



IN/ThROugh

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

GUIDE FOR INTEGRATING SPORT IN NON-FORMAL EDUCATION

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Chapter 1

Youth and sport

By the official definition of Council of Europe, "Sport" means all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels¹. There is a wide range of activities that can be considered as sport, including organized sports clubs, school physical education, as well as informal activities like playgrounds. This means that nearly every person in the world practiced sport in some form during their lives. Benefits of practicing sport for young people had been point of interest of countless research published over the last few decades. Many advantages are identified and they can be deconstructed in a few categories: **emotional development, intellectual development, physical development, psychological development and social development.**²



Sport is a valuable tool for youth development on many levels. Physical and emotional benefits for young organism are undoubtful and the most prominent include: increased motor skill competences, reduced body mass index, healthy dietary behavior, enhanced mood, decreased depression and anxiety, etc.³

Sport offers stimulating learning environment for development of social skills and life competences. Practicing sport at early age can enhance good working habits, responsibility and problem-solving skills. Other, it can teach valuable skills for leadership, co-operation, fair-play and team spirit.

The analytical report published in 2012⁴ revealed that nearly 35% of young Europeans have been involved in sport clubs during the previous 12 months. It is noticeable that results vary per country, going from highest participation of nearly 60% recorded in Holland, followed by France, Belgium and Germany with around 50%. The lowest youth participation in sport clubs, far below

¹ Council of Europe, *RECOMMENDATION No. R (92) 13 REV OF THE COMMITTEE OF MINISTERS TO MEMBER STATES ON THE REVISED EUROPEAN SPORTS CHARTER*, <https://rm.coe.int/16804c9dbb> date of approach 06/09/2021

² Anderson-Butcher, D., Riley, A., Iachini, A., Wade-Mdivanian, R., Davis, J., & Reynolds, J. (2016). Sports and youth development. In R.J.R. Levesque (Ed), *Encyclopedia of Adolescence*. New York: Springer

³ Anderson-Butcher, D., Riley, A., Iachini, A., Wade-Mdivanian, R., Davis, J., & Reynolds, J. (2016). Sports and youth development. In R.J.R. Levesque (Ed), *Encyclopedia of Adolescence*. New York: Springer

⁴ European Commission, *EU Youth Report 2012*, Luxembourg: Publications Office of the European Union, 2012

the EU average is determined in Romania, Poland, Cyprus and Bulgaria. Such rigorous discrepancies between countries demand this issue to be addressed at different levels, thus **providing equal opportunities** as well as **access to knowledge and information**. Similar data for the Republic of Serbia are not available, but there are research done for the purpose of the Development of the National Sport Strategy that encompasses the habits of the entire population. Those data reveal the disturbing situation, showing that 56% of Serbian population never practices sport.⁵ This is a reason more to target this issue through all methods of education.

Not only it is highly beneficial for individual growth, but sport can be a great method for bringing communities closer. This is achieved both through practicing and supporting, since people of various age, background or origin get connected with the same goal. For instance, sport clubs connect different generations through their youth sections which involve entire families at organized competitions and events.



As an excellent development method, sport is recognized on much higher level as well. There is a strong correlation between sports and all 17 Sustainable Developments Goals (SDGs) brought by United Nations in its Agenda 2030. The strength of sport in combating gender inequality, challenging stereotypes and imposed social roles while creating safe environments for both boys and girls is indisputable. Promotion of peace and prevention of conflict can be enhanced via global attention that sport has. Besides, its universal language offers valuable integration channel for the newcomers in societies.

⁵ Strategy for the Development of Sport in Republic of Serbia 2014-2020 ("Sl. glasnik RS", br. 1/2015)



At the time of preparing this publication it is important also to take into consideration the changes to this topic brought by coronavirus crisis. As we became aware of, different measures of social distancing, closure of businesses and schools have influenced many aspects of life, including sports and practicing physical activity. While the majority of the world's population has been hit by changes, particular influence it had on the marginalized and vulnerable groups. Those who could not provide space to practice sport at home or who have limited internet access for example. **In those regards, actions to overcome the challenge brought by this crisis has to be imposed by all of the influences stakeholders, including authorities, education institution, sport clubs and athletes, but also NGOs and youth themselves.**

Chapter 2

Sport in NFE – Opportunities and benefits

According to the Council of Europe’s Manual for Human Rights Education (COMPASS), non-formal education refers to planned, structured programs and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. It is noticeable that the recognition of non-formal education is increasing, although it is difficult to evaluate and certify. Also, some other important characteristics include:



- **Voluntary engagement,**
- **Accessibility,**
- **An organized process with educational objectives,**
- **Participation,**
- **Learner-centeredness,**
- **Orientation to learning life skills and preparing for active citizenship,**
- **Based on involving both individual and group learning with a collective approach,**
- **Holistic and process-oriented approach,**
- **Based on experience and action,**
- **Organization on the basis of the needs of the participants.**⁶

In Europe, the beginning of 21th century is marked with strive for innovation. In its heart is knowledge-based society where people are empowered to make the best out of available learning resources, in formal, non-formal, as well as informal working environment. Those learning settings should not, in any way, be seen separately from one another. Rather they are complementary to each other, and should give each individual an opportunity to create the best tailor – made mix to create its own life-long learning experience.

