REFLECTION** — the analysis and synthesis of knowledge and activity to create new knowledge

The concrete or direct experiences we all have provide materials for observation and thought, which eventually lead to realization and formation of abstract concepts. The latter on their turn can be actively used in new environments and thus create experiences, as shown in the diagram:



### Experiential learning involves the following features:

- Experiences are **carefully chosen for their learning potential**.
- The learner is **actively engaged** in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning, and is challenged to take initiative, make decisions and be accountable for results.
- **Reflection on learning** during and after one's experiences that leads to analysis, critical thinking, and synthesis.
- **Learners are engaged** intellectually, emotionally, socially, and/or physically, which produces a perception that the learning task is authentic.
- **Relationships are developed and nurtured:** learner to self, learner to others, and learner to the world at large.

### During experiential learning, the facilitator's role (in our case also the sports' providers role) is to:

- Select suitable experiences that meet the criteria above.
- Pose problems, set boundaries, support learners, provide suitable resources, ensure physical and emotional safety, and facilitate the learning process.
- Recognize and encourage spontaneous opportunities for learning, engagement with challenging situations, experimentation (that does not jeopardize the wellbeing of others) and discovery of solutions.
- Help the learner notice the connections between one context and another, between theory and the experience and encourage this examination repeatedly.

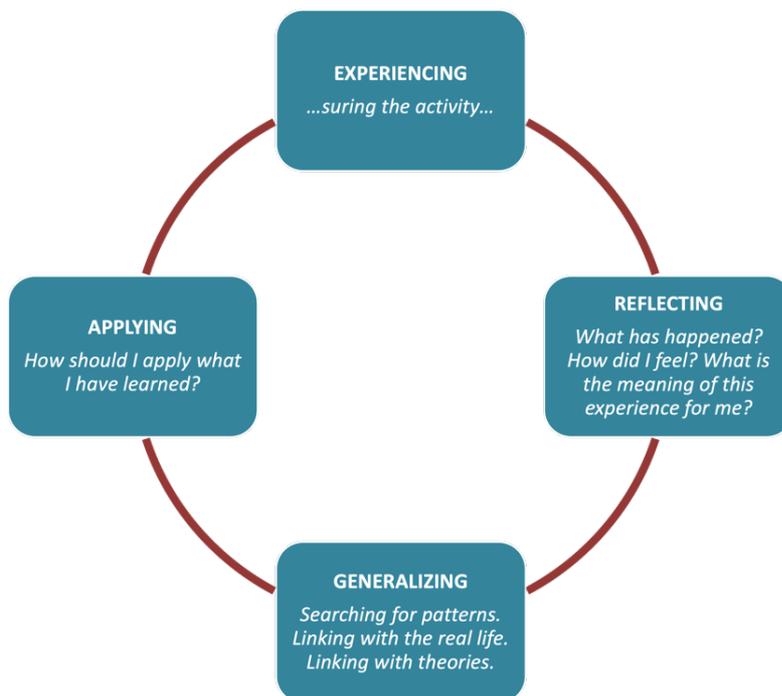
However, experiential learning should be ruled by certain principles and be quite structure despite its flexibility and fluidity: intention, authenticity, planning, clarity, orientation and training, observation and assessment, continuous improvement, assessment and recognition, are some of the most important ones.

**"It is not enough to insist on the need for experience. It is the quality of the experience that matters most."**

John Dewey<sup>1</sup>

## The learning cycle

Non-formal education can be quite complex and challenging both for the participants and for the facilitators, trainers or sports providers. And this is how it should be, as the idea is to stimulate the target audience in multiple ways, to guide them through all stages of the learning process, to let them enjoy the journey, interact with one another and eventually turn this experience into pure knowledge, already digested and settled in their minds and souls. Only then will they be able to reflect and appreciate the outcomes and feel confident enough to further transfer the knowledge they acquired and multiply the results of their effort. This learning process has no defined beginning or end. It is an ongoing circle where one phase follows the other, providing the participants with a unique experience of learning and absorbed knowledge.



<sup>1</sup> [https://en.wikipedia.org/wiki/John\\_Dewey](https://en.wikipedia.org/wiki/John_Dewey)

So, which methods, tools and techniques belong to each phase of learning? And how they can apply in sports? There you go!

