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Training Manual

Education and Non-Formal Learning Through Sport

Operators, Sport experts and Schoolteachers

Project ID: 101089786

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1 – INTRODUCTION TO THE MANUAL

Gender equality is a fundamental principle of the European Union (EU), enshrined in the Treaties and presented as a major objective that the EU is actively seeking to achieve - most recently through its Equality Strategy 2021-2025. This Strategy aims to give all people, everywhere, the opportunity to their diversity, the freedom to pursue their life project and equal opportunities to thrive, participate and lead European society.

In the last decade, many tools have been developed across Europe on the participation and impact of women in sport.

These instruments have been able to contribute to more integration of women in sport. The trend is towards the growing empowerment of women, a greater role in management and decision-making positions, greater visibility, better protection against violence, mitigation of discrimination and prejudice, and more regular participation in the various aspects of the sporting phenomenon. The approaches are evaluated both in terms of good management and governance and in terms of their impact on public health and physical and psychological well-being.

However, statistics show that men prevail as being more active and practicing sport. Women are still in the minority in sports leadership and face many obstacles in accessing positions of power and decision-making. On average, women occupy only 14% of all decision-making positions in the sports federations of the Member States of the European Union.

According to the latest scientific studies, gender inequality in sport stems from reasons involving organizational barriers, sociocultural, interpersonal, and personal. Organizational, social and cultural barriers include the lack of opportunities for women to train, the perception that these tasks are dominated by men, gender stereotypes associated with factors such as the lack of exposure and visibility and opportunities for international experience, and a lack of interest in these issues on the part of those at the top of sporting bodies. Interpersonal barriers include lack of support and negative interactions with male colleagues, enhanced by gender stereotypes and the greater risk of exposure to gender-based violence. Personal barriers include the lack of adequate remuneration, increased difficulties in reconciling personal, family, and professional life with full-time sports practice, the impact of gender stereotypes on self-confidence/self-esteem and the lack of adequate educational programs.

Although more and more women are involved in the field of sport in Europe and worldwide, gender inequalities persist and are entrenched in many domains in overt ways (for example, in participation) or more subtly (such as in the portrayal of female and male athletes).

Sport provides girls, boys, women, and men with an environment conducive to education and the social development of the individual and contributes to fostering good health and well-being in society. For instance, by occupying leadership positions in sports organizations, women can develop valuable skills in management, negotiation, communication, and decision making to become leaders in all areas of community life. They can provide positive role models and positively influence social attitudes towards women's capabilities as leaders. Sport allows girls and boys to develop the essential values for life in a democratic society, such as fair play, respect for others and respect for rules, team spirit, tolerance, and responsibility, which contributes to turning them into responsible citizens.

Sport can promote the social integration of girls, boys, women, and men, from disadvantaged groups exposed to multiple discrimination (when sex and gender overlap with other grounds of discrimination such as age, race, ethnic origin, sexual orientation, and disability) and can contribute towards better understanding among communities, including in post-conflict regions. This Training Format is the result of the analysis of the good practices regarding promotion of equal opportunities in terms of young girls' participation in Sport in each partner country and its objective is to empower teachers and trainers in schools in the delivery of activities resulting in an enhanced level of inclusion and therefore participation of young girls in sport.

The Training Format aims at using an original methodology through two areas of expertise: sport and non-formal learning and will contain information and tools of Non-Formal Education, as well as sport for teachers and trainers working with young girls in educational programs focused on promoting inclusive, egalitarian, and engaging sports activities. This training also aims to provide an approach, which learning projects, can be complemented with sport and physical activities and sport for all communities, can be complemented with a more conscious learning for life skills dimension. Develop a Training Format for teachers and trainers in charge of providing sports activities at school, goes in line with inclusive, egalitarian, and engaging sport activities in order of empowering young girls to play a protagonist role in sports.

2 - METHODOLOGY OF EDUCATION THROUGH SPORT

Education trough sport (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 to contribute to personal development and sustainable social transformation. Many non-formal educational practitioners consider sport and physical activity as powerful learning tools and know that ETS could bring strong added value to the sport sector within the non-formal learning context. The ETS methodology intends exclusively to use sport as educational tool. This is why components such as education, mentorship, skills, training, reflection, and intervention, not directly related to sport, remain very important and must be taken into consideration when sport is used for an educational purpose. All these elements play a significant role in the learning process. They become the central focus which stimulates development and social transformation, rather than the sport program itself. From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of the planned learning project. It is a matter and a process of adaptation of sport and physical activity, both in terms of their expression and their representation, which characterizes specifically the ETS approach.

The Training Format (TF) will be based on a peculiar methodology, tailored to the mixed profiles of its direct target audience and functional to effectively support a joint effort of sport and NGOs professionals to foster the participation of young girls in sport and raise awareness about existing and potential opportunities in sports for young women.

The TF will be released for open access and visibility, representing a model of cooperative effort between sport organizations and NGOs to foster and strengthen equal participation in sports. In a phase of local piloting (local training courses), the TF will be delivered to a target group of Sport operators selected at the level of each partner's localities and regions. Through the local training, these operators will develop the necessary knowledge, skills, and competences for stimulating the participation of young girls in Sport.

The educational results of this coordinated phase of piloting will be validated through a report produced by the involved trainers, containing feedback and further suggestions. They will then be filtered in a Handbook conceived for supporting Sport organizations, NGOs, schools, and professionals interested in intervening directly on the promotion of young girls' participation in Sports. The success of any sport-based social intervention program is largely determined by the strength of its non-sport components – of what it does within participants once they are brought into the program through sport. So, the components, such as education, mentorship, skills, training, reflection, and intervention, not directly related to sport remain very important and must be taken into consideration when sport is used for an educational purpose. All these elements play a significant role in the learning process. They become the central focus which stimulates development and social transformation rather than the sport program itself. In other words, if we would like to use sport for an educational purpose, it is essentially making good use of the mentioned non-sport components. This should be done in a structured, reflective, and well-planned way. We believe that the context of non-formal education and its methodology provide this insight in planning and designing a learning process while using sport. This could be beneficial to all practitioners, who daily in their practice use sport as an educational tool and are aware of the positive effects that it could bring to their communities.

3 - THEMATIC EDUCATIONAL MODULES

3.1- SPORT EDUCATION AT SCHOOL

3.1.1 - THEORIES, TECHNIQUES &TEACHING METHODS OF SPORTS

According to the words of Douglas Hartmann, sports is an extremely powerful tool for development, especially within international communities. During childhood and youth, physical education at school provides an excellent opportunity to learn and practice skills, likely to enhance lifelong fitness and good health. These activities may include daily running, swimming, cycling, and climbing, as well as more structured games and sports. Early mastery of the basic skills crucially helps young people to perform and understand the value of these activities, better in their later education, or as adults at work or during leisure time.

However, sport education is not limited to training in physical skills and has more than just a ecreational dimension. With involvement in many physical activities come knowledge and insight centered on principles and concepts such as 'rules of the game', fair play and respect, tactical and bodily awareness, and the social awareness linked to personal interaction and team effort in many sports. Goals that extend beyond physical education and sport – such as good health, sound personal development, and social inclusion – give further weight to the importance of including this subject in the school curriculum. The societal value of sport education and sport has also been expressed in various documents by the European Commission. Physical education has the primary purpose of developing all the functions of the person, but methodological and didactic models are needed to make it possible. The investigations carried out in the context of the evolution of physical education denounce a progressive deficit in physical and motor efficiency in the school population. It is therefore a matter of renewing methods that are no longer in keeping with the times and teaching the most up-to-date concepts on physio-psycho-pedagogical aspects of the individual, to achieve an

appropriate didactic strategy. The purposes of physical education therefore fall within those of general education, and, in this context, the effectiveness of the sports educator is essential, and it is strongly influenced by its ability to teach. Three fundamental elements characterize the teaching skills of the sports educator:

Psychology: different psychological abilities and motivational processes facilitate the involvement in sport and keeping the engagement over time, as well as motivation to success and expectations regarding future performance.

Sociology: sport involve and influence the dimensions of everyday life and it is the most widespread form of cultural participation, able to break down barriers.

Training methodology: concerns the teaching of sports techniques; the characteristics of the physical load; the programming and implementation of activities, cognitive processes linked to motor learning and physiological processes related to physical exercise. The person who, a l though under different denominations (instructor, coach, teacher, educator), is the referent for the activities of teaching and transmission of knowledge, practices and capacity enhancement must certainly be a teacher, who have acquired and mastered the relevant competences and skills. In addition to personal and social skills, the teacher as a carrier of sporting and technical culture must also be qualified in general technical skills. In conclusion, the contribution that motor experience can provide to further acquire the necessary learning skills in different disciplinary fields is a rich subject of study in continuous evolution. To this end, it is necessary to develop a didactic process that intentionally involves children and young people in a global way, contextualizing every new acquisition. Undoubtedly, the current problems affecting physical education, concerning the increase of sedentary habits and the consequent decline in motor skills among young people, push for considering other aspects as relevant as the development of the repertoire of motor skills, which is the fundamental contribution that physical activity brings to social development. Future research in this a r e a should proceed in different and complementary directions: continuous teacher training; systematic experiences of research-action also with the participation of teachers of other disciplines; collaboration with universities for the development of studies and research that can generate the premises for the implementation of practical curricula. To better understand the concept, we will focus strongly on the pedagogical dimension of sport used in a non-formal educational context to provoke a positive social change. Since the beginning of the 21st century the priority guidelines of the European model of development include the spirit of innovation, the development of a knowledge-based society and improving economic competitiveness for better social cohesion. In this context, education plays an important role and involves a reflection concerning better complementarities between different educational patterns to achieve the objectives set up by the European strategies. Education needs to offer tailor-made learning forms to citizens to enable them to develop new competences; the idea being to explore new educational forms which complement each other, as new qualifications are essential for achieving economic competitiveness. The concept of lifelong learning is one of the tools for achieving these objectives. The idea of lifelong learning is to have an impact on the development of a knowledge-based society by enabling citizens to improve their knowledge, skills, and attitudes. The approach of Education Through Sport (ETS) is fully part of the lifelong learning process. According to the Compass Manual on Human Rights (Council of Europe)"Non-formal education

refs to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum.

Non-formal education as practised by many youth organisations and groups is:

- voluntary;
- accessible to everyone (ideally);
- an organised process with educational objectives;
- participatory and learner-centred;
- about learning life skills and preparing for active citizenship;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented;
- based on experience and action, and starts from the needs of the participants".

We will now introduce four different proposals that try to define ETS. These were developed by participants of Training of Trainers in Education through Sport (International Sport and Culture Association) during the one-year training course. This was a long-term educational program to enable trainers involved in the non-formal educational field and sport coaches to improve their competences in applying ETS. The presented definitions introduce the concept of ETS seen by non-formal educational practitioners in such a context, as well as people involved in sport coaching, all using non-formal learning approaches in their daily work.

Definition 1- Education through Sport is a **method** of developing key competencies in various aspects of life using sport and physical activities.

Definition 2 - Education through Sport is a **pedagogical approach** that uses sport and physical activity as a vehicle to spread a set of values to develop specific competences which can improve different fields in/of life. Education through Sport helps to enhance social, cultural, moral, ethical competencies to provide changes at personal, professional, and social levels.

Definition 3 -Education through Sport is a **process** of learning and teaching using personalized systems to provide skills, knowledge, and experience in many aspects of life.

Definition 4 - Education through Sport includes a **learning process** that uses sport and physical activity as a vehicle to implement real life skills and competences for individuals or groups.

These definitions offer diverse aspects and several different perspectives of how ETS could be described. To sum up these four definitions we could summarize that, 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 to contribute to personal development and sustainable social transformation.

3.1.2 - PHYSICAL AND MENTAL WELLBEING

Sport enhances socialization by bringing people together and by providing a bridge between different backgrounds and individual personalities. Sport also offers a unique way of developing morally – as the values learned through participation transcend into all areas of life. Furthermore, these values and attitudes learned through sport are the underpinning of a peaceful, productive, healthy, and cohesive community, which contribute to a more just world. In recognition of the potential of sport, six international partners collaborated to create this

resource which engages youth through movement-based classroom activities while helping teachers instil some of the core values synonymous with sport: respect, equity, and inclusion. There's certainly been a shift recently on the emphasis and impact that sport and physical activity (PA), can have on wellbeing in schools. Prior to the pandemic, PA and Games were mostly seen as one-dimensional opportunities. It was a time for the physically talented to shine, as well as a chance to develop sport specific skills and components of fitness. Now, many practitioners see it as a chance to educate and promote positive mental health and wellbeing in schools, in addition to the more obvious physical benefits. Physical Education can play a distinctive role in how Children and Young People develop, both physically and mentally. A high quality of Physical Education made available to Children and Young People is important for both in and outside of the school environment.

The positive impact of moving your body is undeniable and multi-faceted. At this stage we focus on movement competency, physical literacy, and mental wellbeing. By tracking these areas closely and consistently, we can monitor and prove the close link between physical activity and mental health, adding value to overall wellbeing in schools. Physical activity and involvement in sport and outdoor education can play a big part in supporting Emotional Wellbeing and Mental Health. Enabling young people to integrate physical activity into daily routines can be the best way to increase the amount and the longevity of being active. Making it as easy as possible by reducing the barriers to being and keeping physically active will help young people maintain such a behaviour change. Growing and powerful evidence of the positive link between physical activity and improved mental health is building awareness of the need to provide children and young people with ample opportunities for sport and exercise. The importance of providing a broad curriculum in schools which includes sport, outdoor play and physical activity is clear.

A rich and exciting physical education is essential for children and teenagers, not only for those most vulnerable to suffering from mental health problems, but for all young people. Through PA, children express themselves physically, challenge themselves and others, cooperate, compete, and take risks. Physical Education helps to develop resilience, empathy, confidence, and social skills – all vital for good mental health.

Activity also releases energy, enabling young people to 'let off steam' which helps to lower anxiety levels. The sense of the achievement that is often experienced by students can also make a significant contribution to positive mental health. Sport and physical activity affect the chemistry of the brain, improving mood both in the short and longer term. A positive PE experience at school can have a lasting impact on the mental health of young people for the rest of their lives.

The role of sports and play extends far beyond physical fitness. It profoundly impacts student social and emotional health and school connectedness. By instilling valuable life skills, fostering social bonds, and promoting emotional well-being, sport and play contribute to a holistic educational experience that nurtures well-rounded individuals capable of transcending life's challenges and thriving in diverse circumstances. Sport and play hold a profound significance in fostering social and emotional well-being and enhancing school connectedness for students.

Although it's never been more needed in the educational environment, many public schools have defunded sports programs and offer physical education far less than they once did. That reinforces the pay-to-play model and leaves out the kids who have the least. Policymakers across the country have recognized the value of sport and play in schools and are advancing this framework.

3.1.3 - SPORT VALUES

Teachers, trainers in general and Physical Education teachers in particular are central figures in the educational process. It is the responsibility of teachers to guide and transmit ethical values, whether in the specific context of Physical Education classes or in School Sports activities, or in a larger context such as education and citizenship, in which sports education can play an essential role. This responsibility is also shared by the schools to which they are attached, insofar as they represent a community of practice, development and sharing.

In this sense, this topic presented here are aimed at enhancing the framework for teachers and trainers, in carrying out their pedagogic work among their students, particularly younger individuals, from the point of view of education for values and sports ethics.

Starting from a conceptual approach, different support tools are supplied so that teachers and trainers can operationalize their activity within education towards ethics through the practice of sport, further improving their educational intervention.

What is ethics and what is its purpose?

Ethics refers to ethos - principle, basis, foundation - a set of archetypes, models and values that form the character of each person and they translate, through action, into their way of being. Ethics, as a system of values, helps us to be aware that we cannot live in any manner whatsoever, that in life not everything is permitted and that our behavior has consequences for others and for the society that we help to create. The same vision should be applied to the practice of physical and sports activities Physical Education in schools, involving multiple sports activities, also praises the plurality and multidimensionality of these practices and the content which is their teaching and learning object. This content extends beyond the development of physical qualities and motor and sporting abilities, and guides teachers in terms of the need to develop other aspects which are more connected with the individual, such as education for health and education for values. In this sense, physical and sporting activities, due to the singular capital they possess, can and should also be used with a view to develop ethics as a system of values linked to sporting and educational phenomenon.

What are the values of sport?

Performance and achievement: performance should always be linked to the effort used to achieve objectives.

Rules: performance is worthwhile if done in compliance with the rules.

Equal opportunities: without exception, everyone has access to sports, enjoying within it the same rights and the same duties. Practice (and competition) conditions must also be the same for different athletes and no prior benefit should be given to some over others.

Respect: need to show tolerance and acceptance to all those involved in sport and outside it.

Health: sporting activities and behavior associated with these should never jeopardize the health and well-being of athletes and their teammates/opponents

Fair play: Fair play is a sports concept, but it is applied worldwide today in many ways. Learning fair play behavior in sport can lead to the development and reinforcement of fair play behavior in the community and in life.

Respect for others: When young people who live in a multicultural world learn to accept and respect diversity, and practice personal peaceful behavior, they promote peace and international understanding.

Pursuit of excellence: A focus on excellence can help young people to make positive, healthy choices, and strive to become the best that they can be in whatever they do.

Balance between body, will and mind: Learning takes place in the whole body, not just in the mind, and physical literacy and learning through movement contribute to the development of both moral and intellectual learning.

Teachers of physical education, a school discipline where sport plays a key role, are key stakeholders, and as such they should take responsibility for the transmission and strengthening of ethical values in the educational process developed:

- Because they are stakeholders attached to the educational and training framework of sporting practice.
- Because of the leadership position which they take in the educational process stimulated by sporting activity.
- Because of the potential example they can offer students.
- Because of their responsibility for the implementation of curriculum objectives related to ethics in sport.
- Because of the role in the construction of the student's identity, taking as drivers for their vocational and career guidance.

Teachers must also assume responsibility for preventing and resolving conflicts that promote and reduce the following behaviour:

PREJUDICE | RACISM | HOMOPHOBIA | VIOLENCE | GENDER STEREOTYPES DOPING | BULLYING | CORRUPTION / COMBINATION OF RESULTS

What do Physical Education curricula have to say on values and ethics in sport in the different Educational Cycles?

Identify the scope of sports ethics as one of four purposes. Promote understanding and the application of principles, processes and organizational problems and participation in different types of physical activities, from the perspective of cultural events and continuing education, emphasizing in particular:

- Ethics and the sporting spirit.
- Personal and collective responsibility, cooperation, and solidarity.
- Hygiene and personal and collective safety.
- Civic awareness in preserving the conditions for carrying out physical activities,

especially the quality of the environment.

3.1.4 - COLLABORATION/TEAMWORK

Teamwork is nowadays considered one of the most important skills to acquire among life skills. Education contexts, school physical education (PE) in particular, can play an essential role for this competence acquisition and for the transferability from the skill leant in sport games to young people's own life. Youth sports provide the perfect opportunities for young people to acquire and develop teamwork. Among Physical Education (PE) theories, Education Through Sport (ETS) is the model that can mainly address social issue, evolve individual competences, and develop social transformation. ETS creates learning environments where sport and physical exercises boost a strong lifelong learning outcome such as improving tolerance, solidarity, or trust among people. From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of the planned learning project. Therefore, teaching teamwork to young people can help them to develop skills at an early age that they will use forever.

Teamwork is in fact not only useful at the gym or on the playing field. Teamwork is always being used in all aspects of life, whether personal or professional. With coaches like bosses, teammates as co-workers, the game as the job, and a position as the player's role, youth sports provide an age-appropriate challenge and environment to develop this ability in a fun and enjoyable way. In addition to healthy physical activity and camaraderie, sports provide youth opportunities to learn life lessons and what it means to be part of something greater than themselves.

High school coaches play an important role in helping adolescents develop collaboration through their sports participation. It must be remembered, however, that the sports literature with reference to youth has consistently shown that the development of desirable personal and social skills is not an automatically acquired by sport participation. Hence, we must make efforts to assess the issues that high school teachers face and then provide educational information and training to help them better meet the needs of the students with whom they work.

More efforts must be made:

- to support high school teachers in providing new educational programs, oriented to the development of social skills of their students. In this framework focus on agonistic vision must be outdone.
- to improve the design of education programs by teachers, their role in teaching teamwork as well as coaches' views about Positive Youth Development (PYD);
- to produce future studies and data in the field of transferability of teamwork skill to other life contexts.

The ability to function and collaborate within a team setting requires a multidimensional skill set that is beneficial at all stages of life. Therefore, teaching teamwork to young people can help them develop skills at an early age that they will use forever. Youth sports provide the perfect opportunities for young people to acquire and develop these skills.

Six Ways To Develop Teamwork Skills In Youth Sports

Cohesion is a term often used to describe how a group bonds together toward a common goal. But it requires more than just glue for a group to stick. Skills like leadership, hard work, communication, conflict resolution, self-discipline, and accountability are also necessary for a

group to work together successfully. Here are a few pointers on how to encourage teamwork with your athlete or team:

- Leadership means learning to lead others as well as learning to follow those who lead. While a team may have a well-defined captain, leadership roles should be fluid with players stepping in and out of them depending on the game situation.
- Hard work is essential to the success of the group. While performance may vary, effort should remain constant. Remember that there is no such thing as giving 110%. Everyone giving 100% would be more than enough!
- Communication is the key to successful teamwork. Strong communication makes it possible for the team to know the strategy, what is coming next, how to correct an error, and how to praise success. Develop ways to strengthen communication throughout your team rather than just hoping that players talk to each other.
- A disagreement with a coach or teammate, miscommunications, and differences in personalities all require certain conflict resolution skills. Being around adults modeling these skills and gaining first-hand experience with resolving conflict helps young adults mature. Parents and coaches should use these opportunities to help develop communication and resolution skills rather than "taking care of it" themselves.
- Being internally motivated to achieve something as opposed to being motivated by something external like a medal molds self-discipline in a young athlete. As a parent or coach, try and facilitate this discipline by praising internal values (e.g., it feels good, a skill was learned, their best was given) over the external ones.
- With teamwork comes accountability, and team members are accountable to each other for their actions, effort, and performance. While performance may vary, actions and effort are all within the control of the young person. A collaborative environment typically keeps behavior positive. If these behaviors shift negatively, the team is there to hold each other accountable.

3.1.5 - WORKING MATERIALS

The Swimmers (2022) - https://www.filmaffinity.com/uk/film780076.html
Film from the UK directed by Sally El Hosaini. The story of two sisters Yusra and Sarah Mardini who fled war-torn Syria as refugees to live a new life in Europe and have the opportunity to compete at the 2016 Rio Olympics in swimming.

Dangal (2016) - https://www.filmaffinity.com/uk/film972647.html
Nitesh Tiwari directs this biographical film that brings us closer to the life of the Phogat sisters. In India, wrestling is considered a man's sport and a former wrestling champion dreams of training one of his sons to go to the Olympic Games. The film is the story of how Geeta and Babita became India's first top female wrestlers.

Too Fast to be a woman? The story of Caster Semenya (2011) -
https://www.youtube.com/watch?v=YAvpmbygrfk
Documentary directed by Maxx Ginnane that tells the story of Caster Semenya. Her overwhelming victory in the 800-metre race at the World Championships in Berlin in 2009 and

her imposing physique raised suspicions about her gender. While international lawyers and eminent scientists analyse what it means to be a woman, the 19-year-old at the centre of the storm just wants to run away.

Sport and PE is declared as a fundamental right in "The International Charter of Physical Education and Sport" - https://youtu.be/yR0MA3oSGu4

Also it is considered as a form of recreational activity and play, in the "Convention on the Rights of the Child". International acceptance of the right to participate in sport and physical activity has been additionally strengthened by recognition from the UN Human Rights Council Advisory Committee.

WEBSITES

https://www.sport-for-development.com/topic-collection?id=16#cat16
https://pned.ipdj.gov.pt/documents/61051/77314/Ethics-in-Sport-Guidelines-for-Coaches.pdf/63446ed3-feb4-5265-a88a-21385d9fdf9a?t=1615999116226

3.2 - SPORT EDUCATION IN SPORT ORGANISATIONS

The Module "Sports Education in Sports Organisations". Sports Education in Sports Organisations is a dynamic field that combines athletic skill development with comprehensive educational components. Beyond fostering physical competency, sports education cultivates discipline, teamwork, leadership, and a holistic approach to personal development. As we saw in the first module (Sport Education in School), the symbiotic relationship between sports and education is a powerful force for positive change. This module delves into key aspects such as human rights, ethics, anti-discrimination, racism, and the establishment of safe spaces, examining how these elements intersect within the broader framework of sports education.

Why Sport Education Matters:

Holistic Development

- Sports education transcends the mere acquisition of athletic skills; it's a holistic journey fostering discipline, teamwork, leadership, and resilience. These qualities extend beyond sports, shaping individuals for a lifetime.

Global Significance

- Beyond individual development, sports education carries global significance, contributing to the physical, mental, and social well-being of communities worldwide. Its economic and societal impact makes it a force for positive change.

Navigating the Module

This module serves as a comprehensive guide, with theoretical frameworks that define the landscape of sports education within sports organizations. Our exploration spans several key chapters, each addressing theoretical concepts that form the backbone of sports education.

3.2.1 - SPORT & HUMAN RIGHTS

In a world where the impact of sports extends far beyond the playing field, understanding the intricate connections between sports and education becomes paramount. The synergies between physical activity and cognitive development have been recognized globally, leading to the establishment of structured sports education programs within sports organisations.

The integration of human rights principles within the realm of sports is a multifaceted and evolving process. The theoretical foundations guiding this integration are rooted in international human rights instruments. The Universal Declaration of Human Rights (UDHR), adopted by the United Nations General Assembly in 1948, serves as a cornerstone. It emphasizes principles such as equality, non-discrimination, and the right to participate in cultural, artistic, and recreational activities.

Human Rights in Sporting Events:

Olympic Charter and Human Rights

- The Olympic Charter, a foundational document for the Olympic Movement, explicitly recognizes the significance of human rights. In 2015, Principle 6 was added, stating that "any form of discrimination is incompatible with belonging to the Olympic Movement."[1]

- Principle 6 specifically addresses non-discrimination and inclusion in the Olympic Games. The exact wording of Principle 6 has evolved, reflecting a commitment to combating discrimination based on various factors, including race, gender, sexual orientation, and other forms of discrimination. The addition of Principle 6 in the Olympic Charter was significant because it explicitly stated the commitment of the Olympic Movement to inclusivity and non-discrimination. It reflects the broader Olympic ideals of promoting a peaceful society through sport and fostering understanding and friendship among individuals and nations. The implementation of Principle 6 has been manifested in various ways, including efforts to address discrimination, promote gender equality, and advocate for the rights of LGBTQI+ individuals in the context of the Olympic Games.