According to the AEGEE, non-formal education serves as a great tool for development of complementary skills to the ones thought by formal education. This non-exhaustive list includes interpersonal, team, organizational and conflict management skills, leadership, planning, organizing, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline, etc.⁷

⁶ COMPASS Manual for human rights education with young people, Council of Europe, 2nd edition, updated in 2020

⁷ *Non Formal Education Book: The impact of Non Formal Education on young people and society*, AEGEE Europe

Education through sports (ETS) is a concept that brings together personal development and physical activities. It is a strong pedagogical approach and learning method. What makes it unique and interesting for youth is the fact that **gaining knowledge and skills takes place while practicing enjoyable and inclusive activities.**

By the most comprehensive definition, *ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.*⁸

It is important to make a distinction between **Education For, By and Through sport**. Of course, all these concepts have physical activity at its core but their objectives differ. **Education for sport** aims at developing competences for improvement of physical performances in the context of competitive sport. It focuses on winning. On the other hand, **Education by sport** is a bit deeper concept which relies on sport for promoting health and well-being of the society. Last, but not the least, is **the Education through sport** which, again, offers more holistic perspective than the other two. In this regard, sport is to be considered as tools for personal improvement which eventually evokes social transformation as well.

This approach of connecting sport and NFE has already been introduced by practitioners all over the globe. Some of the most prominent benefits of sport and physical activity have been mentioned before, but in the context of youth soft skills development it is important to understand their intercorrelation with the expected outcomes of NFE. The table below points out the core competences which could be positively influenced though introduction of sport as a learning method.



⁸ MOVE And LEARN, International Sport and Culture Association, 2013

Table 1. Sport and competence development⁹

Competence category	Sports which enhance it	Potential learning outcomes
Communication in mother tongue/ foreign language	Collective sports, physical exercises played in team, especially activities which need an establishment of a strategy	Ability to understand message and to respond accordingly, ability to explain and understand, ability to take part in a public debate and communicate in a foreign language
Learning to learn	All sports and physical activities	Individual's awareness of its own learning process and style. It is the most important potential learning outcome as it involves motivation and being able to reflect critically in terms of attitudes, which are extremely important in achieving a successful learning process.
Social and civic competences	Mostly collectively played sports but also some individual sport practices such as swimming, hiking or extreme sports	Ability to cope with stress and frustration or also to create confidence and to feel empathy. In terms of attitudes it involves the assertiveness, collaboration and integrity. Potentially conflict transformation/resolution skills.
Cultural awareness	Collectively played sports and physical activities exercised in a team, traditional national sports, martial arts	Understanding and respect of each one's cultural background, also implies self-respect and respect for others, as well as different opinions and points of view, acceptance of differences and diversity, respect for human rights, tolerance, equity as well as overcoming stereotypes and prejudices.
Digital competences	Sport practices which requires strategy	Ability to elaborate strategy as well as creative, innovative and critical thinking, active participation, ability to reflect on the direction and limits of possible action.
Mathematical, scientific and technological competences	Chess and strategic outdoor sport practices	Developed rational thinking and trust. Ability for applying mathematical and science principles could arise. In terms of attitudes a potential for curiosity as well as interest and respect for safety, sustainability could be observed.
Sense of initiative and entrepreneurship	Individual sports as well as team sport practices	Abilities for planning and organization and ability to work individually as well as in a team. The attitudes which characterize the potential learning outcomes of such practices consist of innovation, pro-active attitude, independence and determination to achieve planned aims.

Therefore, when designing your program of activities in youth work, the first step should be to determine which competence category you want to target. Based on that consider the size of the group you are working with and decide whether individual or group sports are more suitable. It is important to enable the participation principle in this phase and to make sure all the participants are able to take part.

⁹ Adapted from *MOVE And LEARN*, International Sport and Culture Association, 2013

Chapter 3

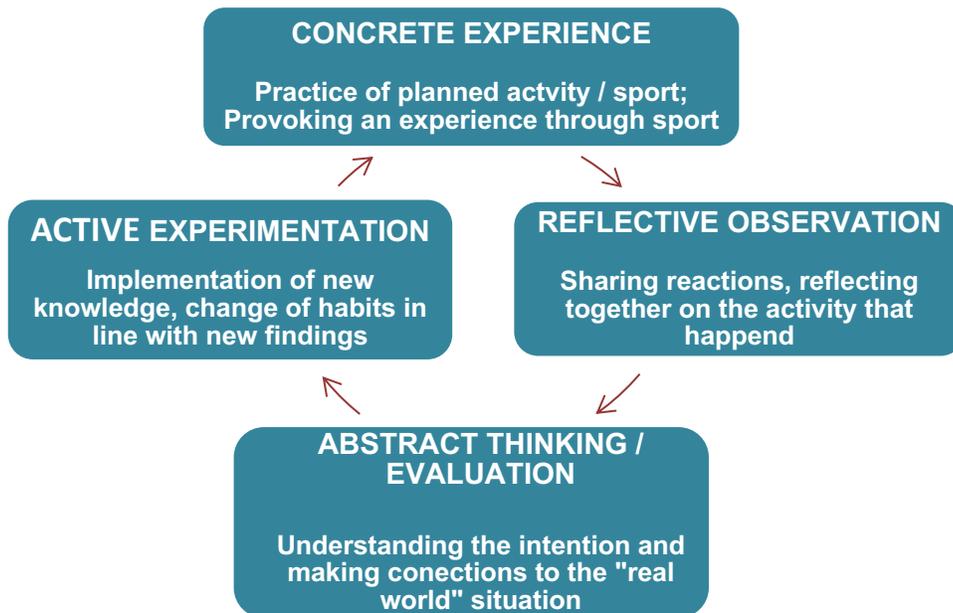
Experiential learning through sport



In 1984, a book called ***Experiential learning: experience as the source of learning and development*** was published by the author David Kolb. As its name suggests, it is a concept of learning by experience, or in other words, learning by doing. Some of the most popular activities in which this method comes into practice today, are internships, school trips for conservation, outdoor education etc. Also, it is widely used in the activities of non-formal education.

The cycle of experiential learning is consisted out of four steps. First step is the experience which can be foreseen as a planned event, activity or stimulus. It is followed by phase 2 - debriefing and phase 3 - evaluation. Debriefing is a part of the process which is often disregarded, but actually is crucial activity for a successful learning process. The participants reflect together which allow them to expand their views. Evaluation should serve as a method of connection with real-life experiences. At the final stage, participants move to applying (phase 4) or using acquired knowledge.