- **EXPERIENCING**: simulation, role play, team building, ice breakers, energizers etc.
- **APPLYING**: case studies, problem solving activities, role play, presentations, etc.
- **GENERALIZING**: sharing experiences, storytelling, discussion, real life examples etc.
- **REFLECTING**: evaluation, reflection groups, results analysis, debriefing, evaluation sheets, post-game analysis etc.

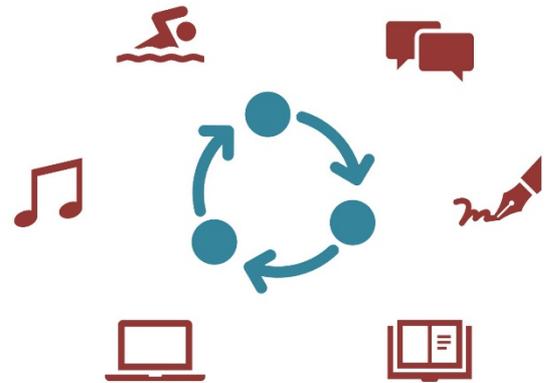
After all this knowledge...you are now ready to thrive! Let theory aside and let's jump into practice!

# Chapter 4

## Step 1: Choose your method!

Would you ever go to the battle unarmed? Of course not! No matter how well informed you are, regardless of how familiar you are with all the theoretical concepts related to your aim, you will definitely reach a dead end unless you select the most suitable and appropriate tools to apply your knowledge and benefit from your own capacities as sports providers.

Coming up with the suitable method or activity for your educational purposes is no easy task. On the contrary, it can be quite challenging and risky. However, there are a few elements that can help you in the process and we are more than willing to share:



- ✓ **Set your aim:** as a sports club or organization or a coach with active in the sports field, you have to deal with a great variety of topics that need to be addressed within the limit time of your training session. Nevertheless, this should not be an obstacle to your effort. What you need to do is to focus on one specific aspect you would like to tackle with the activity and let the rest...for later! A clear aim will help you bring substantial results and not get lost in the process with superficial and useless outcomes. It will be your guide through the process and it will help you avoid useless or not helpful moves, as well as to save time and offer your young athletes an true learning experience.

### HOW DOES IT LOOK LIKE?

**Aim:** *“to raise the athletes’ skills on managing wins and defeats after a game”*

- ✓ **Define your objectives:** these specific objectives reflect the small steps you need to take in order to achieve your main goal. Your objectives must be S.M.A.R.T. meaning they should be Specific (setting real numbers with real deadlines), Measurable (making sure that your goal is trackable), Attainable (working towards the goal that is challenging but possible), Realistic (being honest with yourself – you know what you and your team are capable of), and Time-bound (giving yourself a deadline)

### HOW DOES IT LOOK LIKE?

#### Objectives:

- *To understand the point of competing in sports*
- *To learn to respect and appreciate the opposing team*
- *To realize that winning is not the only goal in sports*
- *To accept that winning/losing does not define the quality of an athlete*

- ✓ **Profile your target group:** you have your aim, you have your objectives. And you are the one who knows better than anyone the individual characteristics of your athletes. Take into consideration their capacities, their level of skills, their needs and desires, the strong and weak points, their learning style, their age, even their background and their social interaction styles.

#### HOW DOES IT LOOK LIKE?

##### Profile:

- Age: 13 – 16
- Level: medium
- Learning style: auditory
- Strong points: passionate and willing to learn
- Weak points: overreacting, hard to get over

- ✓ **Time frame:** sometimes passion and motivation can be very powerful but may also make us exaggerate and overestimate our capacities. Not in terms of skills necessarily but also in terms of time! It is important that you choose a method that can fit in the limited time frame of a training session, so that you will manage to start and finish on time, without rushing and without leaving anything pending. The key to success is to complete the learning cycle and offer a complete learning experience to your athletes.

#### HOW DOES IT LOOK LIKE?

##### Time-frame: 60 minutes

- Introduction and warm up: 10 minutes
- Implementation: 40 minutes
- Debriefing: 10 minutes

Having gone through this process you are now ready to start preparing your activity and bring some tangible results!

Select any NFE method from the tables we have prepared for you below in Chapter 5, or any other you may find at some other source, or even design your own method.