- A study published in the International Journal of Sport Policy and Politics (2019) explores the impact of Principle 6 on promoting inclusivity and combating discrimination during the Olympic Games.[2]

FIFA's Human Rights Policy:

- FIFA, the international governing body for football, has developed a Human Rights Policy to address human rights challenges associated with its activities. This policy outlines FIFA's commitment to respecting human rights and encourages the adoption of similar principles by all football stakeholders.

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[1] *Respecting human rights*. (n.d.). https://olympics.com/ioc/human-rights
[2] Harmon, S. (2019). Gender inclusivity in sport? From value, to values, to actions, to equality for Canadian athletes. *International Journal of Sport Policy and Politics*, *12*(2), 255 268. https://doi.org/10.1080/19406940.2019.1680415

- A report by the Centre for Sport and Human Rights examines the effectiveness of FIFA's Human Rights Policy in mitigating human rights risks in football[3].

Addressing Discrimination:

UEFA's "No to Racism" Campaign

- The Union of European Football Associations (UEFA) has undertaken extensive efforts to combat racism in football through its "No to Racism" campaign. The campaign includes educational initiatives, anti-discrimination messaging, and disciplinary measures against discriminatory behaviour.

- Research conducted by the Fare Network, an organization tackling discrimination in football, evaluates the impact of UEFA's anti-discrimination campaigns on reducing racist incidents in European football. It has set up an 'Observer Scheme'[4] to tackle and educate against discrimination.

Gender Equality in Sports:

- The promotion of gender equality within sports aligns with human rights principles. Organizations like the International Association of Athletics Federations (IAAF) and the International Olympic Committee (IOC) have introduced measures to ensure equal opportunities for female athletes.
- A study published in 2020 in the Journal of Sport and Social Issues called "Gender Relations, Gender Equity, and Community Sports Spaces" examines the impact of gender equality policies in sports organizations, focusing on the experiences of female athletes. The study highlights the reinforcement of dominant and restrictive gender relations through gender performances, perpetuating certain versions of masculinity and femininity[5].

Challenges and Future Considerations

Challenges in Implementation:

- Despite progress, challenges persist in the effective implementation of human rights principles in sports. Issues such as discrimination, unequal treatment, and inadequate protection of athletes' rights require ongoing attention.
- Ongoing research, particularly by human rights organizations and sports scholars, seeks to identify the persistent challenges and propose solutions for a more effective implementation of human rights in sports.

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[3] *FIFA's human rights policy | Centre for Sport and Human Rights*. (n.d.). Centre for Sport and Human Rights. https://sporthumanrights.org/library/fifas-human-rights-policy/
[4] Fare network. (n.d.). *FARE Observer Scheme | Fare network*. Fare Network. https://farenet.org/fare-observer-scheme
[5] Jeanes, R., Spaaij, R., Farquharson, K., McGrath, G., Magee, J., Lusher, D., & Gorman, S. (2020). Gender relations, gender equity, and community sports spaces. *Journal of Sport & Social Issues*, *45*(6), 545–567. https://doi.org/10.1177/0193723520962955.

Global Initiatives for Human Rights in Sports:

- Organizations like the Centre for Sport and Human Rights collaborate with sports bodies, governments, and civil society to advance human rights in sports. Their initiatives include developing guidelines, conducting impact assessments, and advocating for policy changes.
- Collaborative research efforts between human rights organizations and sport's governing bodies contribute to a deeper understanding of the impact of global initiatives on the protection of human rights in sports.

The theoretical foundations of integrating human rights into sports are grounded in international instruments, but the practical implementation requires ongoing efforts, research, and collaboration. Ensuring that sports, as a global phenomenon, upholds the fundamental principles of human rights remains complex. Ongoing research and collaborative initiatives play a crucial role in shaping the future of human rights in sports, fostering an environment where athletes can compete with dignity, free from discrimination.

3.2.2 - ETHICS, ANTI-DISCRIMINATION & RACISM

This chapter provides a pragmatic exploration of ethics, anti-discrimination efforts, and the fight against racism within sports organizations. By focusing on concrete frameworks, regulations, and initiatives set forth by governing bodies, we gain insights into how the principles of ethics and inclusivity are practically applied in the dynamic landscape of sports governance.

Historical Overview

Ethical Dimensions in Sports:

- In ancient Greece, the Olympic Games were not just about physical prowess but also about moral character. Athletes were expected to embody virtues such as honesty, integrity, and respect for opponents. In this context, Olympic participants were driven by the desire to secure victory, but their focus was on attaining success through legal and moral means, reflecting the ethical principles found in Homeric texts.

Challenges in Anti-Discrimination and Racism:

- Racial segregation in sports, notably in the era of Jackie Robinson breaking the colour barrier in baseball, highlights the historical struggles against discrimination and racism that athletes faced. Jackie Robinson was the first African American to enter into Major League Baseball in 1947, which marked a shift in American sports. Breaking the colour barrier challenged deep-rooted racial prejudices and paved the way for greater inclusivity in professional sports[6].

Theoretical Foundations

Ethical Theories in Sports:

- Virtue ethics in sports may be seen in the emphasis on cultivating character traits like perseverance and sportsmanship, as exemplified by the Olympic creed. The Olympic

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[6] Wikipedia contributors. (2023, November 30). *Jackie Robinson*.
Wikipedia. https://en.wikipedia.org/wiki/Jackie_Robinson

creed, articulated by Pierre de Coubertin, emphasizes the importance of participation over winning and the development of character. Virtue ethics in sports encourages athletes to embody values that extend beyond the playing field, promoting a holistic approach to competition[7].

Anti-Discrimination and Anti-Racism Frameworks:

- Intersectionality, a theoretical framework first coined by Kimberley Crenshaw in 1989, recognizes the interconnected nature of social identities, and informs policies addressing discrimination in sports to ensure a holistic and inclusive approach.

- Intersectionality acknowledges that individuals may experience discrimination based on the intersection of various social identities. In the context of sports, policies guided by intersectionality consider the unique challenges faced by individuals with multiple marginalized identities, fostering a more comprehensive anti-discrimination approach[8].

Practical Applications

Sport's Governing Bodies and Ethical Codes:

- FIFA's Code of Ethics, encompassing integrity, loyalty, and non-discrimination, provides a practical framework to guide the behaviour of football stakeholders, with specific articles addressing ethical conduct. FIFA's Code of Ethics outlines principles that govern the conduct of individuals involved in football. Article 4, for instance, explicitly addresses non-discrimination, emphasizing the commitment to promoting a sport free from discrimination of any kind.

Anti-Discrimination Measures in Sports:

- The Premier League's "No Room for Racism" campaign actively combats racial discrimination through education, reporting mechanisms, and sanctions, showcasing practical efforts to eradicate discrimination. The No Room for Racism campaign in the Premier League includes educational initiatives, emphasizing the importance of understanding and addressing unconscious biases. It also implements strict measures against discriminatory behaviour, including sanctions and lifetime bans for offenders[9].

Promoting Inclusivity and Diversity:

- The Paralympic Games, a beacon of diversity, actively promotes inclusivity by providing a platform for athletes with disabilities, challenging societal norms, and fostering a more inclusive sports community. The Paralympic Games serve as a powerful platform for athletes with disabilities, showcasing their athletic prowess and challenging societal

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[7] *Q6 What is the Olympic creed ?* (n.d.). https://olympics.com/ioc/faq/olympic-symbol-and-identity/what-is-the-olympic-creed

[8] Crenshaw, K. W. (n.d.). *Demarginalizing the intersection of race and sex: A Black Feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics*. Scholarship Archive. https://scholarship.law.columbia.edu/faculty_scholarship/3007/

[9] https://www.premierleague.com/footballandcommunity/noroomforracism

perceptions of ability. This inclusivity extends beyond the games, inspiring a more diverse and accepting sports community.

Evolution of Change

Landmark Moments in Ethical Transformation:

- The implementation of drug testing in response to doping scandals reshaped the ethical landscape of sports, emphasizing fair play and the integrity of competition. The prevalence of doping scandals prompted sports organizations, including the World Anti-Doping Agency (WADA), to implement stringent drug testing protocols. This marked a significant shift towards preserving the essence of fair play and maintaining the integrity of athletic competition.

Turning Points in Anti-Discrimination and Anti-Racism:

- There have been various turning points in the history of athletes taking a stance against discrimination and racism. One such example is Colin Kaepernick taking a knee during the national anthem sparked a global conversation, becoming a symbol of athlete activism against racial injustice and police brutality. Colin Kaepernick's peaceful protest during the national anthem ignited a global dialogue on racial injustice. This act of athlete activism transcended sports, emphasizing the influential role athletes play in advocating for social change and equality[10].

Contemporary Challenges and Future Directions

Addressing Persistent Discrimination and Racism:

- The ongoing efforts of the NBA to promote diversity and inclusion demonstrate a commitment to addressing persistent challenges, emphasizing the role of sports organizations in societal change. The NBA's initiatives, such as the NBA Inclusion Committee and community outreach programs, showcase ongoing efforts to combat discrimination and promote diversity. These endeavours underscore the broader societal impact that sports organizations can have in fostering positive change.

Theoretical Foundations for a More Inclusive Future:

- Applying queer theory to sports may pave the way for a more inclusive future, challenging heteronormative structures and fostering an environment that embraces diverse sexual orientations[11]. Queer theory in sports challenges traditional norms and aims to create an environment where individuals of all sexual orientations feel welcome

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[10] Jacobs, M. (2021, September 14). The Kaepernick Effect: a story of the other athletes who kneeled in protest. *The Guardian*. https://www.theguardian.com/sport/2021/sep/14/the-kaepernick-effect-a-story-of-the-other-athletes-who-kneeled-in-protest

[11] Johnson, C. W., & Kivel, B. D. (2007). Gender, sexuality and queer theory in sport. In *Routledge eBooks*. https://doi.org/10.4324/9780203646649-14

and represented. This theoretical approach seeks to dismantle heteronormative structures within sports, promoting a more inclusive and accepting future.

3.2.3   - SPORT VIOLENCE AND SAFE SPACES IN SPORT

In the dynamic arena of sports, the interplay between competition and safety is crucial. This chapter explores the complex relationship between sports and violence, aiming to establish principles that guide efforts to address violence in sports and create secure environments for athletes. Throughout history, sports have seen instances of violence, from gladiatorial combat in ancient Rome to aggressive behaviours in modern contact sports. Understanding the historical context provides insight into the evolution of violence in sports. Examining historical instances of violence in sports provides a nuanced perspective on the shifting norms and societal expectations surrounding acceptable behaviour in different sporting eras.

Historical Overview

Historical Emergence of Safe Sport Movements:

- The tragic incident of Nancy Kerrigan's assault in 1994 led to heightened awareness of safety issues in sports. This event catalysed movements advocating for athlete safety and the creation of safer sporting environments. The Nancy Kerrigan incident prompted a re-evaluation of safety measures in sports and initiated a broader discourse on the responsibility of sports organizations to ensure the well-being of athletes.
- Another example at the time was in 1993, when there was a global outcry following the assault on Monica Seles during a tennis match in Germany. This prompted international conversations on athlete safety. This incident catalyzed discussions on the need for standardized safety measures in sports.

Theoretical Foundations

Principles for Addressing Violence:

- Drawing on principles of conflict resolution and non-violence, sports organizations can implement policies that address and mitigate instances of violence. These principles align with broader societal efforts to foster peaceful resolutions. Incorporating principles from conflict resolution and non-violence into sports policies helps establish a foundation for addressing aggression and conflicts, fostering a culture of respect and fair play.

Creating Safe Spaces:

- The "Safe Sport" initiative by the U.S. Center for SafeSport focuses on preventing abuse and misconduct in sports. This program emphasizes education, reporting mechanisms, and cultural change to cultivate safe spaces for athletes. The "Safe Sport" initiative serves as a comprehensive approach to creating safe spaces globally, by not only addressing

instances of violence but also proactively working to prevent abuse and misconduct through education and cultural shifts[12].

Practical Applications

Athlete Education Programs:

- Implementing mandatory education programs for athletes on respectful behaviour, sportsmanship, and conflict resolution can contribute to a safer sports environment. Leagues like the NFL have adopted such programs to educate players on appropriate conduct. Athlete education programs offer tangible strategies for preventing violence by instilling values of respect and sportsmanship, empowering athletes to navigate conflicts constructively.

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Effective Reporting Mechanisms:

- The "Speak Up" campaign in collegiate sports encourages athletes to report incidents of violence or misconduct. Establishing accessible and confidential reporting mechanisms empowers athletes to voice concerns without fear of reprisal. Effective reporting mechanisms are integral to creating safe spaces, as they provide a channel for athletes to bring attention to issues while ensuring their confidentiality and protection.

Cultural Change Initiatives:

- The Australian Human Rights Commission's "Change Our Game" initiative aims to promote gender equality and prevent violence in sports. By addressing cultural norms and biases, such initiatives contribute to a broader societal shift toward safer sporting environments. Cultural change initiatives recognize the interconnectedness of societal attitudes and sporting environments, striving to eradicate violence by challenging ingrained norms and fostering inclusivity.

Evolution of Change:

Landmark Moments in Addressing Violence:

- The Malice at the Palace incident in the National Basketball Association (NBA) prompted a re-evaluation of security measures and player-fan interactions. This event marked a turning point in recognizing the need for enhanced safety protocols in professional

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[12] https://www.safesportinternational.com/about-us/#:~:text=SSI%20is%20a%20network%20of,harassment%20in%20sports%20environments%20globally.

sports. The Malice at the Palace incident underscored the importance of prioritizing safety for both athletes and spectators, prompting leagues to implement measures to prevent and manage confrontations.

- The Heysel Stadium Disaster stands as a somber reminder of the potential consequences of violence in sports. Its global impact is reflected in the widespread reforms implemented to enhance safety at stadiums, reshape football governance, and emphasize the importance of fan behavior. The lessons learned from this tragic event have contributed to the ongoing efforts to create secure and enjoyable environments for fans and players alike in the realm of global sports.

Contemporary Challenges and Future Directions

Modern Challenges in Maintaining Safe Sports Environments:

- Addressing cyberbullying and online harassment in sports presents a modern challenge. Sports organizations must adopt policies to encompass digital spaces, ensuring athletes feel secure both on and off the field. Modern challenges such as cyberbullying require a comprehensive approach, blending traditional safety measures with strategies tailored to the digital landscape to uphold athlete well-being.

Embracing Diversity for Safer Spaces:

- The inclusion of LGBTQI+ inclusion initiatives in sports helps create safer spaces by fostering acceptance and understanding. Organizations like the "You Can Play Project" work to ensure that sports environments are inclusive and supportive of diverse identities[13]. Diversity and inclusion initiatives contribute to safer sports environments by challenging stereotypes and biases, creating a culture where athletes feel valued and respected regardless of their identity.

3.2.4 - CONCLUSION

As we conclude this comprehensive module on "Sports Education in Sport Organizations," we embark on a reflective journey that has delved into the intricate intersections of sports, education, ethics, human rights, anti-discrimination, and safety. Each chapter has unfolded a different narrative, uncovering the challenges and triumphs embedded in sports on a global scale.

Key Themes Explored

Sport and Human Rights:

- We navigated through the historical evolution of human rights integration in sports, recognizing the pivotal moments and global initiatives that have shaped ethical frameworks within the sporting realm.

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[13] https://www.youcanplayproject.org/you-can-play-launches/

Ethics, Anti-Discrimination & Racism:

- The exploration of ethical standards and the fight against discrimination and racism illuminated the theoretical foundations guiding global efforts to foster inclusivity in sports. We witnessed the ongoing evolution of policies and practices to uphold ethical standards and combat systemic injustices.

Sports, Violence, and Safe Spaces:

- The examination of violence in sports and the creation of safe spaces provided a nuanced understanding of the global challenges and initiatives aimed at ensuring the well-being of athletes. From landmark moments to practical applications, we observed the collective efforts to make sports environments safer and more respectful.

Universal Principles

Throughout this module, we uncovered universal principles that transcend geographical boundaries and cultural differences:

Inclusivity:

- The commitment to inclusivity emerged as a foundational principle, acknowledging the diversity of athletes, spectators, and stakeholders. Initiatives promoting gender equality, LGBTQI+ inclusion, and cultural diversity underscored the imperative of creating sports environments that welcome and celebrate differences.

Ethical Conduct:

- The exploration of ethics in sports emphasized the importance of upholding moral standards and fair play. From international governing bodies to grassroots initiatives, a shared commitment to ethical conduct has become a guiding force in shaping the ethos of sports.

Safety and Well-Being:

- The imperative of athlete safety and well-being stood out as a non-negotiable priority. Global tragedies, landmark moments, and ongoing initiatives collectively underscored the universal responsibility to create safe spaces where athletes can pursue their passion without fear.

Looking Ahead

As we conclude this module, it is essential to recognize that the journey towards fostering inclusive, ethical, and safe sporting environments is ongoing. The lessons learned from historical events, theoretical frameworks, and practical applications serve as stepping stones for continuous improvement and progress.

Empowering Change Agents:

This module aims to empower educators, sports administrators, coaches, and all those engaged in the sports ecosystem to be catalysts for positive change. Whether on the global stage or at the community level, each individual has the potential to contribute to the transformation of sports into a realm that reflects the values of inclusivity, ethics, and safety.

Call to Action:

In conclusion, let this module be a call to action — a call to champion the principles that elevate sports beyond mere competition to a realm where every participant is respected, every voice is heard, and every individual can pursue their sporting endeavors in an environment that is not only competitive but also compassionate.

3.2.5 - WORKING MATERIALS

MOVIES AND VIDEOS

- "The surprising thing I learned sailing solo around the world", TEDx by Dame Ellen MacArthur - https://www.ted.com/talks/dame_ellen_macarthur_the_surprising_thing_i_learned_sailing_solo_around_the_world
- "How playing sports benefits your body... and your brain", TEDx by Leah Lagos and Jaspal Ricky Singh - https://www.ted.com/talks/leah_lagos_and_jaspal_ricky_singh_how_playing_sports_benefits_your_body_and_your_brain?subtitle=en
- "**Bend It Like Beckham**" (2002). The movie follows the story of Jess Bhamra, a young British-Indian girl who defies her traditional family's expectations to pursue her passion for soccer. The movie showcases her journey to becoming a soccer player and the challenges she faces.
- "**Megan Leavey**" (2017). Directed by Gabriela Cowperthwaite, this film is based on the true story of a young Marine corporal whose unique discipline and bond with her military combat dog saved many lives during their deployment in Iraq. Although not solely focused on sports, it highlights the courage and leadership of a woman in a challenging field.
- "**King Richard**" (2021)**.** A biographical drama that focuses on Richard Williams, the determined father and coach of tennis legends Venus and Serena Williams. The film chronicles his unwavering dedication and strategic vision to guide his daughters from Compton, California, to the global tennis stage.
- "**Battle of the Sexes**" (2017). This film dramatizes the famous 1973 tennis match between Billie Jean King and Bobby Riggs. It focuses on King's fight for gender equality in sports and her role in advancing women's rights.
- "**Million Dollar Baby**" (2004). Directed by Clint Eastwood, this film tells the story of Maggie Fitzgerald, an underdog amateur boxer who is determined to become a professional with the help of her hardened trainer.

PODCASTS

- "**Life lesson from sport**", episode of ReThinking podcast - https://open.spotify.com/episode/4TDHX1T6okrjofUgvU3n2l?si=7ed84f6eecc74928&nd=1&dlsi=60a97d6b35e34fc8
- "**The past and future of gender in sport",** episode of "Good sport" podcast. https://open.spotify.com/episode/2Gqf9A7lxfhGzWlVI8W20V?si=4b1cb487b880446b&nd=1&dlsi=bea6e42d4b264d0a

- **"Burn It All Down".** A feminist sports podcast that covers a wide range of topics, including gender inequality, racism, and other social justice issues in sports. https://open.spotify.com/show/0yQs1F78LcjPWDPPSS3MPH
- **"Edge of Sports".** Hosted by sports journalist Dave Zirin, a podcast that discusses the intersection of sports and politics, including human rights issues. Zirin interviews athletes, activists, and writers who offer unique perspectives on sports' role in social justice. https://soundcloud.com/edgeofsports

- **"The Players' Tribune: Knuckleheads with Quentin Richardson and Darius Miles".** The podcast features former NBA players Quentin Richardson and Darius Miles, who interview athletes about their careers and personal experiences, including discussions on racial issues and advocacy in sports. https://open.spotify.com/show/1noIp4uOsm2HSyswDhZzwP

3.3 - GENDER EQUALITY IN SPORT

Sport has long been a powerful force in society, embodying values such as teamwork, discipline, and perseverance. However, it also mirrors broader social inequalities, particularly regarding gender. The module "Gender Equality in Sport" explores the historical context, current landscape, and future directions for achieving gender equality within the sports domain.

By the end of this module, students will be equipped with the knowledge and tools to advocate for and contribute to creating a more equitable sporting world. They will learn to critically evaluate existing structures, propose innovative solutions, and support initiatives that promote gender equality at all levels of sport, from local clubs to international organizations.

The importance of "gender equality in sport":

1. Social Justice and Human Rights

Promoting gender equality in sport is fundamentally about ensuring fairness and justice. Everyone, regardless of gender, should have the opportunity to participate in, enjoy, and benefit from sports. Ensuring equal opportunities respects and upholds basic human rights, contributing to a more just society.

2. Positive Role Models and Inspiration

When athletes of all genders are given equal opportunities and visibility, they serve as powerful role models. Seeing diverse role models in sports can inspire young people, especially girls and non-binary individuals, to pursue their passions and dreams, breaking down stereotypes and expanding what is considered possible for everyone.

3. Health and Well-being

Sports and physical activities have significant benefits for physical and mental health. Ensuring gender equality in access to sports means more people can experience these benefits, leading to healthier communities. Encouraging participation from all genders helps in promoting overall well-being and reducing health disparities.

3.3.1 - GENDER STEREOTYPES

Gender stereotypes in sport perpetuate unequal treatment and opportunities based on gender identity. These stereotypes dictate societal expectations about which sports are suitable for men and women, influencing everything from media coverage and sponsorships to funding and public recognition. Despite progress towards gender equality, sports continue to reflect and reinforce traditional norms, often undervaluing the achievements of female and non-binary athletes.

Campaigns Against Gender Stereotypes in Sporting Events

Campaigns challenging gender stereotypes in sports have gained momentum globally. For instance, the "This Girl Can" campaign in the UK encourages women of all ages and abilities to participate in sports and physical activities, aiming to break down stereotypes of what it means to be active. This initiative uses empowering imagery and real stories to combat the notion that certain sports are exclusive to men or require a particular body type.

The "Play Like a Girl" campaign is a transformative initiative aimed at redefining societal perceptions of female athletes. By challenging stereotypes and celebrating the achievements of young girls in sports, the campaign empowers female athletes to embrace their athleticism with confidence and pride. Through engaging media campaigns, partnerships with schools and community organizations, and the promotion of female role models, "Play Like a Girl" inspires a new generation of girls to participate in sports and defy outdated gender norms. This initiative not only aims to boost self-esteem and resilience among young female athletes but also advocates for policy changes to ensure equal opportunities and inclusivity in sports at all levels. The "She Breaks Barriers" campaign represents a global movement dedicated to dismantling gender inequalities in sports. By spotlighting the accomplishments of female athletes across diverse disciplines and challenging entrenched stereotypes, the campaign empowers women and girls to pursue their athletic aspirations without limitations. Through strategic media campaigns, educational initiatives, and partnerships with sports organizations and stakeholders, "She Breaks Barriers" fosters a cultural shift towards gender equity in sports. This initiative not only celebrates the resilience and achievements of female athletes but also

advocates for policy reforms and institutional changes that promote inclusivity and equal opportunities. By inspiring and educating the next generation, "She Breaks Barriers" aims to create a future where every female athlete has the support and recognition she deserves in the world of sports.

Organizations Fighting Against Gender Stereotypes in Sporting Events

Several organizations are actively involved in combating gender stereotypes in sporting events and advocating for gender equality in sports. These organizations play crucial roles in challenging stereotypes, advocating for policy changes, and promoting inclusive environments where women and girls can thrive in sports. They contribute to a broader movement aimed at achieving gender equality and equity across all facets of sports and athletics.

Here are a few notable organizations:

1. Women's Sports Foundation: Founded by tennis legend Billie Jean King, the Women's Sports Foundation is a leading nonprofit organization dedicated to advancing the lives of women and girls through sports and physical activity. The foundation focuses on increasing female participation in sports, advocating for equal opportunities, and challenging stereotypes through research, grants, and educational programs.

2. Athlete Ally: Athlete Ally is an organization that focuses on promoting LGBTQ+ inclusion in sports. They work to combat homophobia and transphobia in athletics and advocate for policies that ensure equal access and respect for all athletes, regardless of sexual orientation or gender identity.

3. Women in Sport: Women in Sport is a UK-based charity that works to transform sport for the benefit of every woman and girl in the UK. They conduct research, provide insight, and advocate for change to promote gender equality in sports at all levels, from grassroots to elite competition.

4. Addressing Stereotypes

Efforts to address gender stereotypes in sports are multifaceted and ongoing.

One successful approach is exemplified by the U.S. Women's National Soccer Team, whose fight for equal pay garnered international attention and sparked discussions about wage disparities between male and female athletes. Their advocacy highlighted the need for equitable compensation and recognition across all sports.

Media coverage has also played a crucial role, with initiatives like ESPN's "Women + Sports Summit" amplifying the voices and achievements of female athletes.

Furthermore, educational programs aimed at coaches, administrators, and athletes are promoting inclusive practices and challenging outdated stereotypes at the grassroots level. These programs aim to create a more supportive and inclusive environment for athletes of all genders.

4. Challenges and Future Considerations

Despite progress, challenges remain in achieving gender equality in sports. Persistent cultural attitudes and institutional biases continue to limit opportunities for female and non-binary athletes. Resistance to policy changes, such as equal pay initiatives, underscores the deep-rooted nature of gender discrimination in sports. Future considerations must prioritize sustained advocacy, partnerships across sectors, and leveraging technology and media platforms to amplify the voices of underrepresented athletes. Enhancing educational efforts and expanding access to sports for all genders will be crucial in overcoming these challenges and promoting a more inclusive sporting culture globally. The theme of "addressing gender stereotypes in sports" requires concerted efforts from various stakeholders, including sports organizations, media, educators, and policymakers. By challenging stereotypes, promoting inclusivity, and advocating for policy reforms, we can create a more equitable and empowering environment for athletes of all genders.