Figure 1. The process of experiential learning¹⁰ incorporating sports



¹⁰ *How you learn is how you live: Using Nine Ways of Learning to Transform Your Life*, Berrett-Koehler Publishers, Inc, Oakland, CA, Peterson K., Kolb D., 2017.

Kolb's learning cycle shows the complete action where individual is able to implement new knowledge in order to change existing behavior or habits. In other words, the participants of the action will be able to use new competences.

Based on the mentioned four steps, Kolb has created four overall learning dimensions. Learning styles are described as traits that refer to how individuals approach learning tasks and process information.¹¹ A learning style differ from person to person. Many different factors are noticed to influence learning style preference, such as: age, level of education, place of living, income, culture, personality type etc.¹² One of the main benefits of using this approach is the simplicity of determining one's personal learning style through a questionnaire which records the learning preference along two continua. The Perception Continuum describes how people think, with Concrete Experience (Feeling) and Abstract Conceptualization (Thinking) as opposites; whilst the Processing Continuum describes how people do things, with Active Experimentation (Doing) and Reflective Observation (Watching) as opposites. The process concludes by plotting the measures obtained on a following graph and individuals are identified as having the preferred learning style from the quadrant in which the measures fall.¹³ Four possible learning styles are as follows:



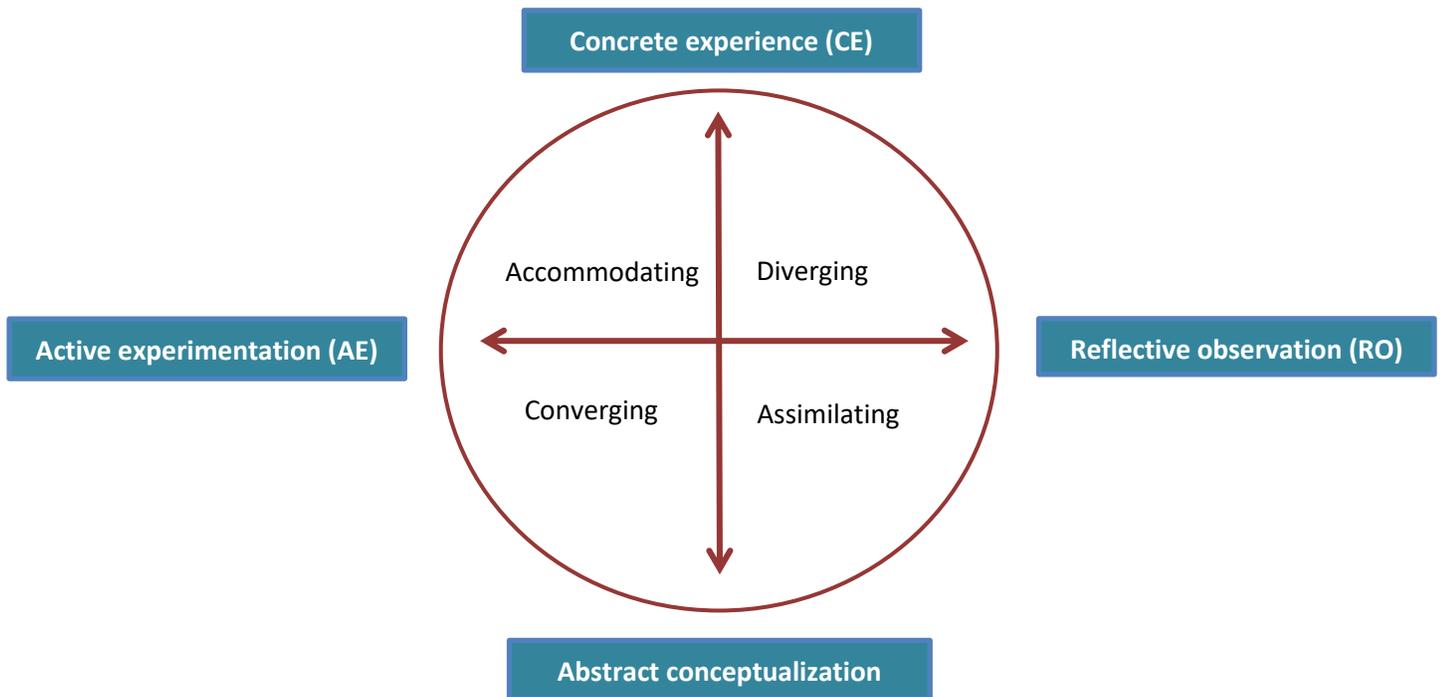
- ✓ **Assimilators** – who are appreciative toward ideas and abstract concepts. Their ability to learn lies between abstract conceptualization and reflective observation. The precision of theoretical concepts is considered to be very important. Their greatest strength is inductive reasoning;
- ✓ **Divergers** – in its core are concrete experience and reflective observation. This type has a strong imagination skills as well as awareness towards values. It works best in fast changing environment which requires alteration of ideas;
- ✓ **Convergers** – works the opposite of divergers. They are productive, good problem – solvers and decision makers. Concrete solutions and prompt task accomplishment are of a high value for them;
- ✓ **Accommodators** – emphasize concrete experience and active experimentation. They are passionate doers who appreciate new experiences the most. Highly adaptive to new circumstances and distinct risk-taker.

¹¹ *Designing effective instruction*, Kemp J., Morrison G., and Ross S., New York: Macmillan College Publishing Company, 1998.

¹² *Kolb's Learning Styles: Preferences among Male and Female Students of English for Specific Purposes (ESP)*, Kozlova K., College of Healthcare and Nursing, Brno, Czech Republic, 2018

¹³ Campbell, V. M., Johnstone, M. N. (2010). *The significance of learning style with respect to achievement in first year programming students*. Proceedings of Australian Software Engineering Conference (ASWEC 2010). (pp. 165-170). Auckland, New Zealand. IEEE.