## Step 2: Ready, set, go!



It is time to implement the NFE method you have chosen in your sports session. However, work is not over yet! Each phase you will go through, requires certain amount of effort and brings along a to-do-list that should be followed, in order to get some positive outcomes and let the process run smoothly without unpleasant surprises. In order to make it easier for you, we have developed three different maps for you to guide you through and help you facilitate the process successfully. Take a look!

### BEFORE map

- 1. Get familiar with the process** - *you are going to be the leader/facilitator of the activity, so you need to feel comfortable with it, as well as confident enough to support your young athletes. Make sure you totally understand every single step of your NFE method and prepare yourself to answer questions, give clarifications and explain details.*
- 2. Ask for help** - *the initial idea might have been yours, though it doesn't mean you have to carry the burden on your own. If you need, ask your colleagues to assist you, support you and help you run the process smoothly.*
- 3. Prepare the required material** - *many NFE activities require certain materials in order to be implemented. In our case, that might be sports equipment (shirts, balls, cones, elastics, etc.) or items not directly linked to sport activities (chairs, flipcharts, toys, etc.). List everything in advance and bring them with you.*
- 4. Prepare your space** – *given that you might have chosen an NFE method or activity that needs a special setting, make sure you arrange your space accordingly. It is preferable to do that in advance and not leave it last minute, risking wasting valuable time of your session.*
- 5. Consider any risks** – *hopefully everything will go perfectly fine. However, you should try to think of any possible risks that might jeopardize this initiative (ex. bad weather, an injury, too many/few athletes etc.). It is important to be prepared and minimize the likelihood of these risks as much as possible.*
- 6. Plan B** – *fingers crossed that everything will be great! But what if it doesn't? Having alternatives will give you extra confidence and will release stress, as well as offer you a precious way out if something goes wrong.*

### DURING map

- 1. Show some passion!** - *be passionate, smiling and into the process! You are the only authoritative figure in this case and your young athletes need to follow your example.*

2. **Pause before you act!** - take a minute before you react if something goes wrong. A deep breath can make a difference!
3. **Accept the unexpected!** – no matter how hard you try to pre-arrange everything, things happen and it should be perfectly ok. After all... it shakes things up!
4. **Consult with your team!** – ask your colleagues' opinion and support when you need it. Remember: you are all together in this!
5. **Embrace your imperfections!** - even if you don't manage to solve the issue, there is always room for improvement! We are all humans, after all!
6. **Be flexible!** – efficiency and adaptation is the key to success. Try to find practical ways to overcome any hardship and make sure you adjust your initial idea to the needs and desires of your young athletes on the spot.
7. **All in!** – always remember that you are doing this to offer a unique experience to your athletes. So, make sure that everyone is equally participating or at least has equal space to be involved and express themselves.
8. **Make it clear!** – remind yourself why you have decided to do this in the first place. Try not to be overwhelmed by the process as there is a chance to miss the forest for the tree. Try to bring back the group in the main aim of your initiative, even if they accidentally drive away from it and get lost. Make sure you are giving them a clear and precise message!



### AFTER map

1. **Debriefing** - the activity will turn meaningless if you stop the process to the implementation phase. The most crucial point of NFE is debriefing – the moment when you engage participants (young athletes in our case) in a discussion of summarizing everything that has happened, pointing out the lesson learned in the process and commenting on the general experience.
2. **Reflection** – how did your target group feel? How do they evaluate themselves? What emotions did they experience, what was difficult, easy, interesting, exciting or surprising? Are they satisfied by their performance? Offer them some time and space to open up and reflect on everything that has happened.
3. **Evaluation** – how was this experience for them? Do they feel it has been valuable or meaningless? What went wrong (if any) or what was great in the process? Do they recognize any benefits out of this experience?
4. **Feedback** – there is no better advisor for your own future improvement than your target group who directly participated in your initiative. Ask them to be open and share

*their ideas on what should be improved and how. Or even what they would like to experience in the future to this regard.*

- 5. Reward** – *don't forget that your young athletes have accompanied you in this journey and were willing to be involved and follow you in the process. They have shown trust in you, interest in your idea and have delivered all tasks assigned. It's never too much to reward them with a good word for their participation and active involvement and let them know that you acknowledge and appreciate their presence.*