3.3.2 - FEMALE ROLE MODELS

Female role models in sports have played a transformative role in challenging stereotypes, breaking barriers, and inspiring generations of athletes. From historic pioneers who defied societal norms to contemporary icons advocating for equality, these women have not only excelled in their respective sports but also championed important social causes. Their achievements and leadership continue to shape the landscape of sports, empowering women, and girls worldwide to pursue their athletic ambitions with determination and resilience. This introduction sets the stage for exploring the profound impact of female role models in sports, highlighting their contributions to gender equality and their enduring legacy in athletics.

Historical background

Female athletes have long faced systemic barriers and discrimination throughout history. Before the 20th century, societal norms dictated that sports were predominantly male domains, with

limited opportunities for women to participate competitively. Women who did engage in sports often did so informally or in segregated settings, facing societal scrutiny and resistance.

However, significant shifts began to occur in the early 20th century as women increasingly sought avenues to participate in sports and physical activities. The establishment of women's sports clubs and organizations in the late 19th and early 20th centuries provided platforms for female athletes to compete and showcase their talents. Despite these developments, institutionalized sexism persisted, restricting access to facilities, funding, and media coverage compared to male athletes. The passage of Title IX in the United States in 1972 marked a watershed moment for women in sports. Title IX mandated equal opportunities for women in educational programs and activities receiving federal financial assistance, including sports. This legislation not only opened doors for female athletes at the collegiate level but also filtered down to high schools and even elementary schools, catalyzing a surge in female participation in organized sports across the country.

Prominent female athletes emerged as influential figures in advocating for gender equality within the sports landscape. Billie Jean King, a tennis icon, became a pioneer for equal pay and opportunities in sports. Her iconic match against Bobby Riggs in 1973, known as the "Battle of the Sexes," symbolized a turning point in challenging gender stereotypes and demonstrating women's capabilities on a global stage.

Women who changed the history

Many female athletes not only excel in their respective sports but also use their platforms to advocate for social change, challenge stereotypes, and inspire future generations. Their achievements and leadership continue to shape the landscape of women's sports and contribute to the ongoing fight for gender equality in athletics.

Here a few notable female athletes:

1. Serena Williams (Tennis): Serena Williams is considered one of the greatest tennis players of all time, with 23 Grand Slam singles titles to her name. Beyond her on-court achievements, Serena has been a vocal advocate for gender equality and racial justice. Her resilience and determination have inspired generations of athletes, especially young girls of color, to pursue their dreams.
2. Billie Jean King (Tennis): Billie Jean King is a tennis legend who not only won 39 Grand Slam titles but also made significant contributions to advancing gender equality in sports. She famously defeated Bobby Riggs in the "Battle of the Sexes" match in 1973, a

landmark event that highlighted disparities and challenged stereotypes about women's abilities in sports.

3. Mia Hamm (Soccer): Mia Hamm is a retired soccer player and two-time Olympic gold medalist. She played a crucial role in popularizing women's soccer in the United States during the 1990s and early 2000s. Hamm's leadership on and off the field has inspired countless young girls to pursue soccer and advocate for equal opportunities in sports.

4. Simone Biles (Gymnastics): Simone Biles is a dominant force in gymnastics, having won multiple Olympic and World Championship titles. She is known for her extraordinary skills and athleticism, breaking records and redefining what is possible in the sport. Biles has also been open about her experiences with mental health, using her platform to raise awareness and advocate for self-care in athletics.

5. Katie Ledecky (Swimming): Katie Ledecky is a world-record-holding swimmer and multiple-time Olympic gold medalist. Her dedication to training and unmatched performances in the pool have made her a role model for aspiring swimmers around the world. Ledecky's humility and work ethic exemplify the values of perseverance and excellence in sports.

6. Martina Navratilova (Tennis): Martina Navratilova is another tennis icon known for her 18 Grand Slam singles titles and advocacy for LGBTQ+ rights. Navratilova's achievements on the court, combined with her activism off the court, have made her a trailblazer in promoting inclusivity and equality in sports.

7. Alex Morgan (Soccer): Alex Morgan is a forward for the U.S. Women's National Soccer Team and an Olympic gold medalist. She has been a vocal advocate for gender equality in sports, particularly in the fight for equal pay for female athletes. Morgan's leadership both on and off the field has amplified discussions about equity and representation in soccer.

Can female role models help break down the barriers of gender stereotypes in sport?

Female role models in sports serve as powerful catalysts for change. Their achievements, advocacy, and leadership inspire individuals and communities to challenge barriers, promote equality, and create opportunities for women and girls in athletics and beyond.

Female role models play a crucial role in breaking down barriers in numerous ways:

Inspiration and Aspiration: Female athletes who achieve success and visibility inspire other women and girls to pursue their own athletic dreams. By seeing someone who looks like them excel in sports, they are encouraged to challenge stereotypes and believe in their abilities.

Challenging Stereotypes: Female role models often defy traditional gender stereotypes about physical abilities and leadership in sports. Their presence and success challenge societal norms and broaden the perception of what women can achieve in athletics. Advocacy for Equality: Many female athletes use their platforms to advocate for gender equality in sports. They speak out against unequal treatment, advocate for equal pay and resources, and push for policy changes that promote inclusivity and fairness.

Representation Matters: Representation matters because seeing diverse female athletes in various sports helps to normalize women's participation. It encourages more girls to participate in sports, thereby increasing diversity and breaking down barriers based on gender.

3.3.3 - THE ROLE OF SPORT IN ADDRESSING GENDER ISSUES

Sport plays a pivotal role in addressing gender issues by serving as a platform for empowerment, advocacy, and societal change. Through participation, representation, and leadership opportunities, sports can challenge stereotypes, promote equality, and foster inclusive environments.

1. **Why does sport have such strong power in gender equality?**

Firstly, sports provide a powerful platform for empowerment, especially for women and girls. Engaging in sports enhances self-esteem, confidence, and physical well-being, empowering individuals to defy societal expectations and pursue their athletic aspirations without limitations. By participating in sports, women and girls break down barriers and assert their right to equal opportunities and recognition. Secondly, sports offer a crucial avenue for advocacy and raising awareness about gender issues. Athletes, both male and female, often use their visibility and influence to speak out against discrimination, violence, and inequality. They advocate for policies and practices that ensure equal pay, resources, and opportunities for female athletes. Examples include campaigns for equal pay in soccer and initiatives to combat harassment and abuse in sports settings.

Furthermore, sports play a role in challenging stereotypes and promoting positive role models. When women excel in traditionally male-dominated sports or occupy leadership positions within sports organizations, they challenge stereotypes about gender roles and abilities. These achievements inspire others and reshape societal perceptions, encouraging broader acceptance and support for gender equality.

Lastly, sports contribute to creating inclusive and supportive communities where diversity is celebrated. By fostering teamwork, respect, and camaraderie among athletes of different genders, sports promote understanding and empathy. This inclusive environment not only benefits participants but also contributes to building a more equitable society where everyone, regardless of gender, can thrive and succeed. In conclusion, the role of sports in addressing gender issues is multifaceted and impactful. By empowering individuals, advocating for equality, challenging stereotypes, and fostering inclusive communities, sports have the potential to drive meaningful change towards a more just and equitable world. As athletes and stakeholders continue to leverage the power of sports, they contribute to shaping a future where gender equality is not just a goal but a reality.

PRACTICAL APPLICATIONS

1. Equal Pay Campaigns in Women's Soccer: The ongoing advocacy by the U.S. Women's National Soccer Team (USWNT) for equal pay has garnered significant attention globally. Despite their exceptional success, including multiple World Cup victories, the players have highlighted stark disparities in pay compared to their male counterparts. Their campaign has sparked discussions about gender pay gaps in sports and prompted calls for reforms to ensure equitable compensation for female athletes.

2. Inclusion of Transgender Athletes: The inclusion of transgender athletes in sports has become a prominent issue, with debates surrounding fairness, inclusivity, and discrimination. Recent policies and discussions in various sports organizations have aimed to create guidelines that respect the rights of transgender athletes while ensuring fair competition and addressing concerns about gender identity in sports.

3. Fight Against Gender-Based Violence in Sports: Several high-profile cases have brought attention to issues of gender-based violence and harassment in sports. Athletes and organizations have launched campaigns to raise awareness, provide support for victims, and

implement policies that prevent, and address instances of violence and discrimination based on gender.

4. **Leadership Roles for Women in Sports Governance:** The appointment of women to leadership positions in sports governance bodies has been a positive trend towards gender equality. For example, the election of Fatma Samoura as FIFA's first female Secretary General in 2016 marked a significant milestone in promoting women's leadership and representation at the highest levels of international sports organizations.

5. Promotion of Women's Sports Media futureanderage: Efforts to increase media coverage and visibility of women's sports have gained momentum. Initiatives like ESPN's "Women + Sports Summit" and partnerships between media outlets and women's sports organizations aim to amplify the achievements and stories of female athletes, challenging historical underrepresentation and bias in sports media. These examples illustrate how sports serve as a catalyst for addressing gender issues by advocating for equal pay, promoting inclusivity, combating discrimination, enhancing leadership opportunities, and increasing visibility in media coverage. As these initiatives continue to evolve, they contribute to advancing gender equality within sports and broader societal contexts.

CONTEMPORARY CHALLENGES AND FUTURE DIRECTIONS:

- **Equal Pay Campaigns in Women's Soccer**

The ongoing disparity in pay between male and female athletes, exemplified by the U.S. Women's National Soccer Team's advocacy for equal pay, remains a significant contemporary challenge. Despite their outstanding achievements, including multiple World Cup victories, female soccer players continue to face stark discrepancies in compensation compared to their male counterparts. This challenge highlights the systemic gender pay gap in sports and underscores the need for immediate reforms to ensure equitable compensation for female athletes based on their accomplishments and contributions to the sport.

- **Future Direction: Inclusion of Transgender Athletes**

The future direction of ensuring inclusivity and fair treatment for transgender athletes in sports is critical. Recent policy discussions and initiatives aimed at creating guidelines that respect the rights of transgender athletes while maintaining fairness in competition represent a progressive step forward. Addressing concerns related to gender identity in sports through thoughtful policies and education will be essential to fostering an environment where all athletes, regardless of gender identity, can participate fully and authentically in sports activities.

Coaching to empower girls is a transformative approach that focuses on nurturing confidence, skills, and self-esteem among young females. Through tailored mentorship, leadership workshops, and skill-building sessions, girls are equipped with the tools to navigate challenges and seize opportunities. These programs emphasize not only academic and professional development but also personal growth, encouraging girls to embrace their strengths and pursue their ambitions with resilience. By fostering a supportive environment and promoting positive self-image, coaching initiatives empower girls to become leaders, advocates, and agents of change in their communities and beyond. This holistic approach aims to break down barriers, challenge stereotypes, and inspire a generation of confident, capable young women ready to make a difference in the world.

1. **Historical overview:**

Girl Scouts of the USA: Founded in 1912 by Juliette Gordon Low, the Girl Scouts has been a prominent organization dedicated to empowering girls through various activities and programs. Initially focused on outdoor skills and community service, the Girl Scouts evolved to include leadership development, STEM education, and advocacy for social issues. The organization's mission is to build girls of courage, confidence, and character who make the world a better place, emphasizing inclusivity and empowerment across generations.

Title IX Legislation: Title IX of the Education Amendments of 1972 in the United States was a landmark legislation that prohibited discrimination based on sex in educational programs and activities, including sports. Although not specifically targeting girls, Title IX had a profound impact on empowering girls by ensuring equal access to educational opportunities, sports, and extracurricular activities. This legislation contributed significantly to boosting girls' participation in sports and promoting gender equity in education, fostering a generation of young women who gained confidence, leadership skills, and academic success through expanded opportunities.

2. **Theorical foundations**

These theoretical foundations provide frameworks for understanding how coaching can effectively empower girls by fostering their strengths, capabilities, and agency, ultimately supporting their journey towards becoming confident, resilient, and empowered individuals.

Empowerment Theory: Rooted in social work and psychology, empowerment theory posits that individuals can enhance their capabilities, confidence, and autonomy through gaining control over their lives and circumstances. In the context of coaching girls, empowerment theory

suggests that coaching should focus on building self-efficacy, self-awareness, and assertiveness. It encourages coaches to facilitate girls' exploration of their strengths, values, and goals, enabling them to make informed choices and take action to achieve their aspirations. By fostering a sense of agency and promoting critical thinking, empowerment theory supports girls in challenging societal norms and stereotypes, ultimately contributing to their personal growth and empowerment.

Positive Youth Development (PYD): PYD emphasizes fostering the strengths and assets of young people to promote their positive development. It focuses on nurturing competencies, resilience, and supportive relationships within various contexts, including family, school, and community. In coaching girls, PYD underscores the importance of creating environments that promote positive relationships, opportunities for skill-building, and meaningful engagement. Coaches using PYD principles help girls develop a sense of mastery, purpose, and identity, guiding them through challenges and encouraging their active participation in decision-making processes. This approach highlights the significance of providing girls with constructive feedback, setting realistic goals, and cultivating a sense of belonging and contribution, all of which are crucial for their empowerment and holistic development.

3. Key approaches

Promoting gender equality in sports through coaching to empower girls involves several key approaches that address both systemic barriers and individual needs. Providing equal access and opportunities is fundamental, ensuring girls have the same access to sports facilities, teams, and training programs as boys. Challenging stereotypes and biases is crucial, with coaches playing a pivotal role in promoting positive female role models and dismantling harmful gender norms. Inclusive coaching practices that focus on encouragement, teamwork, and personal growth rather than just competition is essential. Building confidence and skills through specialized clinics, leadership training, and mentorship programs helps girls realize their potential. Creating safe and supportive environments by implementing policies against harassment and fostering a culture of respect and inclusion ensures girls feel secure and valued. Promoting leadership and visibility by giving girls opportunities to take on leadership roles and participate in decision-making processes empowers them to become role models themselves. Lastly, engaging parents and communities to build a supportive network that encourages girls' participation in sports is vital for sustaining these efforts and fostering a broader cultural shift towards gender equality in athletics.

4. Campaigns based on "coaching to empower girls"

Girls on the Run:

Description: A program that combines running with life skills training, aimed at empowering girls and building their confidence.

Impact: Girls develop physical fitness, self-esteem, and life skills through structured training and mentorship.

SheIS Initiative:

Description: A collaborative campaign among female athletes and sports organizations to promote women's sports and encourage young girls to participate.

Impact: Raises the profile of female athletes and provides role models for girls aspiring to succeed in sports.

Nike's "Dream Crazier" Campaign:

Description: A marketing campaign that highlights the achievements of female athletes and challenges gender stereotypes in sports.

Impact: Inspires girls by showcasing powerful female role models and promoting a message of empowerment and equality.

Play Like a Girl!®:

Description: An organization that leverages sports to build confidence and empower girls in science, technology, engineering, mathematics (STEM), and sports.

Impact: Provides mentorship, skill development, and opportunities for girls to engage in sports and STEM activities.

5. **Futures considerations**

Looking ahead, future considerations for promoting gender equality in sports through coaching should focus on sustainability, policy advocacy, research, and global outreach. Developing long-term, sustainable programs like *Girls on the Run* ensures ongoing support and development for girls in sports, maintaining their engagement and growth over time. Policy advocacy is crucial, as initiatives like the *SheIS* campaign highlight the need for policies that promote gender equality in sports at all levels, from local communities to national organizations. Conducting research and gathering data to understand the barriers girls face in sports, like the insights provided by Nike's "Dream Crazier" campaign, can inform and improve coaching practices and program development. Expanding successful models of gender equality in sports, like the *Play Like a Girl!*

® initiative, to different regions and cultural contexts will help ensure a global impact, fostering a worldwide movement towards gender equality in athletics. By focusing on these future considerations, stakeholders can create a more inclusive and equitable sports environment for girls everywhere.

CONCLUSION: GENDER EQUALITY IN SPORT

The "Gender Equality in Sport" module underscores the vital importance of promoting gender equality in sports for fostering a fair and just society. Sports have the power to challenge societal norms, break down barriers, and provide equal opportunities for all, regardless of gender. This module has explored key themes, historical context, and contemporary initiatives aimed at achieving gender equality in sports.

Key Points:

1. Social Justice and Human Rights: Ensuring equal opportunities in sports upholds basic human rights, promoting fairness and justice.

2. Positive Role Models and Inspiration: Visibility of diverse role models in sports can inspire and empower young people, particularly girls and non-binary individuals.

3. Health and Well-being: Gender equality in sports enables more people to enjoy the physical and mental health benefits of participation.

Themes Explored:

1. Gender Stereotypes in Sport: Addressing how societal expectations and stereotypes influence perceptions and opportunities for male and female athletes.

2. Female Role Models in Sport: Highlighting the achievements of notable female athletes and their role in inspiring future generations.

3. Role of Sport in Promoting Gender Equality: Examining initiatives and policies aimed at increasing female participation and leadership in sports.

4. Coaching to Empower Girls: Exploring coaching strategies that build confidence, leadership, and resilience in female athletes.

In conclusion, achieving gender equality in sports requires a multifaceted approach involving education, advocacy, and policy changes. By empowering female athletes, challenging stereotypes, and promoting inclusive practices, we can foster a sporting world that values and

respects all genders equally. The journey towards gender equality in sports is ongoing, but with continued dedication and collaboration, a more equitable future is within reach.

3.3.5 - WORKING MATERIALS

Reports and Studies:

UNESCO Report on Gender Equality in Sports: This report provides insights into the current status and challenges of gender equality in sports globally.

(https://www.unesco.org/en/gender-equality-women-empowerment-sports-and-science)

Women, Gender Equality and Sport Report by the European Parliament: Focuses on gender equality issues in sports within Europe.

(https://www.europarl.europa.eu/RegData/etudes/ATAG/2024/759597/EPRS_ATA(2024)759597_EN.pdf)

Academic Articles:

"Gender Equality in Sports Governance" by Kaisa Kaakinen and Anu Räisänen: This article discusses governance structures in sports and their impact on gender equality.

"Gender, Sport and the Media" by Laura Hills and Kari Fasting: Explores how media representations influence gender perceptions in sports.

Books:

"Playing with the Boys: Why Separate is Not Equal in Sports" by Eileen McDonagh and Laura Pappano: Examines the historical and contemporary issues surrounding gender segregation in sports.

"Gender, Physical Activity, and Aging" edited by Pirkko Markula and Marianne Clark: Discusses gendered experiences in physical activities including sports.

Websites and Organizations:

Women's Sports Foundation: Provides resources and advocacy for gender equality in sports.

International Working Group on Women and Sport (IWG): Focuses on promoting gender equity in sports globally.

United Nations Women: Offers insights and initiatives promoting gender equality, including in sports.

Documentaries and Films:

"Battle of the Sexes" (2017): A film based on the true story of the 1973 tennis match between Billie Jean King and Bobby Riggs, highlighting gender equality issues in sports.(https://en.wikipedia.org/wiki/Battle_of_the_Sexes_(2017_film))

"Coach" (2022): A documentary exploring the life and career of basketball coach.

3.4 - INCLUSION AND GENDER BALANCE IN SPORT ACTIVITIES

Welcome to the Module ''Inclusion and gender balance in Sports activities''. This module is a comprehensive exploration of the crucial intersection between gender equality and sports. The module delves into the significance of these concepts and provides a framework for understanding and implementing inclusive practices in sports. Sports can play a pivotal role in challenging societal norms and stereotypes, promoting physical and mental well-being, and contributing to the holistic development of individuals. By encouraging equal participation, sports can help develop key life skills such as discipline, teamwork, leadership, and resilience.

3.4.1 - PROMOTING GENDER EQUITY THROUGH SPORT

Gender equality in sports - principles and concepts

The principles of gender equality in sports encompass various aspects, including promoting women's equal participation, ensuring bias-free representation in media, providing equal opportunities for girls in sports, and preventing and responding to violence against women and girls in and through sports. These principles also emphasize the need to promote women's leadership and gender equality in governance models, embed gender equality principles in organizational culture, and increase women's decision-making roles in sports organizations. Additionally, they encourage sports governing bodies to increase gender balance on executive boards, management, and coaching, and to remove non- legislative obstacles preventing women from taking up such positions. The goal of gender equality in sports is enshrined in the Olympic Charter, and the International Olympic Committee (IOC) is taking continuous action to advance gender equality by promoting women in sport at all levels and addressing challenges related to harassment and abuse in sports.[14][15][16] The European Commission has also expressed its commitment to address and eliminate the gender gap in decision-making in sports, and the Council of Europe has undertaken joint projects to implement gender equality in various dimensions of sports, including access to positions of greater responsibility, training, practice of

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[14] Sport-GenerationEquality.pdf (unwomen.org)
[15] Gender equality in sport (europa.eu)
[16] https://olympics.com/ioc/gender-equality

sport activity, and media representation of female athletes and women's sports. These efforts aim to advance gender equality and empower women and girls in and through sports, and to create a more inclusive and equitable sports ecosystem.[17]

Here are some key some basic terms and main concepts to help you better understand the aspects of gender equality:

- **Freedom of choice** - All genders are free to pursue whatever career, lifestyle choice, and abilities they want without discrimination.

- **Equal rights and opportunities** - The rights, opportunities, and access to society should not be different based on gender.

- **Recognition of different needs** - Gender equality does not necessarily mean that everyone is treated exactly the same. Their different needs and dreams are valued equally.

- **Gender** - Refers to the social attributes and opportunities associated with being male and female, as well as the relations between women and those between men. These attributes, opportunities, and relationships are socially constructed and learned through socialization. Gender is context/time- specific and changeable.

- **Gender identity** - Gender identity is a person's deeply-felt internal experience of gender, which may be male, female, a blend of both, or neither. It is one's own sense of their gender, which may or may not correspond with the sex assigned at birth.

- **Gender equality** - Implies the equal rights, responsibilities, and opportunities of women and men, and girls and boys. It does not mean that women and men will become the same, but that their rights, responsibilities, and opportunities will not depend on whether they are born male or female. Gender equality recognizes the diversity of different groups of women and men and is seen as a human rights issue and a precondition for sustainable people-centered development.

- **Gender equity** - Refers to the process of being fair to women and men according to their respective needs. This may include the allocation of resources and benefits according to need. Gender equity often requires the identification and redress of disadvantages that women and men face due to historical and social power imbalances.

- **Gender stereotypes** - Refers to overgeneralized beliefs about the characteristics, differences, and roles of women and men. These stereotypes are often deeply ingrained in societies and can lead to discrimination and unequal treatment based on gender. They can affect the opportunities and life choices of individuals and contribute to gender inequality.

Challenges to gender equality in sports

Despite significant progress in recent decades, numerous challenges persist that hinder the full realization of gender equality in this field. These challenges are multifaceted, encompassing structural, cultural, and interpersonal barriers. Understanding these obstacles is crucial for

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[17] https://www.coe.int/en/web/sport/gender-equality-and-gender-mainstreaming

developing effective strategies to promote inclusivity and equal opportunities for all genders in sports. Some of the most significant chalennges are:

Gender stereotypes and cultural norms

Deeply ingrained stereotypes and cultural norms often discourage women and girls from participating in certain sports.[18] These stereotypes can limit opportunities and perpetuate gender disparities. Sports are often viewed as inherently masculine activities, leading to the marginalization of female athletes. Further, the media often portrays female athletes in a manner that emphasizes their appearance over their athletic abilities. This can undermine their credibility and perpetuate harmful stereotypes.

Furthermore, social expectations such as family, social and peer pressure notably influence participation in sports and physical activities. Women and girls may face pressure to conform to traditional gender roles, prioritizing domestic responsibilities over sports participation. This can limit their opportunities to engage in sports from a young age. Additionally, negative attitudes and teasing from peers can discourage girls from participating in sports. This is particularly pronounced in adolescence when social acceptance becomes critically important. Women and girls may fear judgment or ridicule for participating in sports, particularly those that are traditionally male-dominated. Societal messages that undervalue female athletes can impact their self-esteem and confidence. This can lead to self-doubt and fear, and can inhibit their willingness to engage fully.

Resource disparities

Women's sports often receive less funding, media coverage, and support compared to men's sports. This disparity limits the growth and visibility of women's sports, and affects everything from training facilities and equipment to travel and competition opportunities. Additionally, female athletes typically attract less sponsorship and media attention, which further limits their financial resources and visibility.

Lack of representation and institutional policies

Women are underrepresented in leadership roles within sports organizations. This lack of representation can perpetuate existing inequalities, hinder the implementation of gender-inclusive policies, and further result in policies and practices that do not adequately address the needs of women and girls. Furthermore, many sports organizations and institutions lack comprehensive policies that promote gender equality. This includes the absence of gender-sensitive recruitment, retention, and promotion practices.

Interpersonal barriers

Some of the most prominent interpersonal barriers are disci+rinination, violence, and harassment. Female athletes are often more vulnerable to gender-based violence, including harassment and abuse, both on and off the field. Gender-based violence and harassment remain significant issues in sports, which can create a hostile environment that deters participation. Additionally, subtle forms of discrimination, such as derogatory comments or unequal treatment, can cumulatively have a significant impact on the confidence and performance of female

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[18] https://eige.europa.eu/sites/default/files/documents/mh0215937enn.pdf

athletes. Therefore, ensuring safe and supportive environments is essential for promoting gender equality.

Global and regional efforts and initiatives

Several international organizations and initiatives are dedicated to promoting gender equality and inclusion in sports. The International Olympic Committee (IOC) and the European Commission have implemented policies and programs aimed at increasing the participation and representation of women in sports. These efforts include promoting equal opportunities, addressing gender-based violence, and advocating for gender balance in sports governance.

For instance, the IOC's Gender Equality Review Project outlines recommendations for achieving gender equality in sports, including increasing female participation in the Olympic Games, promoting women's leadership, and ensuring equal representation in media coverage. Similarly, the European Commission's initiatives focus on eliminating the gender gap in sports decision-making and promoting gender equality in sports at all levels.

In recent years, Europe has made significant strides in promoting inclusion and gender balance in sports activities. These efforts are driven by a combination of policy frameworks, grassroots initiatives, and collaborative projects across various countries and organizations. Some of the key efforts and initiatives at the European level that are shaping the landscape of gender equality and inclusion in European sports are:

- **EU Gender Equality Strategy 2020-2025** - This strategy aims to achieve a Union of Equality, including the promotion of gender equality in all areas, including sports. It emphasizes the need for equal participation, representation, and access to resources for women and men.

- **Council of Europe's Recommendation on Gender Mainstreaming in Sport (2015)** - This recommendation calls on member states to integrate a gender perspective into all aspects of sports policy and practice. It provides guidelines for creating gender-sensitive sports environments.