Figure 2. Map of learning dimensions



This learning dimensions or styles are still being widely debated and a topic of great number of research, many years after the introduction of the concept. Studies have explored the links between learning styles and a person's affinities towards university, as well as their performance during studies. Byrne and Lyons¹⁴, in their study from 2001, reported correlation between learning style and choice of a subject between students, as *Convergers* in their study chose programming course which is in line with the assumption that this type would have affection for computer science. Other investigated development of student's specific soft skills and their utilization for progress and their preferred learning style.

Still, there are not sufficient distinctive research on the correlation between learning styles and sport. The few existing ones focused on the professional athletes or the ones who strive to become one. In order to determine better the relation between recreational sport as a part of non-formal education and learning preference of the individual, youth exchanges could be a suitable environment.

In those regards, it is recommended to investigate the profile of participants before the session or at its core beginning. The method is given in Annex 1 of this document. Send the document to the participants upon informing them on the acceptance to your NFE activity. Ask participants to follow the instructions and send you their responses which will give you the profile of the

¹⁴ P. Byrne and G. Lyons, "The effect of student attributes on success in programming" in Proceedings of the 6th annual conference on Innovation and technology in computer science education Canterbury, United Kingdom: ACM Press, 2001, pp. 49-52.

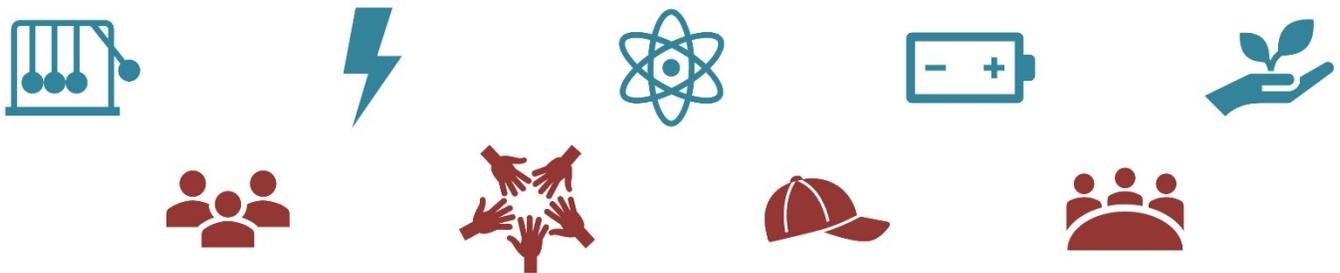


individuals and the idea of their learning approaches and styles. In this way you will know the profile of the entire group.

On the other side, different reactions of participants to activities provided during sessions can be easily noted and measured through reflective observation and evaluations. Keep track on this material so after the program is completed you can determine the affinity of the different learning styles of participants toward the specific activities. The insights can serve for better design of NFE programs using sport methodologies in future.

Chapter 4

Sport as a tool for team building, energizers and skill building activities



So far, we have explored the influence of physical activity on individuals and their communities. However, next to the obvious health benefits and potential positive influence on society, sport can be a useful tool in creating fast bonding of a group working together for a specific goal which is other than winning in sport. Some of the great examples of this are team building activities, energizers, as well as skill building activities in non-formal education programs.

In team building, members are required to participate in activities as a part of the process which is designed with an aim to improve group dynamics. Team building concept is widely used nowadays by companies to foster healthy working culture. These activities are also designed in a way to influence satisfaction, employee's productivity and consequently boost profitability.

Group's cohesion is one of the key aspects which determine the success or failure of your NFE training or other event. Generally speaking, cohesion represents the strength of the bonds among group members or, more informally, the degree to which individuals stick together.¹⁵ Not only the team's cohesion, gained through physical engagement, influences performance, but it can also be translated to the social circles in future. Cohesion can also be considered from wider perspective. **Cohesion policy of European Union is well-known and represents base EU development principles which aim on minimization of disparities and avoiding polarization. In other words, it is designed to promote well-being for every region in the Union.**

¹⁵ Carron, A. V., & Eys, M. A. (2012). Group dynamics in sport (4th ed.). Morgantown, WV: Fitness Information Technology.

Not only equal development gained through cohesion, but other European goals and values have a stronghold in sports as well, some of those being solidarity, inclusion, equality and peace. Bringing those values closer to youth can be fostered through structured sport-based activities. In the next section we will explore possible activities designed with this goal. Remember that these activities are designed to teach values while using sport as a tool. This means the focus should not be places on the competitiveness but acquiring new knowledge and skills.

Chapter 5

Concrete examples of methodologies

- **MY FAVORITE ATHLETE ENERGIZER**

Brief overview: The game is played at the beginning of the first day of session, as a method of participants getting to know each other and lifting up the energy for the day.

Category of competence:

- ✓ Communication in your own / foreign language

Duration: 30 minutes

Target group: any age

Participants: 8-30 participants

Materials and setting:

- ✓ One soft ball suitable for throwing indoors.

Preparation: no preparation for this game is needed.

Detailed description:

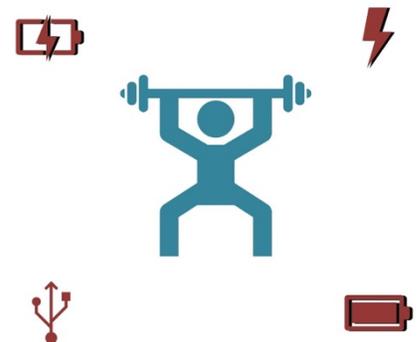
Step 01 - Ask all the participants to stand up and to form a big circle facing the center. Then, ask them to say their first name in order.