### Step 3: Be a super hero!

Being a sports provider (trainer, coach, volunteer, gymnast or under any other capacity) is on its own a quite demanding and challenging role. Apart from the knowledge related to the sports field, you are an educator, a teacher, a mentor, sometimes even a parent and a friend to your young athletes, who look up to you and trust you with blind eyes. This role requires certain skills and capacities, especially when the role of the NFE provider and facilitator adds on the picture. Here is a short list with a few skills that you should acquire or further practice on in order to succeed in this multi-level role of yours and do the best for your young athletes:



#### A. Facilitation skills



Undoubtedly in your work as a sports provider you have practiced facilitation skills in several contexts: in training, during a game, in an event etc. Facilitation is equal to all the skills one needs to have in order to deliver a successful training or activity, regardless of the size of the target group or the context of the training. And this is how you will achieve your goal:

- Feel comfortable with the NFE activity you have chosen, or else neither will your target group!
- Try to attract and engage non-motivated or negative participants – try to figure out why they are skeptical or hesitate to interact with the group.
- Set some boundaries – it is important to ensure that all participants feel safe to express themselves, so you need to manage participants who tend to prevail over others!

## B. Presentation skills

Your role as the trainer/facilitator turns you into the authoritative person, that will be the center of attention several times. Therefore, you need to make sure that your presence keeps your audience engaged:



- Be positive – smile a lot, be open and approachable. The mood of the group depends on you!
- Use a confident tone of voice – no one likes listening to someone who they can barely hear or understand.
- Keep eye contact in order to engage your audience and keep their attention.

## C. Group dynamics



Understanding the dynamics of your audience, where they stand, what they need, how they interact is a vital part of your role and it expands in several levels:

- Conflict management – you know well enough that disagreements, arguments, tension or even fights is a common thing in the sports field. Use your charisma to manage these incidents and bring peace back to the group.
- Keep up the spirit – tiredness and boredom might appear along the way, especially where physical exercise is required. Try to feel the pace of the group and find creative ways to give a break to your athletes, share a short laugh or energize them to keep them engaged.

## D. Ethics

Any successful group initiative should be led by certain values and principles set by the group and respected during the process. Of course, this does not only refer to your young athletes, but also includes you as their leader:



- Lead by example – be on time, well prepared and well behaved.
- Show professionalism - be well prepared and ready to respond in any question raised by your participants.
- Respect your colleagues, participants, as well as their choices and decisions, even if you don't personally agree with them.
- Promote the safety of participants (physical and psychological).
- Set boundaries – it is important to develop a good bond with participants, however, make sure that you put some limits to keep the roles defined.

## E. Leadership



Your role in this context is by definition sharing a few leadership features. Of course, this doesn't mean you should feel superior and impose restrictions or obligations to your athletes (after all this is by no means the essence of sports or non-formal education spirit), rather it means that you carry the burden to serve this role as good as possible. In other words, you should try to...

- Be self-confident – be sure about what you are doing and project this verbal and non-verbal assertiveness to your group.

- Manage delicate conversations by sensing the indicators of future conflict or discontent and keeping a certain level of safety for all participants.
- Manage your stress – and the stress of others! Don't allow your anxiety to overrule your other skills and you will thrive for sure!

These skills will help you successfully serve your double role as a sports and NFE provider and for sure will help your young athletes enjoy a unique experience of learning.

But if you still wonder how a NFE method could be combined with the traditional sport activities, we have the answer right here!

## Chapter 5

### Methodologies and examples

- **ARE YOU THE ONE?**



**Duration:** 45 minutes

**Target Group:** Over 8 years old – applicable to all sports

**Group size:** At least 10 people

**Human resources:** One facilitator

**Space requirements:** Open space (*court, large room or open doors*)

**Materials required:** Cones, chairs or other items that can be used as “obstacles”  
Balls (*equal to the number of participants*)  
Duct tape  
Set of role cards (*equal to the number of participants*)

**Session Objectives:**

- to explore the effects of exclusive grouping on an individual or a group of people
- to explore how we react to experiences of rejection and what it feels like to belong to a group
- to offer overall knowledge about the definition of inclusion, exclusion and integration
- 

**Description:**

**Step 1 (preparation before the activity):**

Prepare your space/materials:

- prepare role cards equal to the number of players. The role cards will divide the players in two teams: TEAM A and TEAM B. Some role cards will have an additional comment, such as:
  - TEAM A – deaf person
  - TEAM B – person with one leg
  - TEAM A – blind person
  - TEAM B – person who doesn't know the language
  - TEAM A – old person, etc.