- **Erasmus+ Programme** - This EU funding program supports projects that promote social inclusion and gender equality in sports. It funds initiatives that aim to increase the participation of women and girls in sports and develop inclusive sports practices.

3.4.2 - GENDER EQUALITY AND SOCIAL INCLUSION

Understaniding inclusion in sports activities

Inclusion in sports means creating an environment where everyone, regardless of their background, has the opportunity to participate, contribute, and succeed. This involves not only providing equal access to sports activities but also ensuring that the environment is supportive and accommodating to the diverse needs of all participants. Inclusion in sports is about more than just opening doors. It's about creating environments where all participants feel welcome, respected, and valued.

Inclusive sports activities are designed to break down barriers and promote a sense of belonging among all participants. This requires a commitment to equity, which involves recognizing and addressing the different needs and challenges faced by various groups. Equity in sports ensures

that resources, opportunities, and support are distributed in a way that allows all individuals to have an equal chance of success.

Gender balance in sports

Gender balance specifically addresses the disparities between male and female participation, aiming to provide equal opportunities and dismantle the stereotypes and barriers that have historically excluded women and girls from fully engaging in sports. Social inclusion, meanwhile, emphasizes the importance of creating an environment where everyone feels valued, respected, and supported. Gender equality and social inclusion in sports are integral to creating an equitable and diverse sporting environment. Gender equality in sports is about fostering an environment where all individuals, regardless of gender, can thrive and achieve their full potential. Inclusion and gender balance in sports are crucial components of a broader movement towards equality and social justice. These concepts go hand in hand. Ensuring that sports activities are inclusive and balanced in terms of gender involves recognizing and addressing the systemic barriers that have historically marginalized certain groups, particularly women and girls.

Achieving gender balance in sports involves several key dimensions:

- **Equal opportunities for participation** - Ensuring that both men and women have equal access to sports programs and activities, and opportunities to participate in all levels of sports, from grassroots to professional. This includes providing adequate facilities, funding, and support for women's sports.
- **Representation in leadership and governance** - Increasing the presence of women in leadership roles within sports organizations, and promoting gender balance in decision-making roles within sports organizations. This includes increasing the representation of women in executive boards, management, and coaching positions. Further, this include valuing and promoting the achievements of female athletes equally to those of male athletes.
- **Addressing gender stereotype**s - Challenging and changing societal norms and stereotypes that limit the participation of women and girls in certain sports. This involves promoting positive role models and creating inclusive media portrayals of female athletes.
- **Safe and supportive environments** - Ensuring that sports environments are free from discrimination, harassment, and violence. This includes implementing policies and practices that protect the rights and well-being of all participants.
- **Inclusive education and training** - Providing education and training for coaches, trainers, and sports administrators on gender equality and inclusive practices. This helps to create a culture of respect and understanding within sports organizations.

Significance of gender equality in sports

Gender equality in sports ensures that individuals of all genders have equal access to opportunities, resources, and support. This includes equal participation in sports activities, fair representation in leadership roles, and equitable media coverage. Sport serves as a powerful platform for promoting gender equality and challenging societal norms. Through inclusive sport policies and practices, sports organizations can advocate for equal rights and opportunities. Sport can empower women and girls by providing them with the skills and confidence needed to succeed both on and off the field. Furthermore, integrating gender equality into sport governance and leadership roles can set a precedent for other sectors, showcasing the importance of diverse representation in decision-making processes.

Additionally, sport can significantly contribute to the social inclusion of women and girls by offering them a platform to engage, express, and empower themselves within their communities. Ensuring that sport environments are safe, supportive, and equitable can encourage participation from a broader spectrum of the population. This includes addressing and preventing violence against women and girls in sport settings, providing mentorship opportunities, and ensuring that programs are accessible and welcoming to individuals of all backgrounds. Therefore, gender equality in sport is crucial for several reasons:

- Participation in sports can empower individuals, enabling them to challenge societal norms and pursue their goals. Sports provide a platform for women and girls to develop confidence, leadership skills, and a sense of agency.
- Equal access to sports activities promotes physical and mental health for all genders. Regular participation in sports can lead to improved fitness, reduced stress, and enhanced social connections.
- Gender equality in sports can lead to broader economic benefits. Inclusive sports programs can drive economic growth by increasing participation rates, creating job opportunities, and attracting sponsorship and investment.
- Promoting gender equality in sports can contribute to broader social change. Therefore, by challenging stereotypes and promoting diverse role models, sports can influence societal attitudes and behaviors, fostering a more inclusive society.

3.4.3 - BEST PRACTICES FOR GENDER INCLUSION

In recent years, the sports world has seen a growing recognition of the importance of inclusion and gender balance. This shift is driven by a commitment to social justice and equality, as well as the understanding that diverse and inclusive sports environments benefit everyone involved. Efforts and initiatives to promote inclusion and gender balance in sports aim to break down barriers, challenge stereotypes, and create opportunities for all individuals, regardless of their gender, to participate fully and equally in sports. Efforts and initiatives to promote inclusion and gender balance in sports are crucial for creating equitable and vibrant sports environments. By understanding and supporting these initiatives, we can work towards a future where everyone has the opportunity to participate, succeed, and thrive in sports, regardless of their gender.

Key strategies for gender inclusion
Achieving gender equality and social inclusion in sports requires a multifaceted approach that addresses the systemic barriers and promotes inclusive practices. Therefore, understanding key strategies for gender inclusion in sports activities is essential for fostering an equitable and just society. Some of strategies that have already given significant results are:

Inclusive policy development and implementation

One of the baseline step is to develop and implement policies that specifically address gender inclusion in sports. These policies should cover areas such as equal access to facilities, participation opportunities, and funding for both men's and women's sports programs. Furthermore, this includes setting targets for female representation in leadership roles, ensuring equal opportunitirs for men's and women's sports, and developing codes of conduct to prevent discrimination and harassment.

Education and training

Providing education and training on gender equality and inclusion for coaches, trainers, and sports administrators is crucial. This helps to raise awareness, challenge stereotypes, and promote inclusive behaviors within sports environments. Providing mandatory training for coaches, trainers, sports administrators, and athletes on diversity and inclusion, that cover topics such as unconscious bias, gender stereotypes, and inclusive practices. Additionally, it is important to implement educational campaigns to raise awareness about the importance of gender inclusion in sports. These campaigns can involve workshops, seminars, and online resources aimed at promoting understanding and commitment to gender equality.

Visibility of female athletes

Increase the visibility of female athletes by highlighting their achievements and contributions to sports is the first step. Highlighting the achievements of female athletes and leaders can challenge stereotypes and encourage greater participation. Celebrating the achievements of female athletes at events and through sports awards to maintain their visibility and inspire the next generation. This can be done through media coverage, social media campaigns, and public appearances.

On the other hand, female role models in sports are crucial for inspiring the next generation of women and girls. They demonstrate the potential for success and break down barriers imposed by societal expectations. Female role models in sports provide essential inspiration and proof that women can succeed and lead in any field, including sports. Promoting female role models and establishing mentorship programs can inspire and support women and girls in sports.

Additionally, establishing mentorship programs, where female athletes mentor young girls can help nurture talent and provide young athletes with guidance and support. These programs can provide guidance, support, and inspiration, helping to build confidence and encourage participation.

Communication

Using gender-neutral language, avoiding gender stereotypes, and respecting individuals' gender identities can help create a more inclusive environment. This can be achieved by using inclusive language like "everyone," "people," or "folks" rather than gender binary language like "ladies and gentlemen." It's also helpful to model using people's pronouns and to state your own pronouns when you introduce yourself, including in your syllabus and email signature.[19][20] Furthermore, this also encompasses useing gender-inclusive language in all communications, including promotional materials, announcements, and social media posts. Moreover, this also means to avoid gendered language that reinforces stereotypes and ensure that all communications are inclusive and respectful. Additionally, taking into account contextual factors and different expressions of people's genders can help avoid conveying gender stereotypes.

Another significant aspect of the communication is media representation. Ensuring fair and balanced media coverage of women's sports is critical. Therefore, it is important to work with media outlets to ensure balanced and equitable coverage of men's and women's sports. This includes equal airtime, respectful commentary, and avoiding sexist language or stereotypes.

[19] https://www1.villanova.edu/dam/villanova/vital/pdfs/genderinclusivepracticesvu0822.pdf
[20] https://www.unodc.org/documents/Gender/gender_sentitive_language/Gender-sensitiveCommsGuide-English-final.pdf

Media outlets should provide equal coverage of female athletes and sports events, challenging stereotypes and promoting positive representations of women in sports.

Gender-inclusive culture

Creating a gender-inclusive culture is a must. Creating a safe and welcoming spaces for all participants, ensuring that sports facilities and programs are accessible and inclusive includes amomng others implementing appropriate measures to ensure that all participants feel safe and respected. Creating a gender-inclusive culture involves embedding gender equality principles in organizational culture, promoting women's leadership, and increasing women's decision-making roles in sports organizations. Additionally, removing non-legislative obstacles preventing women from taking up leadership positions and increasing gender balance on executive boards, management, and coaching can help create a more inclusive and equitable sports ecosystem.[21]

To achieve this, it is necessary to foster community engagement. Engaging with communities to promote the benefits of gender equality and inclusion in sports is essential. This can involve running awareness campaigns, hosting inclusive sports events, and collaborating with local organizations to promote sports participation among underrepresented groups. Furter, collaborating with local organizations, schools, and community groups tcan help o promote gender inclusion in sports. Collaborative efforts can enable to reach a broader audience and create a more inclusive community culture. Finally, encourage parental involvement and support for gender-inclusive sports programs can play a crucial role in promoting positive attitudes towards gender equality and encouraging their children to participate.

Case studies on the best practices
Implementing case studies on best practices in this area is essential for understanding effective strategies, sharing knowledge, and fostering an inclusive sports culture. These case studies provide real-world examples of successful initiatives, highlight challenges and solutions, and offer valuable insights that can be applied to other contexts. Further, they provide concrete examples of how inclusion and gender balance can be achieved in sports activities. Moreover, they demonstrate the practical application of theories and principles in real-world settings, offering measurable outcomes and metrics that can be used to evaluate the effectiveness of various strategies. By highlighting specific strategies and practices that have been effective in promoting inclusion and gender balance, case studies help organizations adopt proven methods rather than starting from scratch. They also showcase innovative approaches and creative solutions that have successfully overcome barriers to inclusion and gender balance.

Understanding the challenges and obstacles faced during the implementation of inclusion initiatives is crucial for developing realistic and effective strategies. Case studies detail these challenges and provide insights into how they were addressed and solved, offering valuable lessons for other organizations facing similar issues. By showcasing scalable models, case studies can inspire other organizations to adapt and replicate successful initiatives in their own contexts. They offer a framework that can be customized to fit different cultural, organizational, and demographic contexts, making it easier to implement tailored solutions.

Several initiatives around the world have successfully promoted gender equality and social inclusion in sports. For example:

UN Women's Sport for Generation Equality Initiative

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[21] https://www.un.org/en/gender-inclusive-language/guidelines.shtml

This initiative aims to harness the power of sports to promote gender equality and women's empowerment globally. It focuses on increasing the participation and leadership of women and girls in sports.

Gender Equality Review

The International Olympic Committee (IOC) Gender Equality Review Project outlines recommendations for promoting gender equality in the Olympic Movement, including increasing female participation, promoting women's leadership, and ensuring equal representation in media coverage.

This Girl Can Campaign (UK)

This Girl Can is a nationwide campaign in the UK that encourages women and girls to participate in sports and physical activities. The campaign uses positive messaging, diverse role models, and community events to break down barriers and promote an inclusive sports culture.

Gender Equity in Sport for Social Change (GESS)

GESS is an international initiative that uses sports as a tool for promoting gender equity and social change. The program focuses on providing training for coaches and sports administrators, developing gender-inclusive curricula, and running community-based sports programs that promote gender equality.

Women in Sport (WIS) Network

The Women in Sport Network is a pan-European initiative that connects organizations, professionals, and advocates working towards gender equality in sports. The network provides a platform for sharing best practices, conducting research, and advocating for policy changes.

She Runs – Active Girls' Lead

Funded by the Erasmus+ Programme, this project aims to empower young women through sports by organizing events, leadership workshops, and mentoring programs. It focuses on increasing the visibility and participation of young women in sports activities across Europe.

The Female Coaching Network (FCN)

The FCN is an online platform dedicated to supporting female coaches around the world. It offers resources, networking opportunities, and professional development programs to help women advance in their coaching careers.

"I Coach Kids" Campaign

This initiative, supported by the European Commission, provides resources and training for coaches to create inclusive and supportive environments for young athletes. It emphasizes the importance of gender-sensitive coaching practices and the need to encourage girls' participation in sports.

Fare Network

The Fare (Football Against Racism in Europe) Network works to combat discrimination and promote inclusion in football. Its activities include campaigns against gender discrimination, promoting female participation in football, and supporting women's football events.

Equal Play – Gender Equality in Football

A project funded by the Erasmus+ Programme, „Equal Play" focuses on promoting gender equality in football by providing training for coaches, developing gender-sensitive policies, and organizing mixed-gender football events. The project has successfully increased the participation of girls in football across participating countries.

"Women in Sport"

This initiative supported by the British Council promotes gender equality in sports through education, advocacy, and community engagement. It includes programs that train female coaches, support female athletes, and raise awareness about the importance of gender equality in sports.

3.4.4 - WORKING MATERIALS

Introduction to Gender Equity in Sports
PPT and preparation to elaborate on the slides (https://gamma.app/docs/Gender-Equality-in-Sports-with-interactive-questions-taqinwhj750y8rw).

Understand the Historical Progress of Gender Equality
Handouts to help facilitator run the workshop: https://tinyurl.com/2hx8xxha

Stereotypes and Do They Exist in Sports
Prepare any visuals or videos that might enhance the discussion - Click - Sporting Bodies - Women's Sports History, Title IX History, Yale Women and Title IX, Title IX and Feminism (cliohistory.org)

Begin the session by engaging the participants in a mind-mapping activity. Provide each participant with a Mind Map:

https://docs.google.com/document/d/1ywJTDtpJTKLCnJz0SM9Ke3EJtzdzM6KFhb5HJD6RlYU/edit?usp=sharing and instruct them to place "Sports Stars" in the center.

Exploring Gender Equality Through Roleplay - Questions to trigger discussion:
https://docs.google.com/document/d/1jPQbfdjBYAMjojGR4MdNoUAimdflBI-peVByzKhf63k/edit?usp=sharing

3.5 - TEAM BUILDING

3.5.1 - TEAM BUILDING IN SPORTS

This module is designed for teachers, trainers, and sports operators committed to fostering an environment where young girls and women can thrive in sports, breaking down barriers, and promoting gender equality. Through engaging team-building activities, we aim to enhance collaboration, communication, and leadership skills, creating a foundation for inclusive and empowering sports experiences.
In this module, we will explore practical strategies and activities that go beyond the conventional approaches, emphasizing the significance of teamwork in the context of gender inclusivity. By actively participating in these exercises, you will gain valuable insights into promoting equality, breaking down stereotypes, and empowering individuals within your sports communities.

In Europe, the gender gap in sports participation is still too pronounced. In all age groups, the number of women playing sports is significantly lower than the number of men. This gap needs to be challenged. Sports have the power to be a transformative force, offering unique opportunities for personal growth, teamwork, and leadership development. However, gender disparities and stereotypes have often hindered the full participation of girls and women in sports. This module is grounded in a theoretical framework that seeks to address these challenges and promote inclusive practices:

- **Gender Equality:** Acknowledging that individuals of all genders should have equal opportunities, rights, and recognition within the sports arena.
- **Inclusivity:** Creating an environment that welcomes and values the participation of individuals from diverse backgrounds, abilities, and gender identities.
- **Empowerment:** Fostering a sense of self-confidence, leadership, and agency among individuals, particularly girls, to actively engage and excel in sports.

Team building is a cornerstone for establishing positive team dynamics, and its application within the context of gender equality is pivotal. By fostering effective communication, breaking down stereotypes, and providing opportunities for leadership, team building becomes a powerful tool for creating an inclusive and empowering sports environment. Through this module, we aim to bridge the gap between theory and practice, offering tangible strategies that participants can implement in their roles as educators, coaches, and sports operators. Together, let's build teams that not only compete on the field but also champion equality and inclusivity in every aspect of sports.

Team building in sports is more than just a collection of activities; it's a dynamic process that shapes the culture of a team and influences individual and collective success. In the realm of gender equality and inclusivity, the principles of team building take on added significance, providing a platform to challenge stereotypes, nurture leadership, and create a sense of belonging for everyone involved.

In the ever-evolving landscape of sports, team building serves as a catalyst for positive change. By understanding and embracing the nuances of team dynamics, we can create sports teams that not only excel in competition but also stand as beacons of inclusivity, equality, and empowerment. Through intentional team building, we can shape a future where every athlete, regardless of gender, feels a sense of belonging and is inspired to achieve their full potential on and off the field.

Team building activities, when they occur under the supervision of a trained and competent person, are able to enhance the diversity of people within the team. Activities are structured to engage participants and enhance their skills, turning the differences between individuals into a resource that can grow the whole group.

In this framework, gender differences are also considered not as a hindrance but as a potential resource. In sports team building, team members learn to foster an environment in which all members, regardless of gender, feel respected, involved, supported and valued. This occurs from the planning stage of activities. The composition of teams should reflect the difference in gender, background and abilities. Teams must therefore be inclusive structures that reflect within them the broader goals of the sports community.

Communication, decisions, leadership

Any team building activity applied to sports necessarily starts with effective communication. Communication in team building must be open and respectful to become the foundation of a successful team dynamic. The trainer is then tasked with providing the team with strategies to improve communication skills within the group. The first elements to consider are a calm and respectful tone and language that avoids aggression and sarcasm. Communication must be clear and marked by transparency to avoid misunderstandings. If messages are unclear, it is important for participants to ask questions to clarify concerns and provide constructive feedback. It should always be a communication marked by actively listening to those who are speaking, showing respect and interest in the opinions of others.

A team-building process is more likely to be effective when it encourages collaborative decision-making processes. It is important to encourage shared decision-making processes in which all team members have the opportunity to contribute their opinions and ideas according to their expertise. Only in this way does leadership become truly accessible to all team members. The task of the trainer is to identify, and secondly to cultivate, leadership qualities in all individuals, focusing particularly on the empowerment of young girls.

Team building activities for sports should be custom designed. These activities should reflect the nature of the sport being played, emphasizing the specific skills needed to succeed in that particular setting. For example, for a soccer team, challenges might be organized that require strategy and collaboration on the field, while a swim team might tackle exercises that improve synchronization and endurance.

But it is important to understand that it is not just about competition. Striking a balance between the inherent competitive nature of sports and the collaborative activities of team building is critical. This holistic approach allows team members to develop not only their individual skills, but also the ability to work together in harmony.

Another crucial aspect is the celebration of diversity within the team. Team building activities include moments of cultural awareness, promoting mutual understanding and unity among team members. Acknowledging and celebrating players' diverse cultural backgrounds strengthens the team's sense of belonging and cohesion, creating an environment where everyone feels valued and respected.

These experiences, designed to reflect the dynamics of the sport played and to value diversity, not only strengthen technical skills, but also build a more united and cohesive team ready to face challenges on and off the field.

Measuring success

Measuring success in team building activities for sports requires an approach that goes beyond just the result on the scoreboard. One crucial aspect is to evaluate team performance based on the elements mentioned above: communication, collaboration, and inclusiveness. Indeed, these elements are critical to creating a cohesive and well-integrated team. When players communicate effectively, collaborate in harmony, and feel included, the team as a whole performs better. Another important indicator of success is player satisfaction and well-being. Not only does this reflect a positive team culture, but it is also a sign that players are happy and motivated. When team members feel satisfied and healthy, they are more likely to perform at their best both in training and during competitions. These aspects, often measured through

surveys, feedback and direct observations, provide a comprehensive view of how effective team building activities have been in creating a healthy and productive team environment.

3.5.2 - HOW TO RUN SUCCESSFUL TEAM BUILDING ACTIVITIES - TIPS FOR THE FACILITATOR

Facilitating team-building activities is an art that transforms simple exercises into powerful tools for growth and unity. In this chapter, we explore the key principles and practical tips that elevate team-building sessions from mere activities to transformative experiences. Whether you're a seasoned facilitator or new to the role, these insights will guide you in creating an environment where participants feel motivated, engaged, and inspired to embrace the values of teamwork, inclusivity, and empowerment.

To facilitate successful team-building activities, it is essential to tailor activities to the characteristics of the participants. Knowing the audience means understanding the age, interests, and skill levels of those participating. In addition, it is essential to recognize group dynamics, identifying individual strengths and areas for growth.

Establishing clear goals is another crucial element. It is important that participants understand the goals of each activity and see how they connect to the broader themes of teamwork, inclusiveness, and empowerment. When goals are clear, activities are more meaningful and motivating.

An inclusive environment is critical to successful team building. Establishing ground rules that emphasize respect, active listening and equal participation helps create an environment where everyone feels welcome. Paying attention to any signs of exclusion and addressing them promptly helps maintain a positive climate.

Balancing competition and collaboration in activities is essential. Designing exercises that balance healthy competition with collaborative teamwork emphasizes the importance of working together to achieve common goals. This balance helps participants develop both individual and group skills.

Effective communication is at the heart of any team-building activity. Clearly explaining instructions and expectations for each activity, encouraging open communication among participants and remaining receptive to feedback promotes positive and constructive interaction. Being adaptable is an important quality for a facilitator. Remaining flexible and ready to modify activities according to the dynamics and energy of the group, anticipating potential challenges and preparing contingency plans, allows one to best deal with any unforeseen situation.

Encouraging reflection is an effective way to consolidate learning. Allotting time for participants to reflect on their experiences and asking open-ended questions that stimulate reflections on teamwork and inclusiveness helps turn activities into moments of personal and collective growth. Valuing individual contributions is essential to make each participant feel valued. Ensuring that everyone has the opportunity to contribute and recognizing individual strengths in the context of the team reinforces a sense of belonging and motivation.

Time management is another crucial aspect. Allocating sufficient time for each activity, taking into account the attention span of the group, and maintaining a balance between the duration of the activities and the debriefing session allows each moment to be made the most of.

Debriefing with a clear purpose helps link activity outcomes to real-world applications and future sport scenarios. Leading meaningful discussions during these sessions, focusing on lessons learned, enables bridging between team building activities and daily experiences.

Maintaining a positive and enthusiastic attitude stimulates participants and promotes teamwork and inclusion. By showing positivity and enthusiasm, the facilitator becomes a role model for the group. Finally, continuous learning is essential for improvement. Reflecting on one's facilitation techniques, asking participants for feedback, and staying up-to-date on new team-building activities allows one to adapt the approach to the evolving needs of the group.

By embodying these facilitation tips, you'll not only guide successful team-building activities but also foster a transformative experience for participants. Remember, the facilitator plays a pivotal role in creating an environment where the principles of teamwork, inclusivity, and empowerment thrive.

3.5.3 - TEAM BUILDING ACTIVITIES FOR YOUTH SPORTS TEAMS

In the dynamic world of youth sports, team building takes on a special significance. These activities go beyond the plays and drills, offering a space where young athletes can forge bonds, develop leadership skills, and embrace the principles of inclusivity and empowerment. As we delve into specific activities tailored for youth, envision the positive impact each one can have in shaping the future of sports, fostering collaboration, and laying the groundwork for lifelong lessons both on and off the field[22].

CONCLUSION

The journey through this module has equipped you with tools, insights, and perspectives to champion gender equality, inclusivity, and empowerment in sports. As you move forward, remember that every team-building activity is an opportunity to shape a positive sports culture—one that celebrates diversity, fosters collaboration, and empowers every individual, regardless of gender.

Key Takeaways:
1. Team Building as a Catalyst:
   - Reflect on the transformative power of team building in creating inclusive, empowering sports environments.
   - Recognize how the dynamics of teamwork contribute to breaking down gender stereotypes and fostering collaboration.
2. Communication and Collaboration:
   - Emphasize the role of effective communication and collaborative decision-making in building strong, cohesive teams.
   - Understand how these skills contribute not only to sports success but also to personal and professional growth.
3. Leadership for All:
   - Acknowledge the importance of democratizing leadership opportunities within sports teams, providing pathways for everyone to lead.

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[22] See the separate templates for the exercises.

- Identify the potential for leadership development to empower individuals, especially girls, on and off the field.
4. Tailoring Team Building to Sports:
   - Appreciate the significance of designing team-building activities that align with the unique aspects of sports.
   - Recognize the balance between competition and collaboration in fostering a positive team culture.

Application in Real-Life Scenarios:
1. In the Classroom and on the Field:
   - Translate the learnings from this module into practical strategies for promoting gender inclusivity in both educational and sports settings.
   - Share insights gained with colleagues, coaches, and fellow educators to inspire collective action.
2. Creating Gender-Inclusive Sports Programs:
   - Implement the team-building principles learned in this module in developing and enhancing sports programs that prioritize gender equality.
   - Advocate for policies and practices that promote inclusivity and empower young girls to participate fully in sports.

Continuous Learning and Adaptation:
1. Reflective Practice:
   - Cultivate a culture of continuous reflection on team dynamics, communication strategies, and inclusivity.
   - Encourage ongoing learning and adaptation to address the evolving needs of sports communities.
2. Feedback and Improvement:
   - Embrace feedback as a tool for improvement, both for individual growth and the enhancement of team dynamics.
   - Foster an environment where constructive feedback is valued and contributes to the ongoing development of the sports community.

Empowering the Future:
1. Inspiring the Next Generation:
   - Recognize the role each participant plays in inspiring the next generation of athletes.
   - Commit to being an advocate for gender equality, inclusivity, and empowerment in sports.
2. Creating Lasting Change:
   - Understand that the impact of team building goes beyond individual teams; it contributes to creating a culture of lasting change in sports.
   - As ambassadors of inclusivity, carry the lessons learned into the broader sports community to create a more equitable future.

Team building has a transformative power capable of creating inclusive and empowering sports environments. Reflecting on this, we understand how the dynamics of teamwork can help overcome gender stereotypes and promote collaboration. Effective communication and collaborative decision-making are key to building strong and cohesive teams, influencing not only sporting success but also the personal and professional growth of the individuals involved. Democratizing leadership opportunities within sports teams is another essential element. Offering everyone, especially girls, the opportunity to take on leadership roles not only empowers individuals but enriches the entire group. Designing team-building activities in line with the unique aspects of sports and striking a balance between competition and collaboration is crucial to fostering a positive team culture.