Step 02 - Explain the first phase of the game. The participants should say a name and throw a ball to the person with that name. The catcher should respond with the name of the thrower. If one of them is wrong, the player is out. Let the participants play. (10 min)

Step 03 - Explain the second phase of the game. The participants should say the name of their favorite athlete / sports person. Also, they should shortly explain why they value this person. It should be a specific skill, engagement, valuable deed or similar. The rest of the throwing game remains the same as in the first phase. (10min)

Step 04 - Use the positive energy introduced in this game to build on it for the rest of the day.

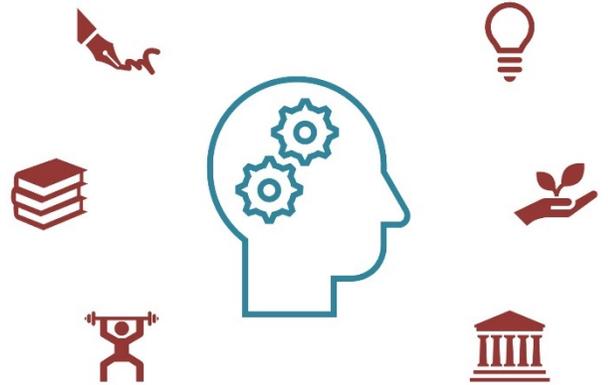
Variations: Instead of using the name of the sports person / athlete, you can ask the participants to play the game using the names of their favorite sport teams, or even favorite sports. The last is suitable if it is a smaller group, so not a lot of repetition could occur.



• SKILL DRILLS

Brief overview: Participants are going to learn the difference between three different concepts, education for, by, and through sport. They will be introduced to the finding that sport can be a valuable method for gaining new skills and competences.

It is suitable to introduce this methodology to the participants at the beginning of your activity so they could get a bigger picture of the concept of the sport in NFE.



Category of competence:

- ✓ Learning to learn, learning to share knowledge
- ✓ Communication in your own / foreign language
- ✓ Social and civic competences, equality, solidarity
- ✓ Cultural awareness, inclusion, tolerance

Duration: 75 minutes

Target group: Y16+

Participants: 10+ people

Materials and setting:

- Small football terrain (indoor or outdoor)
- 2 balls for football
- 2 whistles
- Role cards with the learning styles and explanations
- T-shirts / Jerseys to segregate the teams
- Flipchart, markers, Post it note paper

Preparation:

Make sure the football court is clean and the balls are inflated. Make sure there are enough t-shirts or jerseys for each team in different color. Prepare the role cards in advance.

Detailed description:

Step 01 - Give a detailed explanation on rules for playing football. Teach the participants the basics about the movement in football. Make sure that everyone understands the game. Divide

the participants in teams of 5 members each. Make sure there is equal distribution of male/female participants per team (15 min)

Step 02 - Education for sport. Explain to the participant that they are supposed to play the game of football and that the only goal is to win. (10 min)

Step 03 - Education by sport. Bring new rules to the game that will demonstrate this concept to the participants. Those rules might be:

- Only female players can score,
- Every player has to pass the ball during the offence (attack),
- Male players can only shoot on goal with their weaker foot, etc. (10 min)

Step 04

Introduce the third role card – Education through sport. Content of the role cards can be as follows (list is not exhaustive):

- Support the team in overemphasized and excited manner,
- Sabotage your team, pass the ball to the other team,
- Yell to the ones who happen to make a mistake,
- Be inclusive, pass to everyone,
- Be careless, show no interest to the game, etc. (10 min)

Step 05 - Debriefing (30 min):

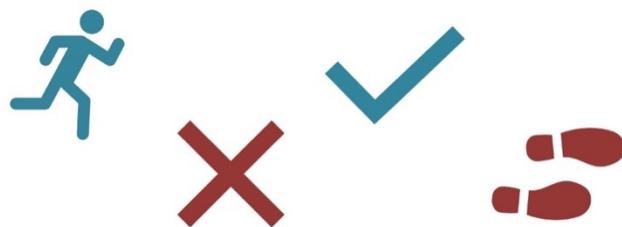
Lead the discussion with the participants after the games. Ask questions like the following.

- Did you like the game?
- What was the first part like?
- What was the second part like? How did you deal with the limitations?
- What was the third part like? How did you feel in your role?
- How did you perceive the behavior of other participants?
- Could you adapt the communication with them and how?
- Can you relate of everyday situation like this?
- What and how did you learn?

Variation: The methodology can be implemented through practicing various group sports, including basketball and volleyball.

• FAST OR FALSE

Brief overview: This is a standard “True or false” quiz with a twist based on the football drills with using agility cones. Participants are divided in two groups and compete in a “True or False” quiz on the topic of sports in different European countries. The twist is the obstacle created with plastic agility cones in which the members of the opposed team compete and the one who wins each drill (do the obstacle faster) gets to answer the question.



Category of competence:

- ✓ Communication in your own / foreign language
- ✓ Social and civic competences, equality in sports activities
- ✓ Cultural awareness, intercultural dialogue in sports

Duration: 90 minutes

Target group: Y12+

Participants: the game is adjustable to different number of participants, minimum is 8 people.

Materials and setting:

- ✓ Flipchart, markers
- ✓ Minimum of 12 agility cones
- ✓ 2 balls for football or smaller plastic balls if the game is played inside

Preparation:

Create a quiz with a sufficient number of questions, at least double of the number of participants, so everyone can play at least twice. The questions should be designed in such a manner to check the knowledge the youth have on the achievements and diversity in the long history of the European sports. The questions have to be clear and easily answered with “True” or “False”. The goal is to encourage the dialogue and interest in this topic.