There should be at least 3 players with additional characteristics in every group of 10 players. You can adjust them accordingly or add/invent new characteristics.

- draw a straight line on the ground using the duct tape and a similar one to the other side of the field. The lines will serve as a starting point and finish line for your game.

- put the cones/chairs/items in the space between the lines in an unstructured way to make it difficult to the players to walk straight from one line to the other.

**Step 2 (10 minutes):**

Explain the activity:

- give one ball to each player.
- randomly distribute the role cards to the players, who should keep their role (and the special characteristic) in secret. The facilitator should not reveal that there are any special roles.
- the goal of the game is for the players to manage to reach the finish line by walking the distance between the lines.
- Players are not allowed to touch, move or pass over the obstacles, unless the facilitator says so.
- The players need to follow the orders of the facilitator and stop immediately when the facilitator claps hands.
- Players are set behind the starting line and get ready to follow the orders. Those who have special roles are supposed to behave exactly as their role requires.

**Step 3 (20 minutes):**

The facilitator asks the players to start walking while making different moves (hitting the ball on the ground, holding the ball in the right/left hand, pushing the ball with their feet etc.). Every time the facilitator claps, the players need to stop and follow the next order.

**Debriefing:**

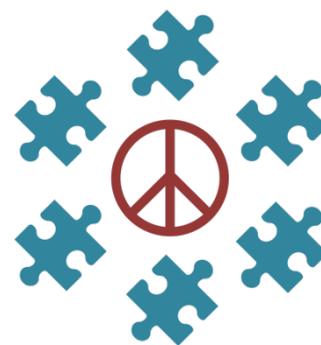
**(15 minutes)**

The idea of this activity is not winning, therefore there is players are not expected to really reach the finish line. It is for them to realize how it feels to belong to a group or be excluded for any reason. After the activity is over, the group should start the debriefing process:

- What did you think of this activity? Did you notice anything awkward while playing?
- Who do you think had a special role and what was that?
- How did you react when (if) you noticed? Did you do anything to support your colleagues?
- To those with special roles, did you enjoy the game? Did you find it difficult to follow? How did you feel? Why?
- Have you ever experienced something similar while playing sports? Did you react or help those in need?

These questions are only indicatory – you can change them, add or eliminate some, as you wish.

## • FIND THE RIGHT P(E)ACE!



**Duration:** 90 minutes (*the activity might be shorter depending on the number of participants*)

**Target Group:** Over 13 years old – applicable to all sports

**Group size:** Any number of participants

**Human resources:** One facilitator

**Space requirements:** Open space (*court, large room or outdoors*)

**Materials required:** Chairs/pillows, a ball

**Session Objectives:**

- To promote the values of solidarity and peace
- To raise participants skills in conflict management
- To stem violence and foster reconciliation

### **Description:**

#### **Step 1 (10 minutes):**

Explain the game:

- Ask participants to sit in a circle.
- Explain that this will be an opportunity for them to share their personal experiences on incidents of violence or tension that have happened to them while playing sports.
- Encourage them to share stories about people being aggressive to them or them being aggressive towards others.
- Explain the rule that the person who has the ball is the one who is allowed to speak, while the rest of the group listens respectfully to their story.
- In order to make them feel safe and confident, as well as make them understand how this works, start by sharing your own experience, as an example for them to follow.

#### **Step 2 (60 minutes):**

Start the activity:

- Conduct a short brainstorming on the phrase “violence in sports”, asking participants to give specific examples (ex. verbal abuse, mocking, hitting, vandalism etc.).
- Ask everyone to take 5 minutes to reflect on their own experience in sports and chose one incident of them as victims, one as perpetrators and one as bystanders.

- Ask participants to share their experience with the group. The speaker needs to hold the ball while sharing and then pass it to the next one.
- After a participant shares their story, ask them to choose a physical exercise (ex. jump 10 times, do 5 push-ups, run around the circle 2 times, score with the basketball etc.) which should be delivered by all members of the group who had had a similar experience while practicing sports.
- Try to encourage all participants to share at least one incident each.