Application in Real Life Scenarios

Lessons learned from this team building module can be translated into practical strategies both in the classroom and in the field. Promoting gender inclusivity in educational and sports settings by sharing the insights gained with colleagues, coaches, and other educators can inspire collective action. Moreover, putting these principles into practice to develop and improve sports programs that prioritize gender equality is critical. Supporting policies and practices that promote inclusivity enables girls to participate fully in sports, fostering a culture of respect and equality.

Continuous Learning and Adaptation

Cultivating a culture of continuous reflection on team dynamics, communication strategies, and inclusivity is essential. Constant learning and adaptation help respond to the evolving needs of sport communities. Embracing feedback as a tool for improvement fosters individual growth and improved team dynamics. Creating an environment where constructive feedback is valued contributes to the ongoing development of the sports community.

Empowering the Future

Recognizing the role of each participant in inspiring the next generation of athletes is crucial. Committing to be advocates for gender equality, inclusivity, and empowerment in sport means contributing to lasting change. The impact of team building goes beyond individual teams, helping to create a culture of positive change in sport. As ambassadors of inclusivity, lessons learned can be carried into the broader sports community, creating a more equitable and just future for all.

3.5.4 - WORKING MATERIALS

FILMS AND VIDEOS

- **"How culture drives behavior", TEDx by Julien S. Bourrelle**
  https://www.youtube.com/watch?v=l-Yy6poJ2zs
- "Gender Equality", TEDx by Shannon Lee -
  https://www.ted.com/talks/shannon_lee_gender_equality

- "A seat at the table isn't the solution for gender equity", TEDx by Lilly Singh - https://www.ted.com/talks/lilly_singh_a_seat_at_the_table_isn_t_the_solution_for_gender_equity?language=en&subtitle=en
- **Erin Brockovich** (2000) - Based on a true story, this film follows Erin Brockovich, a legal assistant who single-handedly brings down a California power company accused of polluting a city's water supply.
- **Wild** (2014) - Based on Cheryl Strayed's memoir, this film chronicles her solo hike along the Pacific Crest Trail as she overcomes personal struggles and discovers her inner strength.
- **On the Basis of Sex** (2018) - The biographical story of Ruth Bader Ginsburg, her struggles for equal rights, and the early cases that led to her nomination and confirmation as a U.S. Supreme Court Justice.
- **Moana** (2016) - An animated adventure about a young Polynesian girl who sets out on a daring journey to save her people, demonstrating leadership and courage.

WEBSITES

- https://www.dw.com/en/gender-health-imbalance-still-holding-back-women-in-sport/a-68444596
- https://theaggie.org/2021/04/16/recent-ncaa-controversy-brings-gender-inequality-back-into-the-light/

3.6 - GENDER-BASED NECESSITIES IN SPORT ACTIVITIES

3.6.1 - INTRODUCTION AND IDENTIFICATION OF GENDER CONSTRUCTS AND NEEDS

When a child is born, they are assigned a specific sex (male or female) at birth based on their genitalia. Over time, they may develop a gender identity that either aligns or departs from the sex they were assigned. This is referred to as their gender identity. Gender identity is defined as a person's sense or feeling about their own gender. When discussing something like gender identity, it is important to note the difference between gender and sex. Gender is defined as the range of characteristics that pertain to masculinity and femininity. This includes differentiation between the two. A person's sex refers to the traits that decided whether a sexually reproducing being has female gametes or male ones. Recent research has discovered there is a distinct difference between the two, which has allowed people to more freely express themselves for who they truly are. Though most instances of gender identity consist of a person identifying with their biological determination of sex, there are several different instances where it does not. The gender binary of most civilizations defines that a person is either strictly male or strictly female; over time, research has indicated this is not necessarily the case.

Why gender equality in sport?

Gender equality is a fundamental goal of development and belongs to the basic and universally recognized civil, cultural, economic, political, and social rights. The aim of the SDC Gender Equality Policy is to ensure that all SDC interventions increase women and men's opportunities to exercise their rights equally and gain equal access to and control over the benefits of

development. Worldwide, women are less frequently seen participating in sports activities than men. Sport can promote mental and physical wellbeing, and studies have shown that it reduces the risk of chronic diseases later in life. Thus, sport for girls as well as for boys should be encouraged. Women are also under-represented in the decision-making bodies of sporting institutions. Increased participation by women would diversify the talent pool of administrators, coaches, and officials. Sport-related development projects would become more effective in reaching all groups within target populations and communities.

Sport and gender equality are inter-related in different manners. Sport is a social and cultural activity in which social constructions of masculinity and femininity play a key role.

Sport can bring many benefits in relation to health, well-being, learning of new skills and freedom of movement. However, gender inequalities persist in all areas pertaining to sports, namely in access and participation, decision-making, access to resources, salaries, financial incentives, and in relation to appropriate sports facilities, as well as in the organisational cultures of sports bodies. Other relevant issues are the lack of gender awareness of sport-related policies, coaching and training, gender-based violence in sport, and the fact that media coverage of sport often contributes to perpetuate gender stereotypes. More research and data on the topic, integrating a gender mainstreaming approach into all sport-related policies, as well as positive measures to address the many gender gaps in the field are necessary to achieve real equality between women and men in and through sport.

Gender Constructs and Needs

Gender is an ever-changing and evolving social construct. The roles associated with gender are often defined by society's expectations, attitudes, and portrayals. These affect personal attitudes, career choices, and behaviors. Over the years, the idea of gender has evolved from a traditional standpoint to a more fluid role.

From a gender perspective, sport exemplifies a societal and cultural process in which the social construction of femininity and masculinity plays a key role in influencing behaviors and approaches. Sport is traditionally associated with 'masculine' characteristics, such as physical strength and resilience, speed and a highly competitive, sometimes confrontational spirit. In many societies, women who engage in sports are perceived as 'masculine', while men who are not interested in sports are considered 'unmanly'.

However, sport can also be used to achieve gender equality through the establishment of general values such as fair play, non-discrimination, and teamwork. It can also be used to increase opportunities for girls, if local contexts and gender relations are considered and

addressed. Sport can give women and girls access to public spaces where they can gather, develop new skills, gain support from others and enjoy freedom of expression and movement. It can promote education, communication, negotiation skills and leadership, all of which are essential to women's empowerment. Sport can also increase women's and girls' self-esteem and enable them to make choices about their lives. Moreover, sport can provide a channel to inform girls and women about reproductive health and other health issues.

Nevertheless, a number of practical barriers to women's participation in sport still exist. Gender inequalities are evident across the sports sector, from representation at decision-making levels and media coverage, to participation in sports activities including coaching. Women may also face a general lack of safe and appropriate sports facilities, potentially exposing them to physical and/or verbal sexual harassment and assault. They may also experience additional physical

constraints, lack of time and/or lack of childcare facilities. Establishing gender equality in sports policy will involve action in the following areas: Increasing women's participation in sports activities; Attaining equal representation and gender sensitivity in decision-making; Achieving gender equality in sports coaching and teaching; Eradicating gender-based violence in and through sport; Eliminating gender stereotypes in sport and in media coverage of sport.

Sport is a social and cultural process in which social constructions of masculinity and femininity play a key role:

- Sport is traditionally associated with «masculinity». In many societies, it is considered inappropriate for women to engage in sports, and women who do may be perceived as «masculine». Conversely, men who do not engage in sports or who are not talented in sports may be labelled as «unmanly». Yet, it is evident that there is no one masculinity or femininity, and sport could provide a space where masculinity and femininity are re-negotiated rather than re-affirmed in their dominant acceptation.

- The practice of sport is related to a number of assumptions about «work» and «leisure», which are often lived differently by men and women. Caring for the sick and elderly, raising children, and other work in the home – «reproductive» activities still predominantly carried out by women and girls – are generally not socially and economically recognized as «work». «Productive» activities exercised outside the home and recognized as «work» – and when they are performed by men – bring with them the right to have time off «work» for leisure.

- Some societies value sport as «productive» in that it contributes to the physical health of the workforce, especially that engaged in manual labor. Even though, at least in some markets, an increasing number of women compose the workforce, sports may be valued when practiced by men and be seen as a waste of time when practiced by women.

- Women and men tend to engage in different types of physical activity and their attitudes towards sport may be very different. The competitive dimensions of many sports may for some be at the heart of the game, while for others, sports may simply be an opportunity to get together. Being identified and identifying oneself as belonging to a particular «culture», «ethnic» group, socio-economic class, or caste also plays a role in how one engages in sports. Women, and eventually men too, may face several practical barriers to participation in sport:

- In addition to a general lack of safe and appropriate sport facilities, lack of skills, resources, and technical support, women may face additional physical constraints. including lack of time, lack of childcare facilities.

- Women may be particularly exposed to physical and/or verbal sexual harassment as well as other dangers related to participation in sports programs, because of location and time of day, for instance.

- There is a lack of female role models including women coaches or «leaders». Women are under-represented in decision making bodies of sporting institutions.

3.6.2 - GIRLS/BOYS AND WOMEN/MEN: SEPARATE SPORTING WORLDS

The gender differences vary according to the definition of sport used to gauge European citizens' "sportiness" – sport as strictly defined or physical activities in the broadest sense. Significantly fewer women than men include sport among their leisure pursuits. According to the Eurobarometer survey of 2010, 43% of men say that they engage in sport at least once a week compared to only 37% of women. These results are borne out at national level although there are major variations from one country to another. For example, in Italy 36.9% of men take part in a sport more or less regularly compared to 23.9% of women. In the Czech Republic, the proportion of those not doing any sport is a particularly interesting statistic: 78% of women do not engage in sport compared to 61% of men. Participation rates are significantly different when it comes to physical exercise in the broader sense (including cycling, walking, dance and other informal physical recreation). A large majority of European citizens say that they engage in some form of physical activity at least once a week. In France, women now account for 48% of practitioners of a physical activity or sport, a figure almost commensurate with their share of the population. In Denmark, which has one of Europe's highest levels of sporting activity, 80% of the inhabitants, including a majority of women, say they are physically active. However, it must be stressed that the gap between men and women where physical exercise is concerned varies according to age. Whereas, in general, young people are most heavily involved in physical or sports activities, it is in these age categories that the gap between the sexes is widest. In France, there are more girls aged between 12 and 17 than boys who have never done any sport outside their compulsory physical education classes at school (14% compared to 8%) and who have abandoned other sports activities without taking up another one (26% of girls, 15% of boys). Similar disparities have been noted in Denmark. Whereas 23% of boys between the ages of 16 and 20 take part in competitive sport and 39% in other physical recreation, the corresponding figures for girls are 12 and 29% respectively.

The reasons given by women for practicing a sport or a physical activity in European countries are broadly convergent but can be distinguished to a degree from those of men. Most EU citizens exercise for the sake of their health but women seem to attach more significance to this aspect than men. For men in the EU, the main motivation for physical activity is often a desire to excel, to pit themselves against others or to experience thrills. Women are more interested in keeping fit, improving their physical appearance, controlling their weight, and preserving their health. There are no great differences between women and girls in this respect.

Gender-differentiated sporting practices, besides motivation, one of the most obvious and enduring differences between women and men is the type of sport they choose. The division of activities along gender lines still applies today although all the prohibitive rules have been lifted and in theory all sports disciplines are open to all women and men. Whereas women are particularly attracted to sports in which major emphasis is placed on physical expression (dance, gymnastics, and ice skating), men are still found in a very large majority in close combat sports, team sports played on large grounds (football, rugby), motor sport, extreme sports and endurance sports. This pattern is repeated in many European countries. In Turkey for example, the most popular leisure activities for women are aerobics, walking and fitness activities using special equipment (exercise bikes, treadmills, and apparatus to increase muscle tone). These results differ slightly when the age of the participants is taken into account. Like boys, girls seem to have a somewhat broader range of sports activities than their elders. However, some girls and women do cross the lines of these gender-based categories and practice weightlifting, football, motor racing and climbing in structured settings or even in competition. These sportswomen

may be seen as groundbreakers for new cultural models (as emancipated or modern women) but they also risk being categorized as "tomboys" whose sexual identity is regarded as doubtful as such practices do not equate with the spontaneous categories on the basis of which men and women decide what is suitable for a woman. Different modes of organization Physical activities or sport can be carried out in different settings: in school, as a compulsory activity or an option; in a voluntary sports club; in a commercially run sports facility; or as a self-organized activity (in a public space or at home). These different modes of organization cover a whole range of actual.

Voluntary sports clubs, practicing a sport in a voluntary club does not seem to be a very popular approach with women, particularly older women. In Switzerland, many more men are members of clubs than women (30.6% compared to 18.9%). Girls are generally more likely to be members than their elders, but they do not attain the membership rates of boys (at the age of 14, 68% for boys and 54% for girls). However, these figures vary considerably from country to country. In Denmark, where sports clubs are regarded as an important institution, 37% of women, 46% of men and 84% of children between the ages of 10 and 12 are club members. · Commercially run sports facilities Girls and women show a great enthusiasm for sport in commercially run facilities and, in particular, fitness centers. An Italian study shows that women are more inclined to join fitness centers, accounting for arrangements which vary according to the age and gender of the participants.

Physical education in school, is a key part of both boys' and girls' education. It fosters their physical and mental development and helps them to learn about the attitudes they will need for all aspects of life in society (such as acceptance of rules, respect for others and self-respect). Physical education also addresses major issues. Because it covers all the boys and girls in the same age group, it is regarded more than ever as a sphere of equal opportunities and a key means of democratizing sport. Yet, what happens in practice does not always live up to these intentions and major gender inequalities can be seen both in access to physical education and in the way it is practiced. In general, girls are less interested in the subject than boys. Only 45% of German girls say that it is their favorite subject (compared to 70% of German boys). Girls and boys also have differing attitudes and ways of behaving in their physical education classes. A European study highlights the fact that girls tend to take part less intensively in exercises and games, to avoid the more physically taxing and competitive situations, to participate less in lessons and, generally speaking, to be absent more often from physical education classes than boys. Girls and boys and women and men do not have the same degree of enthusiasm for sport, do not engage in the same activities, do not do sport in the same settings and do not have the same motivations. Like other individual attributes, gender considerably influences people's involvement in physical activities or sport.

3.6.3 - MECHANISMS BEHIND, SPORT FOR GENDER EQUALITY ACTIVITIES AND THE ROLE OF COACHES

At EU level, the Gender Equality Strategy 2020-2025, reinforces the importance of women's and girls' participation in sport and in physical activity, as well as the balanced representation of men and women in leadership positions within sports organizations.
The Council of Europe, in its thematic legal report on gender recognition in Europe recognition in Europe states that, despite the existence of standards at regional, national and international

level that guarantee the principle of gender equality and the right of all people to practise sport, there is still a gap between the practice, between equality and gender discrimination against women and girls, including between and de facto gender discrimination against women and girls, including among disadvantaged groups exposed to multiple discrimination, and where the States concerned are recommended to development of measures and public policies to achieve equality between women and women and men in access to and enjoyment of all areas of sport. Gender equality is one of the fundamental principles of the European Union and has been included as a key element across a wide range of treaties and policies. As stated in Article 23 of the Charter of Fundamental Rights of the European Union: "equality between men and women must be ensured in all areas, including employment, work and pay. The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favor. The sports ecosystem and its various stakeholders have a strong role to play, especially with recent momentum escalating across the sport sector in favor of gender equality. Sport holds enormous capacity to propel gender equality and women and girls' empowerment. It mobilizes the global community and speaks to youth. It unites across national barriers and cultural differences. It is a powerful tool to convey important messages in a positive and celebratory environment – often to mass audiences. In recent years, audiences have demonstrated a rapidly growing interest in women's sports. Women's movements in many countries have fought for and won access to practice sports and attend matches, and in a few cases achieve equal pay in prize money. Female athletes have become legends and inspiring role models to both women and men globally, making the most of their venerated status to raise awareness around gender issues and to demand change.

Many actors in the sport ecosystem, including sport institutions are also making significant strides to drive change. For example, organizations are developing their sport at the grassroots level for women and girl, implementing gender equality strategies, safeguarding policies, increasing the participation of women in leadership and at all levels of the profession, increasing resource allocation, doing better and more media coverage, marketing free from bias and promoting women's achievements, and more. By joining in a powerful multi-stakeholder coalition, consisting of governments, United Nations organizations, sport for development and peace organizations, civil society, sport federations, event organizers, leagues, teams, brands, marketers, media, and sport influencers, etc. - the sport ecosystem will multiply impact for gender equality and women and girls' empowerment by learning from one another and accelerating efforts to:

- Promote women's leadership and gender equality in governance models
- Prevent and respond to gender-based violence
- Undertake to close the gap in investment in women's sport and promote equal economic opportunities for women and girls
- Promote women's equal participation and bias free representation in media
- Provide equal opportunities for girls in sports, physical activity, and physical education of the under-represented sex.

Equity vs. Equality

There is sometimes confusion about the difference between the concepts of equality and equity. Usage often depends on the sector and country in question. In Canada, in the sport and physical activity system, the use of gender equity is most common. In contrast to equity, gender equality

is the process of allocating resources, programs and decision making so that all genders have the same access to resources, facilities, and access to the same programs (e.g. if there was a boys program, there would also be a girls program).

Equality focuses on creating the same starting line for everyone. Equity has the goal of providing everyone with the full range of opportunities and benefits – the same finish line.

Addressing inequity in sport goes far beyond gender – every individual has multiple and unique identity factors that affect the way they experience sport and physical activity. These could include socio-economic status, citizenship status, ethnicity, sexual orientation, and ability, among others. Women and girls who experience multiple intersecting identity factors are even more vulnerable to discrimination.

According to 'Strengthening Coaching with the Objective to Raise Equality' (SCORE), that is a European project supported by the Erasmus+ Program, guide us to talk about the **benefits of gender equality in coaching.**

Sports coaching suffers from a gender gap, with women being underrepresented at all levels of competition, from the local level to the international arena. As a profession, sports coaching is dominated by men. Based on figures in 7 EU Member States, it is estimated that only 20% to 30% of all sports coaches in Europe are women. However, these figures are lower for the number of women coaches with a coaching qualification. For example, at the most recent women's football FIFA World Cup and UEFA European Cup, there were 3 male team coaches for every woman. Women coaches are more often found in sports that have a high proportion of women participants (e.g. dance, gymnastics, figure skating and equestrian sports) and they predominantly work with women, adolescents or children who compete at local and regional levels. However, the number of women coaches in almost all sports seems to be disproportionally low in relation to women's overall membership of the sport. This means that the representation of women coaches in many sports is much more sporadic than the overall numbers indicate. It also means that many men are coaching women and girls, even in women-dominated sports, and very few women are coaching men. At the elite level, the number of women coaches is very low and, in cases where women coaches work with athletes at higher performance levels, they typically occupy assistant coaching positions, supporting male head coaches.

Gender-friendly guidance and coaching may reduce the high dropout rate of girls and women from sport, while also tackling sexist gender stereotypes in sport and creating a positive social and educational climate for all. Gender-friendly guidance and coaching also feed into the EU Dual Careers strategy and in particular to offering better support to young women and young men when implementing 'dual careers arrangements which allow them not to be forced to choose between education and sport or work and sport'.

According with Recommendations and Action Plan from the High Level Group on Gender Equality in Sport (2022), if female role models play a significant role in increasing women's participation in sport, the same does not appear to be true for coaching but it does in retention: women who enter coaching are four times more likely to remain if they have a female role model. Mentoring initiatives thus have a significant impact even if this practice remains conceptually vague, but the benefits are limited to the individual and interpersonal levels. The organizational/sociocultural level still needs attention. Along with mentoring programs, a dual strategy consisting of formal regulations (e.g., targets and quotas) and women-centered

approaches to preferential treatment seems to have a positive impact on the recruitment and empowerment of women coaches. As far as women officials are concerned, a recent scientific literature review shows a lack of reported research in this area, especially at European level. The few available studies focus on four themes: barriers, supports, motives and retention. The main barriers are related to negative perceptions of and sexist attitudes towards female officials from players, coaches and spectators.

3.6.4 - WORKING MATERIALS

Los Otros: fútbol y racismo (The Others: football and racism) (2020) -
https://www.filmaffinity.com/uk/film579429.html

This Spanish documentary, directed by José Larraza, takes a closer look at racism in football. In recent times, episodes of racism in football have multiplied in countries such as Italy and England. In Spain, the early 2000s saw the highest number of incidents in the history of Spanish football.

Wonderkid (2016) - https://www.filmaffinity.com/uk/film354649.html

Short film, directed by Rhys Chapman, showing the inner turmoil of a gay professional footballer struggling with bullying on social media because of his sexual orientation. It is part of a campaign to combat homosexual discrimination in the UK.

Rising Phoenix (2020)- https://www.filmaffinity.com/uk/film833618.html

A UK documentary, co-directed by Ian Bonhôte and Peter Ettedgui, in which elite athletes and experts reflect on the Paralympic Games and their impact on the way the world views disability, diversity and excellence.

Websites

https://www.sport-for-development.com/topic-collection?id=16#cat16

https://www.sport-for-development.com/imglib/downloads/Manuale/giz-s4da2019-en-guideline-coaches-and-instructors.pdf

3.7 - INCLUSIVE LANGUAGE IN SPORT

Inclusive language in sports is a communication approach that respects and acknowledges the diversity of all participants, making everyone feel welcome, valued, and respected. This approach is essential for creating an inclusive environment where individuals of all backgrounds, ages, and abilities can participate equitably in sports activities. Inclusive language involves being broad, respectful, consistent, person-first, and specific, thereby fostering a positive and supportive atmosphere within the sporting community.
Inclusive language in sports refers to the use of words and expressions that are free from biases, stereotypes, and discriminatory undertones. It aims to promote equality and respect by acknowledging and valuing the differences among individuals. This type of language helps to ensure that all participants feel included and respected, regardless of their gender, race, age, ability, or any other characteristic.

3.7.1 - WHAT IS INCLUSIVE LANGUAGE IN SPORT AND THEIR PRINCIPLES?

Inclusive language in sports is a powerful tool for promoting equality, respect, and belonging. By adhering to the principles of inclusive language, sports organizations can create a more inclusive and welcoming environment.

- **Respect and dignity** - Language should affirm the dignity and worth of all individuals. This includes using terms that individuals prefer to describe their identities and avoiding language that diminishes or marginalizes any group.
- **Equality and fairness** - Inclusive language promotes equality by ensuring that communication does not reinforce stereotypes or contribute to unequal treatment. This involves being mindful of the words and phrases used to describe different genders, roles, and abilities.
- **Awareness and sensitivity** - Being aware of the impact language can have on different individuals and groups is crucial. Sensitivity to the diverse experiences and identities of participants helps prevent unintentional harm or exclusion.
- **Person-first** - This principle emphasizes focusing on the individual rather than their limitations or labels. For example, saying "athletes with disabilities" instead of "disabled athletes" puts the person before the disability, highlighting their abilities and contributions rather than their limitations.
- **Accuracy and clarity** - Use language that accurately reflects the contributions and roles of all individuals in sports. Avoid generic terms that may obscure the participation and achievements of specific groups, particularly women and minorities.

3.7.2 - PILLARS OF INCLUSION

The concept of inclusion in sports is anchored in the principles of diversity, equality, and respect for all individuals. To effectively foster an inclusive environment, sports organizations must implement strategies that address the diverse needs of all participants. The "Pillars of Inclusion" framework provides a structured approach to achieving this goal. The pillars of inclusion in sport are fundamental principles that guide the creation of an environment where everyone feels welcome and valued. These pillars support the broader goal of using inclusive language and ensuring that all participants can thrive in sports settings.[23]

The seven pillars of inclusion[24] (access, attitude, choice, partnerships, communication, policy, and opportunity) provide a comprehensive framework for promoting inclusion and diversity in sports. By implementing these pillars, sports organizations can create an environment where everyone feels welcome, respected, and valued. This not only benefits individual participants but also enhances the overall quality and inclusivity of the sports community. Through concerted

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[23] Inclusion and diversity in sport - Play by the Rules - Making Sport inclusive, safe and fair
[24] The 7 Pillars of Inclusion | The Inclusion Club

efforts and a commitment to these principles, we can foster a more inclusive and equitable sports culture for all.

Accessibility

Access refers to the ability of all individuals, regardless of their background, age, or ability, to participate in sports activities. This includes physical access to facilities, as well as access to opportunities and resources. There are several ways how to achieve accessibility:

- Ensure that all individuals have access to sports facilities and programs, regardless of physical ability, socioeconomic status, or other potential barriers.
- Promote diverse representation in all aspects of sports, from athletes to coaches to administrative roles. This includes visible roles for women, minorities, and individuals with disabilities.
- Provide financial assistance or subsidies to ensure that cost is not a barrier to participation.
- Provide opportunities for all individuals to develop their skills, take on leadership roles, and have a voice in decision-making processes.
- Support programs and initiatives that empower marginalized groups to participate fully and confidently in sports.
- Provide information in multiple formats (e.g., braille, sign language interpretation, multilingual resources) to accommodate diverse needs.

Attitude

Attitude involves fostering a positive and welcoming mindset towards all participants. It requires challenging and changing any negative or discriminatory attitudes that may exist within the sports community. Further, it is important to foster a culture of respect where all participants are treated with dignity and their contributions are valued. This includes respectful interactions between coaches, athletes, and staff. The change in attitude can be achieved through:

- Promote awareness and education about the importance of inclusion and the benefits of diversity in sports.
- Encourage leaders and influential figures to model inclusive behaviors and attitudes.
- Provide ongoing training and resources to ensure that coaches, trainers, and administrators can effectively implement inclusive practices.
- Address and eliminate any forms of harassment, bullying, or discrimination within sports environments.
- Educate all members of the sports community about the importance of inclusion and the principles of inclusive language.

Choice

Choice refers to providing participants with a range of options and opportunities that cater to their individual needs, preferences, and abilities. This ensures that everyone can find a way to participate that suits them best. Some of good strategies are:

- Offer a variety of sports programs and activities to cater to different interests and skill levels.
- Allow participants to choose their level of involvement, from recreational to competitive.
- Provide adaptive sports options for individuals with disabilities.

- Offer programs at various times and locations to accommodate diverse schedules and transportation needs.

Partnerships

Partnerships involve collaborating with other organizations, communities, and stakeholders to promote inclusion and diversity in sports. This can enhance the reach and impact of inclusion efforts. Some of good ways are:

- Partner with local schools, community groups, and disability organizations to promote inclusive sports programs.
- Engage with sponsors and funding bodies to secure resources for inclusive initiatives.
- Collaborate with other sports organizations to share best practices and develop joint inclusion projects.