Detailed description:

Step 01 - Divide the participants in two teams. Make sure there is equal distribution of male/female participants per team. Also, check if there are any football players and ensure equal distribution. (5 min)

Step 02 - Set up the 2 rows of agility cones with equal space between each cone. Do it so the participant can lead the ball switching to different side after passing every cone. It is called slalom drill. Explain the teams the goal is to do the slalom faster from the opponent. (5 min)

Step 03 - Let the participants play the game. It is played in couples from different team participants. The winner of each game gets to answer the question with “True” or “False”. If the answer is wrong the opposite team get a point. (50 min)

Step 04 - Debriefing (20 min):

Lead the discussion with the participants after the games. Ask questions like the following.

- Did you like the game?
- How did you perceive the behavior of other participants?
- Could you adapt the communication with them and how?
- What and how did you learn?
- Did the topic made you curious to learn more about it?

Variation: Depending on the time given, you can let the participants create the questions for the quiz. Also, the quiz can be designed to tackle different topics.

• CHANGE YOUR GOGGLES

Brief overview: This is an outdoor activity in which the participants will explore the sporting possibilities and obstacles at a certain place, from the marginalized people perspective.

Category of competence:

- ✓ Communication in your own / foreign language
- ✓ Social and civic competences, equality
- ✓ Cultural awareness, solidarity and inclusion
- ✓ Sense of initiative and entrepreneurship, proactivity

Duration: 3 hours 20 minutes

Target group: Y16+

Participants: 12-30 participants

Materials and setting:

- ✓ Old glasses or goggles you might have, or buy at the second hand shop
- ✓ Balls for football, basketball and volleyball, one for each sport
- ✓ Mobile phones to take pictures
- ✓ Computer and projector

Preparation:

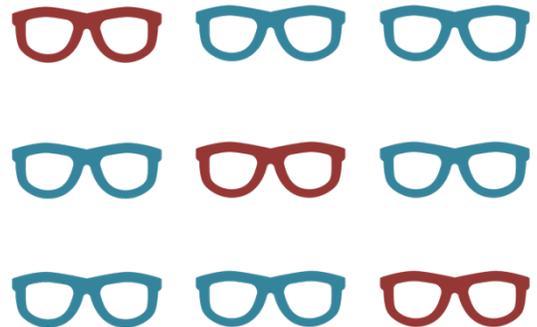
Make sure you have sufficient number of glasses or frames. Goggles for swimming or skiing can be used as a fun association to a large variety of sports.

Detailed description:

Step 01 - Do a brainstorming session with the entire group to determine the marginalized categories for this activity. This could be disabled people, migrants or newcomers in town, certain social groups such as children with single parent, etc. (20 min)

Step 02 - Ask each participant to choose one role. Explain the task is not to act as the chosen role, but rather to observe the surrounding and imagine the situations this role would go through. What would it be like to be in that person's shoes?

Step 03 - Split the participants in three groups, based on three sports (basketball, football and volleyball). Explain the task is to go outside, explore the surrounding and try to play the given



sport. The goal is to determine are there courts, how reachable are they, are they available to everyone, and any other difficulties the marginalized groups could have reaching them! Tell to the participants that if there are no official courts nearby to try to play in the improvised, safe environment they might organize themselves.

Step 04 - Ask participants to be highly imaginative and not to observe only the physical aspect of playing sport. They should also think of the organizational and social aspects that different groups might face.

Step 05 - Instruct the participants to take pictures as a documentation of their findings. The selection of pictures should be given untitled upon return. Each picture represents the certain marginalized group.

Step 06 - Hand out the glasses / goggles to the participants. Let them go outside and do the activity. (2 hours)

Step 07 - Upon their return, display the untitled pictures to all the participants so they could guess to which marginalized group it is related to. Then, ask each team the present and explain their view on the pictures. (30 min)

Step 08 - Debriefing (30 min)

Continue on the presentation of pictures / the exhibition and open the structured discussion. Ask the participants the following question:

- What happened? Did you enjoy the activity? Why? Why not?
- What was the most surprising thing you discovered?
- Why did you choose the example you did?
- How would you rate the accessibility of the sport you played to the specific groups?
- What preconceived ideas or stereotypes did you have about the person you chose? Which influence did these have on how you did the activity and what you “chose to see”?
- Did the exercise enable you to empathize in any way with the person at the margin?
- What have you learnt about yourself?

• HIDDEN RULES

Brief overview: This is a game of handball, where participants will not be completely aware of all the rules. This will evoke the mixed feelings amongst the participants.

Category of competence:

- ✓ Communication in your own / foreign language
- ✓ Social and civic competences, equality
- ✓ Cultural awareness, solidarity and inclusion
- ✓ Democratic citizenship, participation
- ✓ Strategic thinking

Duration: 70 minutes

Target group: any age

Participants: 14-28 participants

Materials and setting:

- ✓ Handball court (indoor or outdoor) or improvised field
- ✓ 2 balls for handball
- ✓ 2 whistles
- ✓ T-shirts / Jerseys to segregate the teams
- ✓ Protection equipment for the goalkeepers (if you decide to include them in the game).

Preparation: Make sure the court is clean and the balls are inflated. Make sure there are enough t-shirts or jerseys for each team in different color.

Detailed description:

Step 01 - Divide the participants in teams of 7 members each (6 if you have smaller goals and decide to play without the goalkeeper. Make sure there is equal distribution of male/female participants per team. (15 min)

Step 02 – Share the specific rules of this game and tell the participants it will only be said once, so that they need to listen carefully. The participants need to score by throwing the ball into a goal using their hands and while playing as a team. They are not allowed to move with the ball, so as soon as they receive the ball they have to pass it onto the next player; they can only pivot and pass the ball within 5 seconds to the next player. The points are won when the team throws



the ball in the goal of the opposite team. Do not give any more instructions, even if there are more questions.