### **Debriefing:**

#### **(20 minutes)**

After the activity is over, the group should start the debriefing process:

- Was it difficult to open up and share their experience? How did they feel about remembering these hard/uncomfortable moments?
- Why did this violent situation happen?
- How did they feel when this incident occurred? Why did they behave the way they did?
- How could they have behaved differently? What could have been done to prevent the incident from happening?
- What do they understand by the word “tolerance”?
- What do they understand by the word “reconciliation”?
- Why are these values important to sports and how are they related?

These questions are only indicative – you can change them, add or eliminate some, as you wish.

## • MOVE IT!



- Duration:** 60 minutes
- Target Group:** Over 16 years old – applicable to all sports
- Group size:** 10 – 30
- Human resources:** One facilitator
- Space requirements:** Open space (*court, large room or outdoors*)
- Materials required:** One long piece of thin string/ribbon  
Role cards  
Printed statements
- Session Objectives:**
- To fight fear and ignorance
  - To foster empathy towards others
  - To enhance intercultural dialogue

### **Description:**

#### **Step 1 (10 minutes):**

Explain the game:

- Participants will get one role card each. They should try to envision that persona and get into the role. These could be some possible roles:
  - You are a Muslim athlete living in a country where the majority of people are Christians.
  - You belong to a minority with limited financial capacities.
  - In your city there are no sports fields or halls.
  - You are the only black person in your sports team.
  - You have just moved to Greece from Serbia.
  - You come from Africa and you have never had the chance to learn any sport at school.
  - You come from a small village in Namibia.
  - You are going in a sports school in the capital of your country, enjoying a scholarship for basketball.

*These questions are only indicative – you can change them, add or eliminate some, as you wish.*

- Participants line up at the start. The first person in line holds one end of the string, and each person that follows keeps hold of the string as well, so that they are eventually “joined” together along the string.
- Explain that you will read some statements and each participant should take a step forward (while holding the string) every time their role agrees with that statement.

#### **Step 2 (40 minutes):**

Start the activity:

- Do some stretches, so that participants can relax and feel warm and calm.
- Ask participants to pick a role card, read it and not share with the rest of the group. Give them a few moments to reflect on their role and try to get into it.
- Read out the statements:
  - In your culture you are allowed to wear everything you like.
  - You have never felt discriminated because of your origin.
  - Sports are very important and highly promoted in your country.
  - You have never felt lonely or isolated in a team.
  - There are adequate sport facilities in your city.
  - You can afford to buy all sports equipment you need for your trainings.
  - You can afford to buy new training shoes every year.
  - You can perfectly understand and fluently speak the language of the country you live in.
  - People know almost everything about your culture, the customs and traditions.

*These statements are only indicatory – you can change them, add or eliminate some, as you wish.*

**\* There is a high chance that while moving, the string breaks or participants start complaining/arguing about breaking the string. Observing their reactions (and later reflecting on them) is part of the process.**

### Debriefing:

#### (10 minutes)

After the activity is over, the group should start the debriefing process:

- How did they feel about receiving their roles? Have they met anyone in the same situation while practicing sports?
- How did they feel about stepping forward or staying still?
- Can they guess each other's roles? Time to reveal them!
- Have they felt that their rights have been disrespected or that they didn't have access to them?

These questions are only indicatory – you can change them, add or eliminate some, as you wish.

## • KEEP THE BALL ROLLING!



<b>Duration:</b>	45 minutes
<b>Target Group:</b>	Over 13 years old – applicable to all sports
<b>Group size:</b>	Minimum 10 people
<b>Human resources:</b>	Two facilitators
<b>Space requirements:</b>	Open space ( <i>court, large room or open doors</i> )
<b>Materials required:</b>	2 balls Duct tape (optional) 2 whistles

<b>Session Objectives:</b>	<ul style="list-style-type: none"><li>• To acknowledge the importance of team work and cooperation</li><li>• To appreciate sports officials and referees</li><li>• To acknowledge the opposition as a necessary component of democracy</li></ul>
----------------------------	--

### **Description:**

#### **Step 1 (10 minutes):**

Explain the game:

- Create two big circles in the court using the duct tape. They should be big enough to offer some space to the participants to play with the ball (*The size of the circles should be adjusted to the requirements of each sport. Alternatively, you can use the squares/lines already created on the court for the regular playing of the sport*).
- Participants are equally divided in 2 groups – Team A and Team B, who are going to compete against each other.
- Choose one volunteer from each group and assign them the role of the referee. Give one whistle to each referee.
- The referees should switch places (the referee chosen from team A should judge Team B and the referee chosen from team B should judge Team A).
- The facilitators set the rules of the game: the ball should keep rolling inside the circle (*ex. volley: the ball should be played only with full hands, basketball: you can pass the ball only after it hits the ground at least once, football: you can pass the ball only with the left leg etc.*).
- The referees should ensure that the team members follow the general rules in order to score one point. Every time they fail, one point is out. The facilitators are keeping the score according to the referees' decisions.
- The team that gets the higher score wins.

## **Step 2 (25 minutes):**

Start the activity:

- Before the activity starts, the facilitators speak to the referees in private. They have a secret role! Every time the facilitators make a certain gesture (ex. touch their hair, cough etc.) the referees should find a way to ruin the game. They should also agree on the signal that means “go back to normal”. However, the players must not know this secret! For instance, they can:
  - Whistle and stop the game for no reason.
  - Leave the circle and not observe the game.
  - Distract some players.
  - Throw away the ball etc.

*These suggestions are only indicative – you can change them, add or eliminate some, as you wish.*

- While the teams are playing, the referees in secret cooperation with the facilitators (one facilitator for each team), perform their role.

## **Debriefing:**

### **(10 minutes)**

After the activity is over, the group should start the debriefing process:

- How did they feel about competing with the other team? Was it fun, entertaining and exciting?
- Would it be equally enjoyable if they didn't have anyone to compete with?
- How did they feel about the performance of the referees? Did they notice anything weird or unusual?
- How did they feel about cooperating with their team members? Would it be possible to reach their goal as a team if they didn't cooperate? Was their teamwork successful?

These questions are only indicative – you can change them, add or eliminate some, as you wish.

## • ALL FOR ONE AND ONE FOR ALL!



<b>Duration</b>	30 minutes
<b>Target Group</b>	Over 13 years old – applicable to all sports
<b>Group size</b>	Minimum 10 people
<b>Human resources</b>	One facilitator
<b>Space requirements</b>	Open space ( <i>court, large room or outdoors</i> )
<b>Materials required</b>	Duct tape (optional) 1 timer (optional)

<b>Session Objectives</b>	<ul style="list-style-type: none"><li>• To foster overall team success</li><li>• To build trust and confidence</li><li>• To enhance cooperation and teamwork</li></ul>
---------------------------	--

<b>Description</b>	<p><b><u>(20 minutes)</u></b></p> <p>Participants stand in a circle (created with the duct tape) or within the court lines and are asked to mingle until the facilitator claps their hands. At that moment participants immediately freeze and try to hold hands with one person across the circle. Repeat the process, so that each participant holds hands with one different person in each side. As a result the group will have created a huge human knot and their goal is to resolve it. Rules:</p> <ul style="list-style-type: none"><li>• They should not let go of the hands for any reason.</li><li>• They should not step on the duct tape/court lines at any times.</li><li>• Any other rule set by the facilitator.</li></ul> <p>To make it more difficult you may give them limited amount of time to unravel the knot.</p>
--------------------	--

<b>Debriefing</b>	<p><b><u>(10 minutes)</u></b></p> <p>After the activity is over, the group should start the debriefing process:</p> <ul style="list-style-type: none"><li>• How did they feel about the activity?</li><li>• How do they evaluate their level of cooperation?</li><li>• Did they have any difficulties in achieving their goal and how did they overcome them?</li><li>• How did they make decisions?</li><li>• How does it feel that they succeeded or did not succeed?</li><li>• Which principles can also be implemented in their sport?</li></ul> <p>These questions are only indicative – you can change them, add or eliminate some, as you wish.</p>
-------------------	--