Communication

Communication involves ensuring that all information and interactions within the sports environment are clear, respectful, and inclusive of all participants. This helps to create an atmosphere of understanding and mutual respect. Communication can be enchanced through:

- Use inclusive language in all communications, avoiding stereotypes and biases.
- Provide information in multiple formats (e.g., written, verbal, visual) to accommodate different communication needs.
- Encourage open and honest dialogue about inclusion and diversity issues.

Policy

Policy refers to the development and implementation of rules, guidelines, and procedures that promote inclusion and diversity within sports organizations. These policies should be clear, comprehensive, and enforced consistently. To achieve this, there are multiple steps:

- Develop anti-discrimination and anti-harassment policies that outline acceptable behavior and consequences for violations.
- Create inclusion policies that specify the organization's commitment to diversity and outline steps for achieving inclusive practices.
- Regularly review and update policies to ensure they remain relevant and effective.

Opportunity

Opportunity involves providing equal chances for all participants to engage in and excel within the sports environment. This includes opportunities for participation, leadership, and advancement. There are several ways of implementation:

- Ensure that all participants have access to training, development, and competitive opportunities.
- Promote equal representation in leadership and decision-making roles within the organization.
- Recognize and celebrate the achievements of all participants, regardless of their background or ability.

3.7.3 - PROFESSIONAL APPROACH (TEACHERS, TRAINERS), ACTIVITIES AND CONTEXT

Adopting a professional approach to inclusive language in sports is essential for creating an environment where all participants feel respected, valued, and supported. This approach involves equipping teachers, trainers, and sports administrators with the knowledge, skills, and attitudes necessary to promote inclusivity effectively and integrate inclusive principles into everyday interactions, communications, and training sessions.[25] By implementing inclusive practices in their activities and contexts, sports professionals can significantly impact the experiences of athletes and participants. This section outlines the key aspects of a professional approach to inclusive language, including strategies for teachers and trainers, the design of activities, and the importance of context.

Aspects of professional approach

Training and education

Providing comprehensive training and education on inclusive language to teachers, trainers, and sports administrators is foundational to promoting inclusivity in sports. Effective training programs should start with the basics of inclusive language, explaining why it's important and how it can affect the sports environment. Some of the activities that can be helpful and easily feasible are:

- **Workshops and seminars** - Conduct workshops and seminars that focus on the principles of inclusive language, its importance, and practical applications in sports settings. These sessions should include interactive elements such as role-playing scenarios to help participants practice inclusive communication in real-life situations.
- **Online courses and resources** - Develop and offer online courses and resources that provide continuous learning opportunities on inclusive language and diversity. These resources should be accessible and user-friendly, allowing sports professionals to learn at their own pace.
- **Certification programs** - Implement certification programs to ensure that teachers and trainers have a formal understanding and commitment to inclusive practices. Certification programs can provide a structured curriculum and validate the skills acquired through assessments.

Awareness and sensitivity

Enhancing awareness and sensitivity towards diversity and inclusion among sports professionals is crucial. This involves understanding the varied backgrounds and experiences of participants and recognizing the impact of language on their sense of belonging and self-esteem. It is important to put a focus on:

- **Cultural competency training** - Cultural competency training that focuses on understanding and respecting cultural differences, gender identities, and other aspects of diversity is vital. Provide training that focuses on understanding and respecting cultural differences, gender

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[25] guia_esports_angles (uv.es)

identities, and other aspects of diversity. This helps sports professionals appreciate the unique challenges faced by different groups and learn how to address them respectfully.

- **Bias recognition** - Educate professionals on recognizing and addressing their own biases and stereotypes, ensuring they do not affect their interactions with participants. This training should include exercises that highlight unconscious biases and strategies to mitigate their impact.
- **Inclusive leadership** - Promote inclusive leadership practices that encourage empathy, active listening, and respect for all individuals further reinforces an inclusive environment. Leaders in sports organizations should model inclusive behavior and create an environment where inclusivity is a core value.

Modeling inclusive behavior

Teachers and trainers should model inclusive behavior in all their interactions and activities. This involves being mindful of their language and actions, and ensuring that they promote a culture of respect and inclusion. More concretly, this encompasses:

- **Inclusive communication** - Use inclusive language consistently, avoiding stereotypes and ensuring that all communications are respectful and supportive. This includes using gender-neutral terms, avoiding assumptions about abilities or interests, and addressing participants by their preferred names and pronouns.
- **Positive reinforcement** - Recognizing and celebrating diversity through positive reinforcement of inclusive behaviors among participants is also essential. Highlighting and rewarding inclusive actions can encourage others to adopt similar behaviors.
- **Mentorship and support** - Act as mentors and provide support to participants, fostering an environment where everyone feels valued and included. This involves being approachable, listening to participants' concerns, and providing guidance when needed.

Designing inclusive activities

Designing inclusive activities requires thorough consideration of various aspects.[26] However, implementing the following framework will make it much more easier.

Activity planning

Designing sports activities that are inclusive and accessible to all participants requires careful planning and consideration of the diverse needs of participants. It would be helpful to:

- **Adapted activities** - Modify activities to accommodate the needs of all participants, including those with disabilities or different skill levels. This can involve adjusting the rules, using adaptive equipment, or offering alternative activities that everyone can enjoy.
- **Variety of options** - Offer a variety of activities that cater to different interests and abilities, ensuring that everyone has the opportunity to participate. Providing options allows participants to choose activities that best suit their preferences and needs.

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[26] Inclusive Sport Design

- **Inclusive equipment** - Ensure that all equipment used in activities is accessible and suitable for participants with diverse needs. This might include equipment designed for different abilities or ensuring that standard equipment can be used in various inclusive ways.

Engagement and participation

Encouraging active engagement and participation from all individuals is essential for fostering inclusivity. Creating an environment where everyone feels comfortable participating is key to inclusive sports activities.

- **Group dynamics** - Create diverse groups that promote interaction and collaboration among participants from different backgrounds. This helps to build a sense of community and fosters mutual respect and understanding.
- **Inclusive rules and norms** - Establish rules and norms that promote fair play, respect, and inclusion within activities. Clearly communicate these expectations to all participants and ensure they are consistently upheld.
- **Feedback mechanisms** - Implement mechanisms for participants to provide input on activities, ensuring they feel heard and valued. Regular feedback sessions can help identify any issues and allow for adjustments to be made to improve inclusivity.

Evaluation and improvement

Continuously evaluating and improving activities to enhance inclusivity is vital. This involves regularly assessing the effectiveness of activities and making necessary adjustments based on participant feedback and best practices.

- **Regular assessments** - Conduct regular assessments of activities to identify areas for improvement in terms of inclusivity. This can involve surveys, observation, and direct feedback from participants.
- **Participant feedback** -Gather feedback from participants on their experiences and use this information to make necessary adjustments. Feedback should be sought from all participants, ensuring diverse perspectives are considered.
- **Best practices** - Stay informed about best practices in inclusive sports activities and incorporate these into program planning and execution. Engaging with other organizations and learning from their experiences can provide valuable insights.

Approach in proposed activities

The proposed activities are designed to comprehensively address the use of inclusive language in sports, targeting educators, trainers, and other sports professionals. The objective is to cultivate a thorough understanding and practical application of inclusive language principles, enhancing the overall inclusivity of sports environments. These activities integrate practical activities, discussion sessions, and reflections.

Each activity is structured to be conducted in a group setting, utilizing tools like flipcharts, markers, scenario cards, and sports equipment to facilitate learning. The settings are chosen to mimic real-life sports environments where educators and trainers commonly operate, enhancing the relevance and application of the learned concepts. A variety of materials are used, including scavenger hunt lists, scenario cards, sports equipment, and visual aids like flip charts and whiteboards. These tools are selected to support active learning and help visualize the outcomes

of using inclusive versus non-inclusive language. The workshops are designed to promote a collaborative and inclusive learning environment, where participants share insights, challenge each other's views, and collaboratively develop solutions to enhance inclusivity in their practices. An integral part of each workshop is the reflection and feedback session, where participants discuss what they have learned, how they perceive the impact of inclusive language, and how they can implement these insights in their professional lives.

Professional approach in proposed activities
Each workshop is led by facilitators who are experts in the field of inclusive language. This ensures that the guidance provided is grounded in practical experience and knowledge. Facilitators are tasked with not just imparting knowledge but also modeling inclusive language and behavior, demonstrating its application in real-time.

The facilitators employ interactive methods to engage participants fully. This includes discussions, role-plays, and active problem-solving sessions that mimic real-life situations sports educators might face. This method helps in cementing understanding and encourages the practical application of concepts learned.

Throughout the workshops, facilitators encourage a feedback loop where participants can express their understanding, hesitations, and insights. This approach helps tailor the workshop in real-time to the needs of the participants, making the learning experience more relevant and impactful.

Activities
Scavenger hunt for non-inclusive language - This activity involves participants in an active search within their immediate environment to identify examples of non-inclusive language. It pushes them to think critically about the everyday language used in sports and other contexts, enhancing their ability to notice and correct non-inclusivity.

Critical analysis of sports study - Participants work in groups to dissect a provided sports-related study, identifying non-inclusive language and connecting these instances to broader principles and pillars of inclusive language. This activity is designed to develop participants' analytical skills and their ability to apply theoretical knowledge in practical scenarios.

Exploration of sanguage smpact in sports scenarios - By examining specific scenarios that either empower or disempower female athletes, participants discuss and propose more inclusive language alternatives. This direct application teaches the nuances of language use in sports and its impact on athletes' perceptions and experiences.

Inclusive vs. non-inclusive language in team sports - Through a basketball game guided by different language use directives, participants experience firsthand the influence of language on team dynamics and individual feelings. This activity not only highlights the importance of language choice but also engages participants in reflecting on their language use and its effects.

3.7.4 - WORKING MATERIALS

Case studies

Case studies that can be used as a basis for the idea. The facilitator should elaborate a case study; these are just ideas for the content ideas of the studies:

https://docs.google.com/document/d/1Kx6_3-dMMIzi4uYRjma4TXCMTuVsxKdDs2x9Q9hTvUw/edit?usp=sharing

The "Language Exploration in Sports Scenarios"
Provide scenarios related to women in sports, encouraging participants to identify language that empowers or disempowers.

Scenarios: https://tinyurl.com/ycyreryw

3.8 - SOCIAL CAMPAIGNING ONLINE AND OFFLINE FOR GENDER INCLUSION

The convergence of sports, gender, and internet platforms has become a dynamic battleground for supporters of gender equality in an era dominated by digitalization. Module 6, "Social Campaigning Online and Offline for Gender Inclusion," navigates the tangled web of technology, activism, and sports. Recognizing the critical role that digitalization plays in moulding modern societies and encouraging sustainable development, this subject investigates the current situation of gender inclusion in the digital sphere, analysing both opportunities and challenges. Digital inclusion, in this context, extends beyond mere access to electronic devices and platforms. It encompasses the broader spectrum of utilizing the advantages offered by the internet and digital technologies, acknowledging their role in amplifying women's civic engagement, communication abilities, and mobility. Yet, the journey towards gender-equal digital inclusion is fraught with challenges, ranging from the gender gap in mobile internet access to the pervasive issues of cyberbullying and harassment faced by female athletes in the online sphere. The present module deconstructs the existing digital world, revealing facts that show both potential and barriers. It investigates how digital technology can be used to empower women by providing supplemental income, extending career opportunities, and improving access to education. However, it also addresses the stark reality of a huge gender disparity in mobile internet access, digital skills, and career possibilities in the digital economy. As the narrative unfolds, attention turns to the power of social media in promoting gender equality in sports. Social media platforms emerge as transformative spaces where real-time discussions on gender inclusion take center stage. Case studies, such as the #LikeAGirl and #SheIS campaigns, illustrate how social media serves as a catalyst for change, challenging stereotypes, and amplifying the voices of female athletes. The module also addresses the darker side of the digital arena, where cyberbullying and harassment cast shadows over the experiences of female athletes. Understanding the dynamics of online abuse becomes crucial, prompting participants to explore strategies for fostering a safe and supportive online community.

The task of framing efforts for gender-equal digital inclusion appears as multidimensional. It entails examining technology biases, navigating cultural ramifications, thinking about ethical consequences, and actively engaging sports fandom in the cause of gender equality. This in-depth investigation seeks not only to comprehend the current issues but also to proactively design a digital sports landscape that genuinely represents and celebrates the diverse individuals

who contribute to the world of sports. The module aims to provide participants with the knowledge and insights they need to effect significant change in the quest for gender inclusion both online and offline.

3.8.1 - GENDER AND DIGITAL INCLUSION: CURRENT PICTURE AND EXISTING BARRIERS

Digitalization plays a pivotal role in contemporary societies and is crucial in achieving sustainable development. Access to digital tools and technologies creates opportunities for social engagement and holds significance for the evolution of work and broader developmental prospects. For instance, telemedicine services can enhance healthcare accessibility, expanding coverage and quality, while e-governance aids public services and fosters greater user interaction and involvement in decision-making processes. By systematically collecting and utilizing disaggregated data, tailored solutions can be delivered, addressing specific needs and overcoming barriers. The 2030 Agenda for Sustainable Development, along with its various targets, underscores the potential of digital technologies in contributing to sustainable development and expediting human advancement. By 2022, approximately 65% of the global GDP will have undergone digitization.

Digital inclusion refers to ensuring universal access to the advantages offered by the Internet and digital technologies, encompassing electronic devices like mobile phones, smartphones, tablets, and computers, along with digital applications and platforms used for communication, analysis, information creation, and dissemination. Digital technologies serve as crucial facilitators for women's civic engagement, communication abilities, and mobility. Access to digital devices amplifies the impact of women's organizations and their causes online. While digital activism and social media campaigns aren't expected to replace offline engagement soon, they do complement women's advocacy efforts and aid activists in mobilizing communities and movements. Evidence indicates that digital technologies significantly contribute to democratic processes, self-organization, mutual learning, and self-help, allowing more women to participate in these spheres with improved access to quality digital services and information.

An essential aspect of digital inclusion involves addressing gender disparities in resources and abilities to access and effectively utilize information and communication technology (ICTs). Women worldwide encounter specific obstacles that hinder their full utilization of digital technology, a concern as these platforms—such as digital platforms, mobile phones, social media, online learning tools, and digital financial services—present unique opportunities for women's empowerment and active political participation.

Mobile internet access and online platforms also play pivotal roles in the emotional well-being of migrant families and communities, including refugees. Studies reveal that mobile technologies help women migrant workers alleviate stress arising from social isolation, maintain connections with relatives, learn about their rights, and exchange information within migrant communities. While digitalization and digital tools hold tremendous potential as catalysts for women's empowerment, they also pose serious threats to women's safety and rights. The widespread use of social media and digital platforms has led to an increase in technology-facilitated gender-based violence, particularly accentuated during the COVID-19 pandemic due to heightened online activity. Women's rights defenders, politicians, civil society organizations, journalists, women with disabilities, minority groups, and LGBTI individuals are especially

targeted by online violence. Research indicates that such violence has severe impacts on women's physical, psychological, social, and reproductive health, potentially limiting their access to online information and services, as well as hindering their opportunities to be active digital citizens.

CURRENT PICTURE

These technologies can contribute significantly to advancing gender equality by enabling women to earn supplementary income, expand employment prospects, and access knowledge and general information. However, presently, there's a significant gender gap in mobile internet access in low- and middle-income countries, with about 234 million fewer women than men having this access. Improving digital access for women holds the potential to broaden their economic prospects, enhancing their standing in the job market, particularly in light of the influence of digital advancements and automation on employment. Research across 30 nations indicates that jobs predominantly held by women face a 70% or higher risk of being automated. Additionally, if an extra 600 million women and girls gained access to online services worldwide, it could result in a GDP increase of around US$18 billion. The digital gap between genders in accessing devices and the Internet is substantial. By the end of 2020, 83% of women in low- and middle-income countries owned a mobile phone, yet there were still 374 million women without connectivity. Women generally have less internet access than men, with 234 million fewer women using mobile internet as of 2021. In Europe and Central Asia (ECA), encompassing Russia, 52 million women do not have the opportunity to use the mobile internet. Contrary to men, women in this region are four percent less inclined to utilize the mobile internet, despite being two percent more likely to possess mobile phones. Generally, women in the ECA area are also less prone to accessing the internet for personal purposes, with only a few exceptions (table 1).

Table 1: Individuals using the internet, by gender (%)

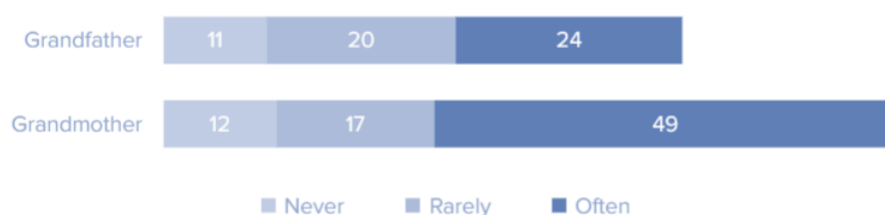| Country/Territory	All individuals	Women	Men
Albania	72.2	71.2	73.2
Armenia	66.5	67.2	65.8
Azerbaijan	81.1	78.0	84.2
Belarus	85.1	85.7	84.2
Bosnia and Herzegovina	73.2	69.3	77.8
Georgia	72.5	71.9	73.3
Kazakhstan	85.9	84.9	87.1
Kosovo*	89.4	89.0	89.9
Montenegro	81.4	80.7	81.9
North Macedonia	81.4	79.2	83.5
Serbia	78.4	76.0	81.8
Turkey	77.7	72.1	83.3
Ukraine	70.1	68.2	72.4
Uzbekistan	70.4	65.9	74.9

Source: ITU, Individuals using the internet (from any location), by gender.

The situation varies across countries: in nearly one-third of 69 economies with available data, women's mobile phone ownership was almost equal to men's, while in 12 of these economies,

more women owned a mobile phone than men. However, in the world's least developed countries, men are 52% more likely to use the internet than women—a gap that increased by 55% between 2013 and 2019.

Women who own mobile phones tend to use fewer features compared to men, often using basic services like SMS and voice calls rather than more complex internet-based functions. Yet, research indicates that when women own smartphones instead of basic handsets, they access a similar range of mobile internet services as male smartphone owners. Furthermore, women are less likely to engage as creators of online content, such as blogs, videos, or social issue commentary, compared to men. Elderly women constitute one of the demographics encountering considerable challenges—the digital gap in internet usage among individuals aged 55–74 is approximately eight percent (8%) in developing and emerging economies. However, there are certain cases where this trend diverges. For instance, in Ukraine, older women utilize digital devices more regularly than older men. This discrepancy might stem from their inclination to seek assistance more frequently than men and display a keener interest in enhancing digital competencies (Figure 1).

Figure 1: How often grandparents ask for children's support with digital technologies in Ukraine

Source: https://www.undp.org/sites/g/files/zskgke326/files/migration/eurasia/UNDP-RBEC-Gender-Equality-Digitalization-guidance.pdf

Deeply ingrained societal disparities pose significant obstacles for women and girls to capitalize on the potential presented by digital technologies, contributing to their exclusion from the evolving digital landscape. Gender biases and cultural norms frequently impede access to digital tools for women and girls, limiting their educational and professional prospects in ICT-related fields. For example, parents might enforce stricter limitations on girls' mobile phone use and internet-related activities compared to boys. In households with limited access to computing resources, preference might be given to boys and men over girls and women for their utilization. Additionally, societal norms, biased educational materials, and inadequate support from families and educators often dissuade girls and women from pursuing STEM programs and careers in these domains. A study in Moldova revealed that despite a liking for computer science in school, over 30 percent of young women did not view ICT as a viable career option due to the perception that it's not suitable for girls. The lack of exposure to female role models, including women teachers, significantly discourages girls from opting for STEM programs. Conversely, their interest in these subjects and self-confidence surge when presented with positive role models. Furthermore, societal expectations concerning women as primary caregivers, coupled with a predominantly masculine corporate culture, notably within the tech sector, serve as major barriers to women's workforce participation. These factors impede employment

opportunities and hinder career progression for women amid the opportunities presented by digital transformation.

EXISTING BARRIERS

Some of the barriers that limit women digital exclusion are:

- Affordability of the internet and digital devices

Economic disparities both trigger and result from digital exclusion. The financial situation of mobile users influences the acquisition of more sophisticated devices, influenced by cultural norms, overall infrastructure, equipment costs, and internet expenses. Aspects like internet affordability and the expense of smart devices pose challenges that disproportionately impact women, girls, and particularly those with lower economic means. Affordability ranks as the second most commonly mentioned obstacle hindering the utilization of mobile internet services.

- Lack of literacy and digital skills

Another significant factor contributing to exclusion is the overall accessibility to education and the literacy rates within societies. Women who have completed secondary education exhibit a sixfold higher likelihood of using the internet compared to those with primary or lower educational levels. The more sophisticated the device, the greater the requirement for literacy skills in its adoption and regular internet usage. Additionally, women, in general, demonstrate lower proficiency in digital skills across various levels of digital literacy compared to men. For instance, they are 25 percent less inclined to utilize ICT for fundamental purposes like employing arithmetic formulas in a spreadsheet. This discrepancy further expands across the skills spectrum, with women being four times less likely than men to possess advanced ICT skills.

- Lack of employment and entrepreneurship opportunities in the digital sector

The evidence indicates that women-owned e-commerce ventures encounter more obstacles than those owned by men when entering and expanding in the market. These challenges encompass limited access to funding, prevailing patriarchal attitudes, and a lack of specialized digital training. Women-led businesses participating in e-commerce platforms typically represent smaller enterprises, with constrained growth prospects and lower profit margins. For instance, on Alibaba, the average sales revenue of companies led by women is 18 percent lower than those led by men. Additionally, women-led companies tend to export to fewer countries compared to those led by men, with women averaging exports to nine countries and men to 15 countries.

However, given the opportunity, women readily embrace the potential of digital business. A survey spanning 111 countries revealed that women-led businesses are 1.5 times more inclined than their male-led counterparts to consider engaging in e-commerce. The Organisation for Economic Co-operation and Development (OECD) underscores the platform economy's role in empowering women in developing nations, emphasizing gig work offered by platforms like Uber, Fiverr, Lyft, and Amazon Mechanical Turk. Nonetheless, gender bias prevails in these environments, resulting in disparate treatment. Women often face lower evaluations, reduced auction prices on platforms like eBay, and earn less as on-demand taxi drivers, with a pay gap of roughly seven percent.

Moreover, strong gender stereotypes lead to the segregation of women in certain types of platform work and limit access to roles typically deemed as 'male-oriented,' such as software development. Furthermore, women are more prone than men to disengage from platforms within a year (62 percent compared to 54 percent, respectively). Despite offering a timely solution in challenging financial situations, the platform economy's jobs often lack quality and stability, discouraging prolonged commitment from workers.

● Safety and security issues

Safety and security issues frequently hinder women in developing and emerging economies from using the internet and adopting mobile phones. Women and girls face potential risks of online gender-based violence (GBV), encompassing cyberstalking, harassment, sexual exploitation, and privacy breaches like doxing or "revenge pornography." These forms of abuse often compel women to limit their engagement on online platforms. Certain groups of women face higher risks, including young women, ethnic minorities, lesbian, bisexual, queer, transgender individuals, those with disabilities, women human rights defenders, politicians, and journalists. According to European Union data, approximately one in ten women has encountered cyber-harassment since the age of 15, underscoring the urgency to develop strategies to prevent online GBV. frequently hinder women in developing and emerging economies from using the internet and adopting mobile phones. Women and girls face potential risks of online gender-based violence (GBV), encompassing cyberstalking, harassment, sexual exploitation, and privacy breaches like doxing or "revenge pornography." These forms of abuse often compel women to limit their engagement on online platforms. Certain groups of women face higher risks, including young women, ethnic minorities, lesbian, bisexual, queer, transgender individuals, those with disabilities, women human rights defenders, politicians, and journalists. According to European Union data, approximately one in ten women has encountered cyber-harassment since the age of 15, underscoring the urgency to develop strategies to prevent online GBV.

3.8.2 - PROMOTION OF GENDER EQUALITY ON SOCIAL MEDIA

Social media has emerged as a powerful change agent in the sports sector, having unparalleled power in molding public opinion and fostering diversity. Because of the immediate nature of platforms like Twitter, Instagram, and Facebook, information can be disseminated quickly, allowing for real-time discussions on gender equality in sports. Because of the virality of material on digital platforms, tales about female athletes and their triumphs can reach a worldwide audience in a matter of seconds.

Furthermore, social media functions as a democratizing force, providing athletes, fans, and advocates a voice. Individuals can contribute to bigger conversations by using hashtags and trending topics, challenging old standards and pushing for gender equality. Direct connection enabled by social media platforms reduces barriers between athletes and their audiences, fostering a sense of community and shared purpose in the pursuit of gender equality in sports. Another feature of social media is that it serves as a tremendous amplifier for female athletes' voices, providing a direct and unedited way for them to engage with fans and the general public. Athletes can contribute their personal stories, victories, and problems, helping to create a more complex and truthful narrative about women in sports. The engagement metrics on sites like

Instagram, where followers may like, comment, and share, provide real evidence of these narratives' resonance.

This amplification extends beyond regular media coverage, allowing athletes to direct their own narratives and directly confront prejudices. Female athletes use social media to become role models and sources of inspiration for a wide range of people. Ramla Ali, a Somali-born female boxer and Nike athlete, is an example of this, revealing her struggles in a male-dominated sport and motivating others. Social media's participatory nature encourages a sense of connection, shattering the hierarchical structure that has previously existed between athletes and their followers. Overall, social media allows female athletes to be more than just subjects, but also active participants in the ongoing discourse about gender equality in sports.

Source: https://rm.coe.int/bis-factsheet-gender-equality-sport-media-en/1680714b8f

#LikeAGirl Campaign

The #LikeAGirl campaign is a pioneering movement that intentionally uses social media to fight preconceptions about female athletes. This campaign is more than just a commercial promotion; it is also a potent lobbying tool for societal change. Participants acquire insights into how properly planned message, along with a strong social media presence, can affect cultural attitudes by dissecting its objectives and impact. Participants are encouraged to critically examine the use of visual media, storytelling, and captivating narratives to change engrained preconceptions, establishing a positive and empowered image of women in sports.

The campaign was extensively advertised on social media, with videos and photographs posted on platforms such as Twitter and Instagram. The campaign's key hashtag, #LikeAGirl, encouraged people to submit their own stories and experiences.

Understanding the success of #LikeAGirl is useful in planning future initiatives aimed at changing societal views. Participants can apply lessons learned about the value of authenticity, relatability, and emotional resonance in content creation, all of which help to break down barriers and promote gender equality.