Step 03 – Start the game, but also take into consideration the hidden rule that is still unknown to the participants. The hidden rule is that the score is only valid if the team has passed the ball so at least 5 team members touch it in one attack. Let the teams play. Announce if the score is valid or not every time, but do not reveal the hidden rule. (10 min)

Step 04 – Make a break and let the teams discuss and debrief for 3-4 minutes. Resume the game for another 10 minutes. (15min)

Step 05 - Expect there will be participants who will discover the hidden rule and the ones who will not. Let someone explain the rule to everyone at the end. (5 min)

Step 06 – Debriefing (25 min)

Ask questions like the following:

- ✓ Did you like the game?
- ✓ How did you feel with guessing (or not guessing) the hidden rules?
- ✓ Why did (or did not) the players who guessed the rule reveal it?
- ✓ Can you link the game with some aspects of the participation?
- ✓ Can you share when do you feel empowered to participate and when not?
- ✓ What did you learn?

Variations: The hidden rule can be different, thus tackling various topics. For example, the score is valid only when female player makes it.

The methodology can be implemented through practicing various group sports, including football, basketball and volleyball.

• THE EXPERIENTERS

Brief overview: The exercise is called “The Experienters” because it teaches a group about learning style preferences in the first step. Different approaches will be shown through the game of basketball and participants will be challenged to determine the style that suits them the most.

Category of competences:

- ✓ Communication in your own / foreign language
- ✓ Learning to learn
- ✓ Social and civic competences
- ✓ Cultural awareness, tolerance

Duration: 120 minutes

Target group: Y16+

Participants: 20-30 people

Materials and setting:

- Basketball court
- 2 balls for basketball game
- 2 whistles
- Role cards with the learning styles and explanations
- T-shirts / Jerseys to segregate the teams
- Computer, projector
- Flipchart, markers, Post it note paper

Preparation:

Make sure the court is clean and the balls are inflated. Make sure there are enough t-shirts or jerseys for each team in different color. Prepare the role cards in advance. Give a short presentation on different learning styles (divergers, assimilators, convergers, accommodators) prior to the session.

Detailed description:

Step 01 - Participants are given learning style role cards and they are asked to behave in accordance to them. They should take time to think about it and decide on how to implement their role. Group is divided in teams, so each team has at least one representative of each learning style. Each team has at least 5 people, up to 7 so they can substitute. (15 min)



Step 02 - Give a detailed explanation on rules for playing basketball. Teach the participants the basics about the movement in basketball. Make sure that everyone understands the game. (15 min)

Step 03 - Role cards:

1. DIVERGER (concrete – reflective)

Cooperate intensively with everyone else from your team. Try to be as imaginative as possible. Try bringing creative solutions to your game. Adjust to the fast changing environment.

2. ASSIMILATOR (abstract – reflective)

Try to create the theory on how your team should play. Bring this strategy to the group based on the careful determination on team's abilities and obstacles. Try to create a story out of single facts (be inductive).

3. CONVERGER (abstract – active)

Try to have a practical orientation. Focus on the entire game and winning rather than on the separate aspects and details. Try not being too emotional during the game.

4. ACCOMODATOR (concrete – active)

Be intuitive and react to the situations quickly. Take a doer role of the time. Try to take risks in the game as much as possible.

Step 04 - Let the participants play the game. Depending on the number of teams, organize a small tournament. Each game will last for 10 min. In total 60 min.

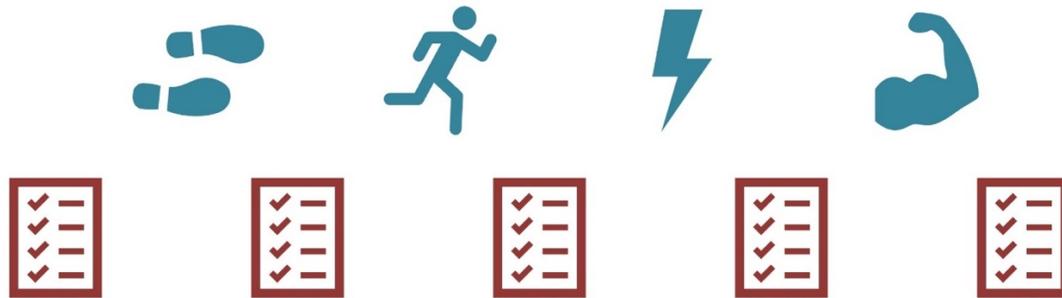
Step 05 - **Debriefing** (30 min):

Lead the discussion with the participants after the games. Ask questions like the following.

- How did you feel during the activity?
- What happened during the game, what were the interesting moments?
- What and how did you learn?
- What is your opinion on learning styles typology?
- Can you implement the acquired knowledge to improve the communication with certain people?

Step 06 - Additional information: feel free to open the discussion with the participants on the learning style test they did prior to the joining the NFE activity.

• TOWARDS THE GOAL



Brief overview: Participants will have the opportunity to go through different phases of goal achievement by pulling a rope. They will learn how to organize and execute successful actions based on strategic thinking and activities through mutual cooperation, team spirit and planning.

Category of competences:

- ✓ Communication skills
- ✓ Focus on goal achievement
- ✓ Cooperation for goal achievement
- ✓ Strategical thinking and planning

Duration: 60 minutes

Target group: Y15+

Participants: 20-30 people

Materials and setting:

- Playground or a court
- Strong rope (5-6 m, depending on the number of players)
- Computer, projector
- Flipchart, markers, Post it note paper

Preparation:

Check the length of the rope depending on number of the players you will have during the exercise. If it is shorter than needed you should decide to do the alternative scenario by giving additional tasks to some of the players, meaning that teams should choose their analyst, leader, cheerleaders etc. who will not play but assist during the exercise by having special tasks.