## • RE-ACT



<b>Duration</b>	50 minutes
<b>Target Group</b>	Over 15 years old – applicable to all sports
<b>Group size</b>	Minimum 8 people
<b>Human resources</b>	One facilitator
<b>Space requirements</b>	Open space ( <i>court, large room or outdoors</i> )
<b>Materials required</b>	Balls, cones and any other sports equipment that can be used as props Scenarios
<b>Session Objectives</b>	<ul style="list-style-type: none"><li>• To promote respect and healthy competition</li><li>• To foster understanding of the Olympic values</li></ul>
<b>Description</b>	<p><b><u>STEP 1 (10 minutes)</u></b> Explain the activity:</p> <ul style="list-style-type: none"><li>• Participants are divided in 2 groups. Both of them will perform as “actors” and “audience” in rotation.</li><li>• Each group is given a scenario that they will need to perform, while the other group will be the audience.</li><li>• After one group performs their act for the first time, they will start over for a second round. However, now the second group which acts as the audience can jump in and change the scenario by clapping their hands (so the “actors” freeze and wait for the person to join them in the act). This process continues until both groups agree that they created an ending that is accepted by the majority.</li></ul> <p><b><u>STEP 2 (30 minutes)</u></b> Start the activity:</p> <ul style="list-style-type: none"><li>• Divide participants in 2 groups and give each group one scenario.</li><li>• Give them 10 minutes to prepare as a group.</li><li>• Each group has then another 5 minutes to perform for the first time.</li><li>• Each group has another 15 minutes to perform a second time with the interventions from the audience.</li><li>• The second group follows.</li></ul>
<b>Debriefing</b>	<p><b><u>(10 minutes)</u></b> After the activity is over, the group should start the debriefing process:</p> <ul style="list-style-type: none"><li>• How did they feel about the activity?</li></ul>

- Did they notice any problematic issues in the scenarios?
- Do these scenarios reflect the sports reality?
- Which values should be respected in sports?
- Are they familiar with the Olympic and Paralympic values?

These questions are only indicative – you can change them, add or eliminate some, as you wish.

## Scenarios

### Team 1

The local team is playing a game with the opposing team of the neighboring city. This is an important event in town and everyone is very passionate about it. The local team players are discussing about how anxious and stressed they are to perform well. The time comes and the atmosphere in court is really hot! The Locals MUST win! They enter the court ready to give it all in the field, so they are quite hostile when they meet their opponents. The crowd is with them and starts booing the Visitors, who seem a little intimidated by the tension. Instead of calming the crowd down, the Locals start provoking them more and the situation escalates. A few objects are thrown in the court and the referees decide to interrupt the game. In fact one object hits a Player of the visitors in the arm and he is not able to continue in the game. No one from the Locals approaches to support him – instead they really seem to enjoy!

### Team 2

The local school team is preparing for the annual School Sports League where students from all schools have the chance to participate in a variety of sports. Albert has been into sports for years but he also has limited eyesight due to some problems with his vision. However, he has always been into sports with the encouragement of his parents and his disability never prevented him from thriving. However, this will be his first participation in an official competition and he is very skeptical and scared. Some of his classmates –the well known bullies of the school- are trying to bring him down and discourage him from competing, claiming that he could never make it. Albert is discouraged from this behavior, as all other athletes would definitely be superior to him and decides to give up.

## Useful information

### Olympic values

The International Olympic Committee (IOC) defines the three Olympic values:

- **Excellence** - someone doing the best they can, in sport and in life. It is about taking part and striving for improvement, not just winning.
- **Friendship** - using sport to develop tolerance and understanding between all people – performers, spectators and citizens generally.

- **Respect** - having consideration for oneself, others and the wider environment. It includes respecting the rules of sport and the officials who uphold them.

### **Paralympic values**

The International Paralympic Committee (IPC) defines the four Paralympic values:

- **Courage** - someone rising above their circumstances and showing their true worth.
- **Determination** - someone pushing themselves to the limit in order to achieve what they set out to do.
- **Inspiration** - being a positive role model – someone using their achievements to lead the way for others.
- **Equality** - recognising that people have equal worth whatever their differences and taking action to overcome prejudice and discrimination.

## Conclusion

Now, you are ready to start experimenting and integrating non-formal education activities in your sport programs. Remember, you can become expert in this only by trying and repeating, correcting mistakes and addressing space for improvements. Of course, you can always come back to our web page and search for consultation and support.



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