#SheIS Campaign

The #SheIS campaign stands out as a collaborative effort across multiple sports, demonstrating the diversity of female athletes' achievements. Participants who investigate this campaign

acquire important insights on how collaborative projects might broaden the reach and impact of gender equality messaging. #SheIS highlights the unity in variety within the larger story of women in sports by highlighting achievements across sports disciplines. Participants learn from the campaign's use of social media as a unifying platform, highlighting the potential for cross-disciplinary collaboration to enhance the collective voice fighting for gender equality.

#SheIS used numerous social media channels to honor and highlight the accomplishments of female athletes from various sports. The initiative encouraged the usage of the hashtag #SheIS while posting material and partaking in social media conversations. Furthermore, the official website served as a focal focus for campaign-related information and updates.

This segment gives participants a hands-on understanding of the role of inclusivity in social media campaigns, illustrating how varied representation can reach a wider audience. #SheIS acts as an inspiration for promoting togetherness and solidarity, demonstrating that a collaborative effort can bring about substantial change in women's sports perspective.

User-Generated Content

The power of user-generated content (UGC) in promoting gender equality in sports is a testament to the grassroots movements that social media platforms can inspire. By analyzing how individuals contribute to the cause, participants gain a deeper understanding of the democratizing potential of social media. UGC allows ordinary individuals to become active contributors to the narrative, providing authentic perspectives and diverse stories that may not be captured through traditional media channels.

Encouraging user-generated content becomes a key takeaway for participants, as it underscores the importance of community engagement and empowerment. Participants can explore strategies for fostering a community-driven approach, where the audience actively participates in shaping the discourse surrounding gender equality in sports. This section emphasizes that impactful change often emerges from the collective efforts of a diverse and engaged community.

Addressing Gender Bias

Addressing gender bias in sports media coverage requires a multifaceted approach, and social media plays a crucial role in challenging and dismantling such biases. Participants in this section delve into the challenges surrounding gender bias and learn how social media can be a strategic tool for initiating conversations and holding media outlets accountable. Analyzing real-world examples of how social media has been used to challenge biased narratives provides participants with practical insights into the potential impact of online activism.

Understanding the challenges of gender bias positions participants to develop informed strategies for countering such biases effectively. By exploring the role of hashtags, campaigns, and user-generated content in reshaping narratives, participants gain the tools to actively contribute to the ongoing discourse on gender equality in sports.

Cyberbullying and Harassment

A depressing fact in the sports world is the prevalence of online harassment directed at female athletes. Unfortunately, the desire of increasing their social media profile frequently exposes female athletes to a disproportionate amount of hostility. Surprisingly, statistics show that female athletes experience three times as much abuse as their male counterparts. A thorough examination of social media feedback reveals a dramatic discrepancy, with roughly 27 percent of comments on Facebook posts intended at female athletes being unfavorable, compared to only 8 percent for male athletes. Surprisingly, nearly 23% of these unfavorable comments were

recognized as explicitly sexist, while another 20% belittled the sporting talents of female athletes. Also, 14% of the comments were classified as extremely sexualized and graphic, highlighting the disturbing nature of online abuse directed at women in sports.

The challenge extends beyond the players, infiltrating the engagement dynamics of female sports spectators, particularly those who favor male-dominated sports. Join the Dots InSites Consulting conducted research that offers light on the gap in involvement roles among female football fans. While their participation is visible in the setting of men's football, a pervasive pattern emerges in which female spectators are frequently relegated to the position of cheerleaders. Male colleagues, on the other hand, openly discuss and debate tactics and strategy. This disparity is accentuated further by the significant representation of men in the fan voice for both male and female sports. Upon deeper exploration, it becomes apparent that some female fans harbor a sense of inadequacy in expressing their opinions or asserting their voice, despite many being dedicated life-long fans and season ticket holders.

This unwillingness to actively participate in sports debate, motivated by a lack of confidence, presents a huge issue. It not only impedes the diverse representation of fan opinions, but it also highlights the importance of creating an environment in which all fans, regardless of gender, feel empowered to contribute meaningfully to discussions. To address this difference in fan engagement, a deliberate effort is needed to break down existing barriers, encourage female fans to express their ideas fearlessly, and challenge the stereotypes that limit their role to simply cheerleading. It is critical to create an inclusive place that values and amplifies the views of all sports enthusiasts in order to ensure that the digital sports community represents the diversity and richness inherent in the world of sports.

Female athletes often face cyberbullying and harassment on social media, highlighting the need for creating a safe online environment. Participants analyze the challenges female athletes encounter in the digital space and explore how social media platforms can be instrumental in addressing this issue. Case studies and best practices in dealing with cyberbullying provide participants with practical strategies for fostering a supportive and secure online community.

Understanding the dynamics of cyberbullying and harassment equips participants with the knowledge to actively contribute to the creation of a positive online culture. This section underscores the importance of promoting empathy, respect, and responsible digital citizenship to counteract the negative aspects of social media.

Collaborations and Partnerships

Successful collaborations between sports organizations, athletes, and social media platforms exemplify the potential impact of collective efforts in promoting gender equality. Participants analyze case studies to understand the strategies employed in building partnerships that amplify the message of gender equality.

Understanding collaboration strategies empowers participants to explore opportunities for partnerships in their own initiatives. By studying successful collaborations, participants gain insights into effective communication, resource-sharing, and the alignment of goals — key elements that contribute to the success of initiatives aimed at promoting gender equality in sports.

3.8.3 - FRAMING ACTIONS FOR A GENDER-EQUAL DIGITAL INCLUSION

Framing initiatives for gender-equal digital inclusion in sports reflects a complete awareness of digital spaces' transformative potential. Not only must overt gender discrepancies be addressed, but subtle prejudices built in algorithms, user interfaces, and content selection systems must also be addressed. Analyzing these small biases is critical in framing actions because it allows for a more sophisticated approach to building digital sports settings that are really equal and representative of varied experiences. This kind of attention necessitates a critical analysis of technology's role in perpetuating or breaking existing gender norms in sports narratives.

Furthermore, framing activities necessitates an understanding of the dynamic interplay between digital inclusion and broader sociocultural settings. An in-depth examination looks at how cultural norms, societal expectations, and historical precedents shape the digital sports world. This cultural sensitivity guarantees that measures for gender-equal digital inclusion are sensitive to the unique barriers that people from various cultural backgrounds experience. Framing activities can manage obstacles and contribute to a more globally inclusive digital sports environment by understanding cultural differences.

Understanding the feedback loops between the digital and physical sports realms is an important component of the investigation. Framing actions recognize that digital platforms are not separate from the larger sports ecosystem; rather, they are linked. Changes in digital representation and involvement can have real-world consequences for physical sports culture, and vice versa. This awareness inspires an integrated approach that takes into account the symbiotic relationship between digital and physical sports, emphasizing the premise that increasing gender equality in one realm has a good impact on the other.

Framing activities also promote an investigation of the ethical implications of digital inclusion in sports. Ethical considerations in digital interventions include analyzing the implications of data gathering, privacy, and the possibility of unintended effects. Analyzing the ethical consequences ensures that actions prioritize individuals' well-being and rights, protecting against any accidental harm that may result from well-intentioned initiatives. This ethical perspective is critical for cultivating a trustworthy and responsible digital sports environment.

In addition, framing activities for gender-equal digital inclusion in sports considers the broader fandom in addition to the immediate impact on athletes. The study acknowledges that fans have an important role in influencing the narrative and culture surrounding sports. Framing actions include tactics for actively engaging fans in promoting gender equality, as well as using the power of fan communities to achieve positive change. This fan-centric viewpoint underlines the importance of digital inclusion efforts connecting with and involving the varied audience that contributes to the vibrancy of sports culture.

Finally, framing activities for gender-equal digital inclusion in sports appears to be a multifaceted and linked task. It investigates technological biases, evaluates cultural impacts, navigates feedback loops between digital and physical sports, investigates ethical concerns, and actively involves the fandom. This in-depth examination ensures that framing efforts are proactive rather than reactive, helping to create a digital sports scene that truly reflects and celebrates the variety of all individuals participating in sports.

Conclusions

The module on "Social Campaigning Online and Offline for Gender Inclusion" draws several key conclusions. Firstly, it emphasizes the importance of bridging the digital gender gap to ensure universal access to the benefits of the digital era. Despite the potential for digital technologies to empower women, significant disparities persist, particularly in low- and middle-income countries. Addressing fundamental issues such as affordability, literacy, and employment opportunities is crucial for fostering gender equality in the digital space.

Another noteworthy aspect is the recognition of social media as a potent tool for advancing gender equality in sports. Campaigns such as #LikeAGirl and #SheIS demonstrate how social media can be used to highlight varied voices and encourage female athletes. The prevalence of cyberbullying, on the other hand, is highlighted as a negative feature of online involvement, emphasizing the need for coordinated efforts to build a secure and supportive digital environment.

The module promotes a holistic approach to digital inclusion, emphasizing the complex interplay of technology biases, cultural norms, and ethical concerns. It emphasizes the importance of comprehensive education programs, stakeholder collaboration, and community-building initiatives to address the numerous difficulties faced by women in the digital sports world.

Lastly, the module concludes by emphasizing the importance of actively shaping a gender-equal digital sports environment. This involves challenging biases embedded in technology, understanding cultural nuances, and promoting ethical considerations. Creating an inclusive space for the sports fandom is identified as a key aspect, highlighting the role of collective action in realizing the vision of a digital sports scene that celebrates diversity and equality.

In conclusion, the findings of this module emphasize the importance of comprehensive, collaborative, and proactive actions. The sports community can lead the way for a more equitable and diverse future by tackling the digital gender gap, responsibly using the power of social media, and taking a holistic approach to digital inclusion.

3.8.4 - WORKING MATERIALS

Websites and Films

All In Plus – Promoting greater gender equality in sport" - https://pjp-eu.coe.int/en/web/gender-equality-in-sport/resources1

European Institute for Gender Equality - https://eige.europa.eu/

Empowering women facing gender-based violence amid COVID-19 through media campaigns - https://www.nature.com/articles/s41562-023-01665-y

Social media as a tool to combat gender stereotypes - https://wearerestless.org/2022/11/22/gender-issues-education/

A list of major global campaigns, along with useful links to campaign resources and social media content - https://sdg-communicator.org/resources/communicating-for-gender-equality/#global-campaigns-to-support-for-international-women-s-day-22

Co-funded by the European Union

"Wanna Talk About It?" - Netflix, during the pandemic it launched a series of Instagram Live stories called **"Wanna Talk About It?",** as an attempt to rise sexual violence and abuse issues specially to women, but also as a means of sharing tips for well-being and support in case of depression and psychological help to public in general. Currently, most of the content of this campaign is offered not only on social media, but also directly from the website and Netflix's site. It's a fact that even in the streaming industry online feminism is gaining a foothold.

https://www.wannatalkaboutit.com/se/

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Toolkit

Education and Non-Formal Learning Through Sport

Operators, Sport experts and Schoolteachers

Project ID: 101089786

DESCRIPTION OF LEARNING UNITS

1 - SPORT EDUCATION AT SCHOOL

Number of Learning Unit	1	Title	Sport Education at school		
Theme(s)	Education Trough Sport, Inclusion, Conflict Resolution and Discrimination, Participation, Cultural Diversity, Solidarity and empathy, Culture and Diversity, Human Rights				
Contents			**Objectives**		
- Theories, techniques &teaching methods of sports			- To introduce the concept of Education through Sport - To underline the differences between education for, by and through sport - To develop skills of communication and cooperation. - To know how to design and plan teaching and training - To raise awareness on the topic of discrimination.		
Description of the Exercices	Impact on their attitude, behavior, or perspective of social change in relation to the topic we tackle in the exercise. Two dimensions for learning possibilities: First, the link to social competencies and, second, to learning styles in general.				
Materials	The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material. **(See Exercises activities – The Snake)**				
Preparation	The preparation states what we must do in advance to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance, and distributing tasks among team members, because they are obvious**. (See Exercises activities- The Snake)**				
Instructions	The instructions will tell us exactly what you must do step by step. The flow of the activity is de- scribed considering the responsibilities of the facilitators. Rules, instructions, and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants. **(See Exercises activities – The Snake)**				
Duration	2 hours				
Debriefing and evaluation	Debriefing and evaluation are the part where we actually put down the necessary questions, ideas and conceptional thoughts you might need to deliver ETS successfully. The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants if we are facilitating ETS for the first time with a group to set ground rules for communication. **(See Exercises activities – The Snake).**				

Number of Learning Unit	2	Title	Sport Education at school

Theme(s)	Education Trough Sport, Inclusion, Conflict Resolution and Discrimination, Participation, Cultural Diversity, Solidarity and empathy, Culture and Diversity, Human Rights

Contents	Objectives
- Physical and mental wellbeing	- To define Physical Activity, Physical Exercise, and sport activity - To know the effects of Physical Activity and sport participation on physical and mental wellbeing. - To know, how to adopt active & healthy lifestyles. - To know the recommended amount of Physical Activity in accordance with the guidelines of the World Health Organization (WHO).
Description of the Exercices	Impact on their attitude, behavior, or perspective of social change in relation to the topic we tackle in the exercise. Two dimensions for learning possibilities: First, the link to social competencies and, second, to learning styles in general.
Materials	The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material. **(See Exercises activities- Play for your Right to Health)**
Preparation	The preparation states what we must do in advance to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance, and distributing tasks among team members, because they are obvious. **(See Exercises activities - Play for your Right to Health)**
Instructions	The instructions will tell us exactly what you must do step by step. The flow of the activity is de- scribed considering the responsibilities of the facilitators. Rules, instructions, and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants. **(See Exercises activities - Play for your Right to Health)**
Duration	2 hours
Debriefing and evaluation	Debriefing and evaluation are the part where we actually put down the necessary questions, ideas and conceptional thoughts you might need to deliver ETS successfully. The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants if we are facilitating ETS for the first time with a group to set ground rules for communication. **(See Exercises activities - Play for your Right to Health).**

Number of Learning Unit	3	Title	Sport Education at school
Theme(s)	Education Trough Sport, Inclusion, Conflict Resolution and Discrimination, Participation, Cultural Diversity, Solidarity and empathy, Culture and Diversity, Human Rights		
Contents		Objectives	
Sport values		- To know sports values and their importance in modern society; - To understand and reflect on your own behavior and behavior of others - To foster solidarity and motivation to work for justice - To make ethical choices (no doping, no cheating, respect for the others, etc.); - To Build a sport school environment based on positive social values like friendship, tolerance and fairness.	
Description of the Exercices	Impact on their attitude, behavior, or perspective of social change in relation to the topic we tackle in the exercise. Two dimensions for learning possibilities: First, the link to social competencies and, second, to learning styles in general.		
Materials	The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material. **(See Exercises activities – Learn to Play and Siamese Football)**		
Preparation	The preparation states what we must do in advance to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance, and distributing tasks among team members, because they are obvious**. (See Exercises activities - Learn to Play and Siamese Football)**		
Instructions	The instructions will tell us exactly what you must do step by step. The flow of the activity is de- scribed considering the responsibilities of the facilitators. Rules, instructions, and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants. **(See Exercises activities- Learn to Play and Siamese Football)**		
Duration	1,5 hours		
Debriefing and evaluation	Debriefing and evaluation are the part where we put down the necessary questions, ideas and conceptional thoughts you might need to deliver ETS successfully. The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants if we are facilitating ETS for the first time with a group to set ground rules for communication. **(See Exercises activities - Learn to Play and Siamese Football).**		

Number of Learning Unit	4	Title	Sport Education at school
Theme(s)		Education Trough Sport, Inclusion, Conflict Resolution and Discrimination, Participation, Cultural Diversity, Solidarity and empathy, Culture and Diversity, Human Rights	

Contents	Objectives
- Collaboration/ teamwork	- To develop social competencies - To learn Effective and Empathic Communication styles - To build top-down and peer relationships and evaluate group strategies - To identify educational needs and objectives through sport - To design outdoor educational learning - To accept change as a stimulus to renew schemes, strategies and methods.
Description of the Exercices	Impact on their attitude, behavior, or perspective of social change in relation to the topic we tackle in the exercise. Two dimensions for learning possibilities: First, the link to social competencies and, second, to learning styles in general.
Materials	The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material. **(See Exercises activities – Team Roles)**
Preparation	The preparation states what we must do in advance to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance, and distributing tasks among team members, because they are obvious**. (See Exercises activities - Team Roles)**
Instructions	The instructions will tell us exactly what you must do step by step. The flow of the activity is de- scribed considering the responsibilities of the facilitators. Rules, instructions, and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants. **(See Exercises activities - Team Roles)**
Duration	1,5 hours
Debriefing and evaluation	Debriefing and evaluation are the part where we actually put down the necessary questions, ideas and conceptional thoughts you might need to deliver ETS successfully. The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants if we are facilitating ETS for the first time with a group to set ground rules for communication. **(See Exercises activities - Team Roles).**

THE DESCRIPTIONS OF THE EXERCISES

TEAM ROLES

THEMES - Inclusion, Conflict Resolution and Discrimination
Competencies - Conflict resolution, Self-reflection,
Team Building
Group Size - 10 - 16
Age Range – 16+
Time – 120 minutes

DEBRIEF AND EVALUATION

Start by reviewing what was happening during the activity. Following questions can be used:

- What was happening in the first part?
- Were the instructions clear; did you understand how to
  play basketball?
- Did you like the game?
- How was the second part for you?
- How did you cope with limitations?
- How did you feel? Did you feel more included in
  the game then in the first part?
- Did the team work well?
- How did you feel when you couldn't score (men)?
- Were you under pressure because you have to score (women)?
- What was happening in the last part?
- How did you feel in your roles?
- How did you perceive the behavior of others?
- How did you adapt your communication and behavior towards them?
- What do you think why they behave like that?
- How do you react otherwise when somebody is behaving in that way towards you?
- Do you behave in that way in some situations in everyday life?
- What did you learn out of this game?
- Would you do something differently next time?

INSTRUCTIONS

Organize the participants into 2 teams of 5 or more teams if the numbers are greater than 10.
Step 1 - Education for sport
Explain to participants that they must play basketball in their teams and that the objective is to win.
Explain how to play. Demonstrate the rules and boundaries to participants.
Ask the participants what the rules of the game are? At this stage simple rules such as double dribble and travelling with the ball will come out.
(Play for 10 minutes)

Step 2 - Education by Sport
Introduce some conditions to the game to show how the game will use Education by Sport.
These can include:
no dribbling
only females can score
every team member must touch the ball
ball must be passed at least 3 times before you can score
can only dribble with weak hand
males can only score with weak hand
males can only score outside the key
(Play for 10 minutes)

Step 3 - Education through sport
Introduce role cards. The participants should not discuss their role with anyone.
They must now play the game in this role.
!! At this stage there could be conflict due to the roles so take care in the selection of the roles (Play for 10 minutes

OVERVIEW

This exercise is a simple three-step introduction to non-formal education and shows the difference be-tween using education by, for and through sport. The session is an eye-opener about how sport can be used as a tool to develop social competencies.

The issues addressed include conflict resolution, inclusion and participation.

PREPARATION

Check the playing area is safe.

Prepare the Ball, bibs, role cards

MATERIALS

- Basketball court
- Basketball
- Bibs
- 2 whistles.
- Role cards

OBJECTIVES

- To develop social competencies.
- The value of inclusion.
- To understand and reflect on your own behavior and behavior of others.
- Team building.

TIPS FOR FACILITATORS

The debrief should be done only at the end of thegame, otherwise you may break the flow of the activity.

Let the participants pick the roles or if you know the group well and you are sure you can handle the situation then roles can be given to the participantsto reflect on their own behavior – if this is undertaken then caution must be used to ensure there that participants are not overly frustrated with

the role they have been given.

ADITIONAL INFORMATION

- Role cards to be made up from the following. Different cards can be introduced to explore different social competencies.
- being selfish
- pass to the other team
- yell at those who make a mistake
- try to include everyone
- only pass to one person
- be a referee
- coach the team
- be over enthusiastic
- This activity can be adapted to most team sports such as handball and football.

LEARN TO PLAY

THEMES - Participation, Cultural Diversity
Group Size - 10 - 16
Age Range – 16+
Time - 90 minutes

OVERVIEW

This exercise explores learning styles through the game of basketball and challenges the participant to identify their own best learning style.

OBJECTIVES

- To understand different learning styles.
- To explore different approaches to learning styles.
- To reflect on participants' own learning style.

MATERIALS

- 2 Basketballs
- Basketball court
- Role cards with the learning styles and
- explanations
- Bibs to segregate the teams
- Flipchart, markers, Post it note paper.

PREPARATION

• Prepare the role cards with the learning styles and explanations

• Check the basketball court

• Ensure the basketballs are properly inflated

• Have enough bibs for the number of participants,

1 colour of bibs for each team should be used.

Participants are given role cards with real life learning styles, and they are asked to behave accordingly during the whole exercise. Participants should take time to read their roles and think about how they can implement their role throughout. If further explanation of the roles are required then the participants should seek clarification from the trainers. The session begins by teaching all members of the group, how to throw the basketball (hands, body, jump, arc of the ball, looking in between arms, movement)

Teach the rules of the game so that everybody in the group understands and then let the teams play the game. (60 minutes)

ROLE CARDS:

The trainers – ask the group for volunteers who know how to play basketball. Make sure that in each team of 5 there is one of all the 5 pure learning styles below.

1. ACTIVE

Active learners tend to retain and understand information best by doing something active with it-

-discussing or applying it or explaining it to others.

»Let's try it out and see how it works« is an active learner's phrase. Active learners tend to like group work more. Sitting through lectures without getting to do anything physical but take notes is hard for them.

2. REFLECTIVE

Reflective learners prefer to think about it quietly first. "Let's think it through first« is the reflective learner's response. Reflective learners prefer working alone.

3. SENSING

Sensing learners tend to like learning facts. Sensors often like solving problems by well-established methods and dislike complications and surprises. Sensors are to resent being tested on material that has not been explicitly covered in class. Sensors tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work. Sensors tend to be more practical and careful. Sensors don't like courses that have no apparent connection to the real worldly.

4. INTUITIVE

Intuitive learners often prefer discovering possibilities and relationships. Intuitors like innovation and dislike repetition, intuitors may be better at grasping new concepts and are often more comfortable with abstractions and mathematical formulations. Intuitors tend to work faster and to be more innovative. Intuitors don't like »plug-and-chug« courses that involve a lot of repetition and routine.

5. ONE OF THE FOLLOWING 4 (FREE CHOICE OF FACILITATOR):

VISUAL

Visual learners remember best what they see – pictures, diagrams, flow charts, timelines, films, and demonstrations.

VERBAL

Verbal learners get more out of words –written and spoken explanations.

SEQUENTIAL

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Sequential learners tend to follow logical stepwise paths in finding solutions.

GLOBAL

Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly »getting it«. Global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.

DEBRIEF AND EVALUATION

Discussion is facilitated by the trainer about the

roles of the participants and their learning experience (30 minutes)

• How did you feel during the activity?

• What happened? Any interesting moments?

• What do you think of the teaching methods of the two trainers?

• Did you learn something?

• What did you learn?

• How did you learn?

• What is its implication to your role as a trainer?

• What do you think of learning style typology?

ADDITIONAL INFORMATION

Participants are advised to visit the following link and make their own learning style test.

http://www.engr.ncsu.edu/learningstyles/ilsweb.html

SIAMESE FOOTBALL

THEMES - Activity suitable to develop awareness of solidarity and empathy.

Group Size - 2 teams of 6 participants.

Age Range – 16+

Time - 90 minutes

OVERVIEW

This exercise is a simple three-step introduction to non-formal education and shows the difference be- tween using education by, for and through sport. The session is an eye-opener about how sport can be usedas a tool to develop social competencies.

OBJECTIVES

• To foster solidarity and motivation to work for justice
• To develop skills of observation and coordination
• To promote empathy and solidarity

MATERIALS

- Football pitch (or a space big enough and something to mark the goalposts).
- Football ball
- Something to tie the legs together (Rope, cellotape, fabric).
- Fabric or something to blindfold half the participants

TIPS FOR FACILITATORS

The debrief should be done only at the end of the game, otherwise you may break the flow of the activity. Let the participants pick the roles or if you know the group well and you are sure you can handle the situation then roles can be given to the participants to reflect on their own behavior – if this is undertaken then caution must be used to ensure there that participants are not overly frustrated with the role they have been given.

INSTRUCTIONS

Ask participant to stand in couples, to look in the same direction and tied the legs that are closer together.

As a warming up ask the participants to practice walking, running, jumping together. You could also use directions (jump, touch the floor, step forward, step back) and after they have done a few series ask them to do the contrary of your directions. If you say "jump", they "touch the floor"; if you say "step forward", they "step back" and so On.

Make 2 teams and start the match.

Blindfold one person in each couple.
Play again.

PREPARATION

Check the playing area is safe.
Prepare the Ball, bibs, role cards

DEBRIEF AND EVALUATION

• How are you feeling?

• What did happen?

• Evaluate both parts of the exercise, if possible separately.

• How was the experience of being tied/blindfolded?

• What strategy did you use?

• Did you consider your partner´s needs? How?

• Can you think of how or when in life you act similarly (taken care of or not of people with difficulties)?

• How can you act from now on?

PLAY FOR YOUR RIGHT TO HEALTH

A role-playing basketball game which explores health and human rights.

THEMES – Health and Human Rights

Group Size – 20 to 25

Age Range – 16- 30

Time - 90 minutes

OVERVIEW

This exercise uses basketball to explore and give understanding of how other people are affected by their circumstances and how things mean different things for different people.

OBJECTIVES

- To understand that access to health is influenced by social, economic, environmental factors.
- To understand that health is a fundamental human right.
- To experience the links to connect sport, human rights and health.
- To reflect on how sport and physical activities can be used to learn about the right to health.

MATERIALS

- Basketball court
- 2 basketballs
- Role-cards
- Playing bibs x 6 in 3 colours.