Detailed description:

Step 01 – Divide a group in two. Tell them that the task is to pull the rope against the other group and that they can make a short agreement on how they will do it in their groups. Give them a hint that they should decide about who will be the leader and who should be the first person in a line. On every 2 minutes the person standing first in line will have to go at the end of the line while pulling is still going on (20 min)

Step 02 - Give participants a chance to play against the other group and after the first efforts introduce new rules at the spot- e.g. they should all stand on one foot while pulling a rope (20 min)

Step 03- Declare a winner and celebrate the results

Step 04 - Debriefing (30 min):

Lead the discussion with the participants after the games. Ask questions like the following.

- How did you feel during the activity?
- What happened during the game, what were the interesting moments?
- How did you plan the execution?
- Did you manage to predict the change of rules as a part of your strategy?
- How did you decide who will be the leader?
- What other roles did you delegate or recognize in your group?
- Can you implement the acquired knowledge to improve the strategic approach in your everyday work and life?

Step 05 - Share the handout about the strategic planning and steps within it. Discuss with participants about everyday life examples when this can be used.

• KNOCKING DOWN THE PREJUDICES

Brief overview: Participants will have the opportunity to learn about the stereotypes and prejudices through exercise based on bowling. They will try to put on the shoes of their peers with fewer opportunities.

Category of competences:

- ✓ Communication skills
- ✓ Accepting differences
- ✓ Learning about equal opportunities
- ✓ Empathy and tolerance

Duration: 90 minutes

Target group: Y14+

Participants: 20 participants

Materials and setting:

- Bowling alley
- Bowling equipment
- Blind folds
- Flipchart paper and markers

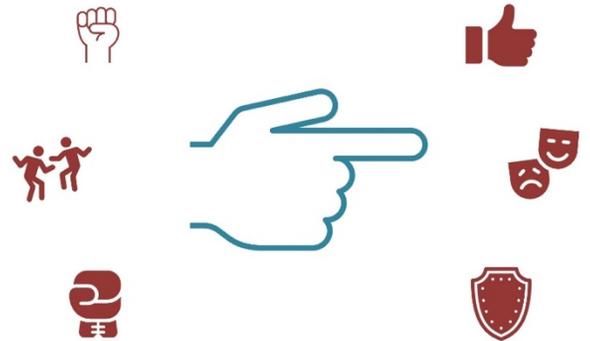
Preparation: Be sure that everyone is familiar with the rules of bowling and adequately equipped. Since participants will be playing with blindfolds the place should be secure for this kind of activity.

Detailed description:

Step 01 – Divide a group in two. Tell them that the task is to win the bowling game against other team but this time with blindfolds on. Only one team member can be left without the blindfold, but this player is not participating. He/she can only comment and navigate when needed. Give the groups time to prepare (20 min)

Step 02 - Let the participants play the game. The points should be collected as usually in bowling. The navigator can change places with one of the players at some point (40 min)

Step 03 - Debriefing (30 min):



Lead the discussion with the participants after the games. Ask questions like the following.

- How did you feel during the activity?
- What happened during the game, what were the interesting moments?
- How did it feel to play without the eye sight?
- What were the major challenges for the players?
- Can you imagine how it is for blind people?
- Do you have now more understanding for the challenges they are facing in their lives?
- Was the “voice” (navigator) useful? Who are the voices of the blind in the real world?
- Can people with fewer opportunities and physical obstacles participate equally in all sports?
- How can we change the rules of the game to include more people in sports and other society segments?

Step 04 - Explain to participants what empathy is. Give them the handout about tolerance and empathy and let them discuss in plenary about it through looking for the real-life examples.

• RULES OF EQUALITY

Brief overview: Participants will have the opportunity to learn about the inclusion and democratic values through analyzing and changing the rules of group sports.

Category of competences:

- ✓ Communication skills
- ✓ Equality and inclusion
- ✓ Cooperation skills and team work
- ✓ Democratic values



Duration: 90 minutes

Target group: Y15+

Participants: 24 participants

Materials and setting:

- Working room or a playground
- Balls, nets, goals or equivalents to this (improvised sets)
- Flipchart, markers, post it notes

Preparation:

Prepare the rules for at least four group sports such as volleyball, basketball, water polo, handball etc. Be sure that there is enough space and needed sport requisites for trying the new moves and rules produced by participants.

Detailed description:

Step 01 – Divide a group in four teams. Give each group a set of rules for different group sport. Tell them to analyze it and note the major characteristics such as the rules are strict, everyone is participating equally or how much they think, there are divided roles, the goal is etc. After this stage they should be familiar with the way how to play (20 min)

Step 02 - Give participants additional task to try to make the sport awarded to them more inclusive and democratic by changing the rules as they wish. They should be able to perform the new rules and principles how it is played (20 min)

Step 03 – Give a chance to participants to try their new rules and perform it in front of the other groups Each team can have 5 minutes to show their innovation (20 min)

Step 04 - Debriefing (30 min):

Lead the discussion with the participants after the games. Ask questions like the following.

- How did you feel during the activity?
- What happened during the game, would you like your rules to become new standards in these sports?
- What makes new rules more democratic than previous?
- Which are the weak points of the games you analyzed? Are they any?
- How can sport become more inclusive and still be interesting?

Conclusion

The presented methodologies were created with an aim of bringing sports and non-formal education together for higher purposes. The guide is designed to make a long-term impact for children and adolescents, regardless of their background, skills and different opportunities. **It teaches the NFE practitioners how to show them the benefits of sport not only as a spare time activity but as a great method for reaching overall wellbeing. We believe that the core European values inevitably blend in into this concept while sharpening the soft skills of our future leaders.**

We invite you to use this guide while keeping the benefits of our target group, the youth, always in the first place. The methodologies were not designed to be followed in this exact order or to be replicated literally. Rather, we invite you to explore more, to go further, mix and adjust, and on top of everything, always to play.



At the very end, imagine if one sports team was made out of players of the same physical condition and abilities, identical mindset and setbacks. This would not work, right? Therefore, empower your participants to discover their unique potential, nurture it, and work together to create great teams.

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