PREPARATION

- Ensure the working space is safe for the exercise.
- Print out the role cards
- Gather the playing bibs for selecting the teams

INSTRUCTIONS

There are 4 teams of 5-6 participants. There are two referees, one on each side. Two teams are playing on one side of the basketball court using only one basket. The usual rules of one-side basketball match apply (the one who scored can start from the middle, if opposite team takes the ball away player with the ball must take the ball out of the three-point arc).
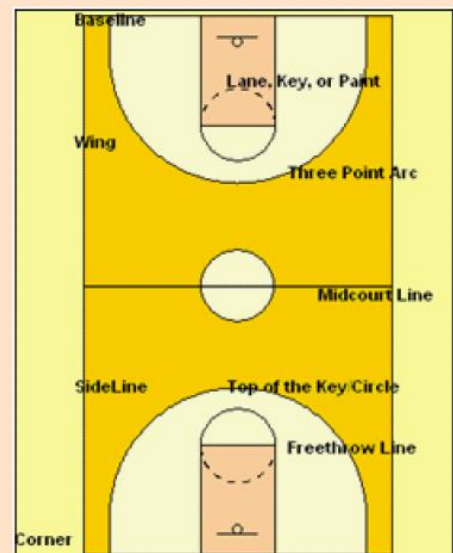
Each player gets a role card (see below). They get 3 minutes to imagine what this person would be like, what feelings he would have, how she would play, what life she would have...). The game starts at the same time on both sides of the court. The goal is to play the game and win. The game lasts for 20-30 minutes. Each minute the facilitator shouts the one of the following conditions of health:

- information on health issues
- proper education on health service
- medical insurance
- healthy, good quality food
- clean water, safe and hygienic home
- good environmental conditions
- violence-free life
- no discrimination
- freedom
- mental and psychological health, sport
- • healthy working conditions

- If the person with the actual role could not have access or could not get that condition he/she will have to stand still for 30 seconds (can get and throw the ball, but cannot move). After 30 seconds he/she can move on in the game. It is important to explain that this element should be played honestly, so if that role would not be likely to have access, the player must freeze.

- If someone scores a basket, he/she receives a so called "extra chance". The extra chance can be used up when the announced condition would freeze the player. If a player has an extra chance and the announced condition would freeze him for 30 seconds, all he/she has to do is to raise both his hands up and shout his own name to show to the referee that he/she is using up one extra chance. Extra chances can also be given to someone else in need, by going to the frozen person and putting both hands on his/her shoulders and shouting his/her own name.

- The role of the referees: they are identifying the faults; they are noting and observing the extra chances. He/she notes down if a player scores a basket and keeps record of the extra chances' players receive or use up. They are both given a notepad, a pen and a whistle.

DEBRIEF AND EVALUATION

- The facilitator does a short de-rolling exercise before debriefing. For debriefing the whole group sits down on the floor. Facilitator is using the following questions for debriefing:
- How did you feel during the game?
- What do you think of your role person (on the role card)?
- How did the game go? What happened?
- Was there any major problem or conflict during the game?
- What relevance do you see to human rights issues?
- In light of the exercise what links do you see between health and human rights?
- Did everyone have the right to health during the exercise?
- What did you learn?
- Do you think the right to health service is a human right?

TIPS FOR FACILITATORS

This exercise can be used with other team games such as football or handball.

Please note the sensitivity of the roles and how people could get uncomfortable with them.

Co-funded by the European Union

THE SNAKE

THEMES - Inclusion & Discrimination Competencies Communication in foreign languages.

Competencies - Teamwork, Cooperation, Strategic thinking.

Group Size – 12 of 20 participants

Age Range – 14+

Time - 90 minutes

OVERVIEW

The exercise is a three-stage physical activity that aims to be an eye opener for participants into the concept of Education through Sport by showing the difference between education for, by and through sport. The referee will make it so that it can be an exercise that raises awareness of the topic of discrimination.

OBJECTIVES

- To introduce the concept of Education through Sport.
- To underline the differences between education for, by and through sport.
- To develop skills of communication and
- cooperation.
- To raise awareness on the topic of discrimination.

PREPARATION

- Mark out the space of the activity (if necessary).
- Prepare the bibs/scarves for the teams.
- Explain the rules and have them clearly stated or posted on a flipchart.
- Prepare debriefing questions.
- Preparation for the referee.

MATERIALS

- 20 bibs or scarves;
- A safe space for running the activity according to the size of the group,
- Flipchart papers & markers.

INSTRUCTIONS

- Tails - Each participant will be given a bib or a scarf and try to get it from the others without losing their own. The bibs are tucked into the trousers or the shorts at the back of each person. The game can be used as the warm up exercise. Explain to the participants that they must have at least half of the bib on show for others to catch it (5 minutes)

- Snake - Separate the group into 3-4 teams (the teams should be of around 4-5 people).

- Give them the instructions. They are supposed to act as a snake with the aim of stealing the bib/scarf which is attached to the last member of the other team (example tucked into the shorts).

- Catching the bib/scarf will be awarded points only if the chain of people is not broken.

- Introduce the referee.

- Play the activity (15 minutes)

- Discrimination exercise - Stop the game and let the participants know that in order to get better results they are allowed 2-3 minutes to decide on a strategy within their teams.

- Let them play again ; this time the referee has to act accordingly to the instructions offered in the tips for facilitation. (15 minutes)

- Debriefing + Closing – (40 minutes)

DEBRIEF AND EVALUATION

- Ask them to describe the activity and their
- feelings, their learning.
- What happened during the game?
- How did you feel during the exercise?
- If any, what were the differences between the three stages/rounds?
- Did you learn anything new about yourself?
- Did you manage to work together?
- *Help the group analyze how they worked together and what makes good group work.
- What problems did you have getting organized?
- What responsibility did each group member have?
- How could they improve their performance?
- What skills did they need? Responsibility? Listening and responding skills? Cooperation?
- What else?
- *Learning outcomes
- Who got the highest score out of all the teams? How did you play to win?
- Who has the lowest score? How do you feel? What happened?
- Where any agreements between teams made to co-operate? Why?
- How did the others (the ones left out of the agreement) feel?
- Feedback about the exercise
- Did you enjoy the game? What did you like/dislike about it?
- Is it an activity you would use/adapt for others?

TIPS FOR FACILITATORS

- The role of the referee (introduced from the beginning) is to discriminate one of the teams in the third part of the exercise. This can be anywhere from subtle things like high-fiving the other teams and ignoring the discriminated one, giving points for cheering/encouraging others/team spirit to just the privileged team, taking points away for various reasons from the discriminated team.
- However, there should be a gradual transition from impartial to clearly helping some teams while disadvantaging the other so make sure the role of the referee is given to a person who can stay in character throughout the session, thus keeping it realistic.
- Since this activity often demands a level of emotional involvement, there should be sufficient time for the participants to come out of character – especially the members of the discriminated team.
- Spend time at the end of the activity talking over what people learned and how they see it relating to their own lives and their communities.
- Make sure everyone gets a chance to speak so that they know that their opinion and participation is valued/ appreciated.

2 - SPORT EDUCATION IN SPORT ORGANISATIONS

Number of Learning Unit	1	Title	Sport Education in Sport Organisations
Theme(s)	Education Through Sport, Inclusion, Participation, Cultural Diversity, Inclusivity, Gender, Human Rights, Racism, Discrimination		

Contents	Objectives
Sport and human rights	- Encourage teamwork, effective communication, and collaboration through sports challenges. - Highlight the role of collective effort in fostering inclusive and positive sports environments.
Description of the Exercices	The activity is a relay where people with different characteristics, and particularly with different genders and ethnicities, have to cooperate to win. The activity will engage them in the challenge of unraveling gender-related scenarios and will encourage open discussions on inclusivity in sports.
Materials	Human rights posters, markers or cones, a baton.
Preparation	Prepare the human rights posters or banners and the relay course using cones or markers.
Instructions	Form teams and participate in a relay race with human rights and gender-related scenarios. **(See Exercises activities – Unity Relay)**
Duration	2 hours (including the discussion)
Debriefing and evaluation	The activity guides a discussion on teamwork, inclusivity, and human rights. The themes discussed will be the impact of teamwork and of inclusivity in sports. **(See Exercises activities – Unity Relay)**

Number of Learning Unit	2	Title	Sport Education in Sport Organisations
Theme(s)	Education Through Sport, Inclusion, Participation, Cultural Diversity, Inclusivity, Gender, Human Rights, Racism, Discrimination		

Contents	Objectives
Ethics, Anti-discrimination & Racism	- Promote inclusion by offering teams diverse challenges; - Fostering empathy through the challenges faced by each team; - Raise awareness about disability rights.

Description of the Exercices	The activity promotes inclusion by adapting bocce to include unique challenges like restricted hand use or impaired vision, fostering empathy and understanding. **(See Exercise activities – Diversity Rolls)**
Materials	• A set of bocce balls; • Blindfolds or darkened goggles; • Mannequins or bandages; • Sheets of paper and pens to keep score.
Preparation	• Set up the playing area and gather the necessary equipment; • Prepare scorecards or a scoreboard for keeping track of points; • Explain the rules and challenges to the participants; • Organize teams and assign roles if needed; • Brief participants on the activity overview and address any questions.
Instructions	Form groups of 2 or 4 individuals and organize a bocce tournament where each team faces a different obstacle. **(See Exercise activities – Diversity Rolls)**
Duration	2 hours
Debriefing and evaluation	Engage players in discussion to ensure they grasp the activity's intent and spirit correctly. **(See Exercise activities – Diversity Rolls)**

Number of Learning Unit	3	Title	Sport Education in Sport Organisations

Theme(s)	Education Through Sport, Inclusion, Participation, Cultural Diversity, Inclusivity, Gender, Human Rights, Racism, Discrimination, Safety in Sports

Contents	Objectives
Sports Violence & Safe Spaces in Sports	- Exploring the complex relationship between sports and violence - Identifying practical strategies for creating safe sporting environments

Description of the Exercices	Participate in a series of sports challenges within an obstacle course. Pause for reflective discussions at designated points during the course. **(See Exercise activities – Safe Sports Olympics)**
Materials	- Flip charts or whiteboards for idea generation. - Writing materials for participants - Sticky notes - Props
Preparation	Prepare/arrange materials and the obstacle course
Instructions	**Safe Sports Olympics:** Participate in a series of sports challenges within an obstacle course. Pause for reflective discussions at designated points during the course. **(See Exercise activities – Safe Sports Olympics)**
Duration	2 hours
Debriefing and evaluation	Reflect on safety, inclusivity, and teamwork experiences during the sports challenges. Discuss the application of theoretical knowledge in real-time sports scenarios. **(See Exercise activities – Safe Sports Olympics).**

THE DESCRIPTIONS OF THE EXERCISES

UNITY RELAY

THEMES – Inclusivity
Competencies – Teamwork, Communication
Group Size – 4-6
Age Range - 18-50
Time 2 hours

OVERVIEW

Participants engage in a relay race that symbolizes the importance of teamwork and inclusivity in sports while raising awareness about human rights principles:

- Understanding and Promoting Human Rights in Sports
- Inclusivity, Teamwork, Human Rights Advocacy

1. **Inclusivity in Action:**
   - Emphasizing the significance of working together regardless of differences.
2. **Human Rights Advocacy:**
Integrating human rights principles into everyday sports activities.

OBJECTIVES

- Promote teamwork and collaboration.

- Increase awareness of human rights in a sports context.

- Encourage discussions on inclusivity and diversity.

MATERIALS

- A baton
- Cones or markers for the relay course
- Human rights posters or banners

PREPARATION

Prepare the human rights posters or banners and the relay course using cones or markers.

INSTRUCTIONS

Step 1 - Setting the Scene

Aim for 4-6 participants per team, trying to balance the composition of the teams by including both men and women and people of different ethnicities.

Adjust based on the total number of participants to ensure an even distribution.

Brief participants on the importance of teamwork and human rights in sports.

Display human rights posters around the activity area.

Step 2 - Unity Relay:

Each team member runs a relay leg, passing a symbolic "Unity Baton" to the next teammate.

Encourage positive communication and collaboration.

Step 3 - Discussion:

Facilitate a discussion on the experience.

Relate relay dynamics to teamwork and inclusivity in sports.
Connect actions in the relay to human rights principles.

DEBRIEF AND EVALUATION

Teamwork and Inclusivity:

- Discuss the observed impact of teamwork during the relay.
- Ask participants how collaboration contributed to the success of the activity.
- Explore whether inclusivity was evident in how teams operated.

Questions:

- How did your team approach the relay, emphasizing teamwork?
- In what ways did collaboration enhance the overall experience?
- Were there instances that highlighted inclusivity within the team dynamics?

Connections to Human Rights Advocacy:

- Draw parallels between the relay race and principles of human rights.
- Link teamwork and inclusivity to broader concepts of equality and respect.
- Encourage participants to reflect on the symbolic nature of the Unity Baton.

Questions:

- How can the Unity Relay be seen as a metaphor for advocating human rights?
- In what ways did the relay promote equality and respect among participants?
- Can the experience be related to real-world efforts for human rights in sports?

Insights and Reflections:

- Provide a platform for participants to share personal insights.
- Encourage reflections on the connections between sports activities and broader societal values.
- Emphasize the value of diverse perspectives in shaping collective understanding.

Questions:

- What personal insights did you gain from participating in the Unity Relay?
- How do you see the link between sports activities and societal values?
- Did the experience change or reinforce your views on teamwork and inclusivity.

TIPS FOR FACILITATORS

- Foster an inclusive environment during the activity.
- Encourage open communication and teamwork.
- Relate the relay experience to real-life sports scenarios and human rights challenges.

As the debrief and evaluation unfold, aim to create a dialogue that not only captures the immediate reflections on the Unity Relay but also prompts participants to consider the broader implications of teamwork, inclusivity, and human rights in the context of sports and beyond. This reflective process enhances the learning experience and contributes to a deeper understanding of the module's key themes.

- Reiterate the importance of respectful communication.
- Encourage participants to share diverse perspectives while maintaining a supportive environment.
- Remind participants that discussions are confidential.
- Ensure that everyone feels comfortable sharing their reflections without judgment.
- Reinforce the facilitator's role in ensuring a positive and inclusive environment.
- Encourage participants to voice any concerns or discomfort directly with the facilitator.
- Emphasize the value of constructive feedback between group members.
- Encourage participants to share their thoughts openly while respecting others' viewpoints.

ADITIONAL INFORMATION

Share examples of athletes promoting human rights in their sports careers.
Provide resources for further reading on human rights in sports.

DIVERSITY ROLLS

THEMES – Ethics, Fair Play, Sportsmanship,
Anti-racism, Anti-discrimination
Competencies – Team work, Communication
Group Size – 2/4
Age Range – 18+
Time - 2 hours

OVERVIEW

The activity fosters inclusion through a bocce game where each team faces unique challenges, such as restricted hand use or impaired vision, promoting empathy and understanding. By adapting the game to diverse abilities, the activity aims to cultivate teamwork and awareness of disability rights, reinforcing the principles of equality and respect.

OBJECTIVES

- Promote inclusion by offering teams diverse challenges;
- Fostering empathy through the challenges faced by each team;
- Raise awareness about disability rights.

MATERIALS

- A set of bocce balls;
- Blindfolds or darkened goggles;
- Mannequins or bandages;
- Sheets of paper and pens to keep score.

PREPARATION

- Set up the playing area and gather the necessary equipment;
- Prepare scorecards or a scoreboard for keeping track of points;
- Explain the rules and challenges to the participants;
- Organize teams and assign roles if needed;
- Brief participants on the activity overview and address any questions.

INSTRUCTIONS

Step 1 – Group Formation

Since you are going to play bocce, you can choose between forming groups of 2 or 4 people. Balance the people in your time including people from different backgrounds, ethnicity and, if presents, with or without disability.

Step 2 – The game

Make people play in a bocce tournament but choose a different obstacle for each of the teams. For example, in one team people have to play with one hand beyond their back, in another one they should play with a covered eye and so on.

Step 3 – Discussion

Talk to the players to see if they understood correctly the spirit of the activity.

DEBRIEF AND EVALUATION

Anti-discrimination and Inclusion:

- At the end of the activity, find out how people felt while playing.
- Make sure that the participants understood the reason for the activity.
- Offer insights for thought on the topic of inclusiveness.

Questions:
- Did you enjoy yourselves during the tournament?
- What did you understand from the obstacles in the challenges?
- Do you think this game has made you more empathetic towards people with difficulties?

Insights and Reflections:
- Provide time for participants to share personal insights gained from the challenges.
- Encourage reflections on discrimination and racism.
- Discuss the transferability of these knowledge to real life.

Questions:
- What personal insights did you gain about anti-discrimination?
- How might the lessons learned during the challenges be applied to real-life sports situations?
- Did the experience change or reinforce your views on anti-discrimination in sports?

TIPS FOR FACILITATORS

- Create a supportive environment for open discussions.
- Reiterate the importance of respectful communication.
- Encourage participants to share diverse perspectives while maintaining a supportive environment.
- Ensure that everyone feels comfortable sharing their reflections without judgment.

ADITIONAL INFORMATION

Provide resources on sports ethics and fair play principles.

SAFE SPORTS OLYMPICS

THEMES – Safety, Inclusivity, Respect

Competencies – Teamwork, Communication

Group Size – 4-6

Age Range – 18+

Time - 2 hours

OVERVIEW

Participants collaborate in a symposium-style activity to brainstorm and propose ideas for creating safer sports environments.

Exercise Themes:

1. **Safety Initiatives:**
   - Brainstorming and proposing safety measures in sports.
2. **Inclusivity and Respect:**
   - Emphasizing the role of inclusivity in ensuring safety.

OBJECTIVES

- Generate ideas for enhancing safety in sports.
- Promote collaboration and shared responsibility.
- Highlight the connection between safety and inclusivity.

MATERIALS

- Flip charts or whiteboards for idea generation.
- Writing materials for participants
- Sticky notes
- Props

PREPARATION

Prepare/arrange materials and the obstacle course

INSTRUCTIONS

Step 1 – Set Up:

Create small groups with 4-6 participants.

Small groups facilitate active participation in brainstorming sessions.

Create an obstacle course with a series of challenges related to sports and physical activities.

Include diverse elements such as climbing, jumping, balancing, and crawling.

Step 2 - Challenge Components:

Introduce sports-related challenges within the obstacle course. Examples: Negotiating safety hurdles, teamwork-oriented sections, and inclusivity-focused activities.

Step 3 - Discussion Points:

At designated points within the course, pause for brief discussions related to safety, inclusivity, and teamwork.

Relate the challenges to real-life sports scenarios and discuss the application of theoretical knowledge.

Set up reflective stations within the course where participants pause to discuss specific themes.

Include prompts that stimulate reflections on safety measures, inclusivity in sports, and teamwork dynamics.

Step 4 - Group Debrief:

Conclude the concourse with a group debrief.

Facilitate a discussion on participants' experiences, insights gained, and connections to the module content.

DEBRIEF AND EVALUATION

Discussion Points:
1. **Safety and Obstacle Navigation:**
   - Discuss how safety measures were incorporated into the obstacle course.
   - Explore the importance of safety awareness in sports activities.
2. **Inclusivity Challenges:**
   - Reflect on challenges within the course that promoted inclusivity.
   - Discuss how teamwork and inclusivity contribute to a positive sports environment.
3. **Team Dynamics:**
   - Engage participants in discussing their team dynamics during the course.
   - Explore the parallels between obstacle course teamwork and collaborative sports efforts.
   - spaces.

Questions:
   - In what ways do the proposed safety measures promote inclusivity?
   - How can safety contribute to a more respectful and supportive sports environment?
   - How might the proposed safety initiatives impact the sports community?
   - Did the experience change or reinforce your views on creating safe sports environments?

Creating a Safe Environment for Discussion:
- **Establishing Ground Rules:**
   - Reinforce the importance of respectful and open communication.
   - Encourage participants to express their opinions and suggestions freely.

TIPS FOR FACILITATORS

- Emphasize the facilitator's role in fostering a positive and collaborative atmosphere.
- Address any concerns or discomfort raised by participants promptly and privately.
- Remind participants that discussions are confidential.
- Create an atmosphere where individuals feel comfortable sharing their thoughts without judgment.
- Encourage participants to provide constructive feedback on the proposed safety initiatives.
- Discuss the potential challenges and benefits of implementing these measures.

ADITIONAL INFORMATION

Role cards to be made up from the following. Different cards can be introduced to explore different social competencies.

- being selfish
- pass to the other team
- yell at those who make a mistake
- try to include everyone
- only pass to one person
- be a referee
- coach the team
- be over enthusiastic

This activity can be adapted to most team sports such as handball and football.

3 - GENDER EQUALITY IN SPORT

Number of Learning Unit	1	Title	GENDER EQUALITY IN SPORT
Theme(s)	Gender stereotypes, Female Role Models, The role of sport in addressing gender issues, Coaching to Empower Girls		
Contents	**Objectives**		
Gender stereotypes	- To describe the importance of including people regardless of their gender, in whatever kind of sport in the context - To outline how to create "safe spaces" where people have all the same rights - To teach how much inclusion is important in the sport environment		
Description of the Exercises	The exercise proposes playing soccer and rugby as these two sports are considered two male-dominated sports.		
Materials	The materials box shows what exactly is needed for this exercise. To develop this game you just need some a field to play in, some balls and to know the rules of each sport.		
Preparation	Players are divided in 2 mixed teams (girls and boys). For each sport there is needed to have some balls, 2 or more fields to play in and of course the players must have knowledge of the rules for both games.		
Instructions	The instructions for the game provide a clear, step-by-step guide to ensure everyone understands their roles and the flow of the activity. Providing clear instructions for squad games is essential to ensure structure and organization, which prevents confusion and maintains a smooth flow of the game. It promotes skill development by targeting specific techniques and ensures safety by setting clear guidelines. Additionally, well-defined instructions foster an inclusive and supportive team environment, boosting morale and engagement. By aligning activities with training goals, instructions make practice sessions more efficient and productive, facilitating better learning and growth for all players. **(see the exercise activity "Not a boys game" for the instructions")**		
Duration	2 hours		
Debriefing and evaluation	Debriefing and evaluation are the part where we actually put down the necessary questions, ideas and conceptional thoughts. The debriefing part needs the highest concentration of all parts of the group. In this part we have thought about some questions that may help to create a conversation about the topic of the game.		

Number of Learning Unit	2	Title	GENDER EQUALITY IN SPORT
Theme(s)	Gender stereotypes, Female Role Models, The role of sport in addressing gender issues, Coaching to Empower Girls		

Contents	Objectives
Female role models	- To describe the importance of including people regardless of their gender, in whatever kind of sport in the context - To outline how to create "safe spaces" where people have all the same rights - To teach how much inclusion is important in the sport environment
Description of the Exercises	Teams of teenagers compete in a trivia game about famous female athletes. In Round 1, individual team members answer questions to earn points. In Round 2, teams choose categories or difficulty levels and confer to answer. In the Final Round, the leading team selects one member for a bonus challenge.
Materials	The materials box shows what exactly is needed for this exercise. To develop this game you just need A list of questions about famous female athletes from various sports.
Preparation	Organize the players in different mixed teams, then ask players to think of famous women that made an impact in the history of sport and prepare a list of questions about famous female athletes from various sports.
Instructions	The instructions for the game provide a clear, step-by-step guide to ensure everyone understands their roles and the flow of the activity. Providing clear instructions for squad games is essential to ensure structure and organization, which prevents confusion and maintains a smooth flow of the game. It promotes skill development by targeting specific techniques and ensures safety by setting clear guidelines. Additionally, well-defined instructions foster an inclusive and supportive team environment, boosting morale and engagement. By aligning activities with training goals, instructions make practice sessions more efficient and productive, facilitating better learning and growth for all players. **(see the exercise activity "Female role models" for the instructions")**
Duration	2 hours
Debriefing and evaluation	Debriefing and evaluation are the part where we actually put down the necessary questions, ideas and conceptional thoughts. The debriefing part needs the highest concentration of all parts of the group. In this part we have thought about some questions that may help to create a conversation about the topic of the game.

Number of Learning Unit	3	Title	GENDER EQUALITY IN SPORT
Theme(s)			Gender stereotypes, Female Role Models, The role of sport in addressing gender issues, Coaching to Empower Girls

Contents	Objectives
The role of sport in addressing gender issues	- To describe the importance of equal rights in the context of sport and in general. - To outline how to create "safe spaces" where people have all the same rights - To teach how much equal rights are important in the sport environment

Description of the Exercises	The exercise combines the physical exercise of running and reaching the cones, with the oral exercise that require the players to identify and learn about the history of women's rights and their importance nowadays.
Materials	The materials box shows what exactly is needed for this exercise. To develop this game you just need some preparation about the field of human rights, some cones and a field to play in.
Preparation	For what concerns the preparation, first of all, we need to have the 2 teams of players lined up across the space, Then ask the players to think of different rights of women and girls and label the cones. After identifying the rights, give the players a brief introduction and context on when and where (if not everywhere) the right is adopted. The team, in which the players name the most rights, start the game already with some points. The players, in order to play, will need to learn and remember these introductions.
Instructions	The instructions for the game provide a clear, step-by-step guide to ensure everyone understands their roles and the flow of the activity. Providing clear instructions for squad games is essential to ensure structure and organization, which prevents confusion and maintains a smooth flow of the game. It promotes skill development by targeting specific techniques and ensures safety by setting clear guidelines. Additionally, well-defined instructions foster an inclusive and supportive team environment, boosting morale and engagement. By aligning activities with training goals, instructions make practice sessions more efficient and productive, facilitating better learning and growth for all players. **(see the exercise activity "Bold Knowledge" for the instructions")**
Duration	2 hours
Debriefing and evaluation	Debriefing and evaluation are the part where we put down the necessary questions, ideas and conceptional thoughts. The debriefing part needs the highest concentration of all parts of the group. In this part we have thought about some questions that may help to create a conversation about the topic of the game.

Number of Learning Unit	4	Title	GENDER EQUALITY IN SPORT		
Theme(s)	Gender stereotypes, Female Role Models, The role of sport in addressing gender issues, Coaching to Empower Girls				
Contents			Objectives		
Coaching to empower girls			- To describe the importance of Gender Equality in the context of sport. - To outline how to create "safe spaces" where people can feel appreciated - To teach how much kindness is important in the sport environment		
Description of the Exercices	The exercice combines the physical exercice of throwing and catching the ball from the other players, with the oral exercice that require the players to find a kind adjective to describe themselves and the others.				
Materials	The materials box shows what exactly is needed for this exercise. To develop this game you just need different balls and a field to play in.				
Preparation	For what concerns the preparation, we need to have the players are divided in 2 mixed teams (girls and boys).				
Instructions	Providing clear instructions for squad games is essential to ensure structure and organization, which prevents confusion and maintains a smooth flow of the game. It promotes skill development by targeting specific techniques and ensures safety by setting clear guidelines. Additionally, well-defined instructions foster an inclusive and supportive team environment, boosting morale and engagement. By aligning activities with training goals, instructions make practice sessions more efficient and productive, facilitating better learning and growth for all players. **(see the exercise activity "speak up" for the instructions)**				
Duration	1 hour				
Debriefing and evaluation	Debriefing and evaluation are the part where we put down the necessary questions, ideas and conceptional thoughts. The debriefing part needs the highest concentration of all parts of the group. In this part we have thought about some questions that may help to create a conversation about the topic of the game.				

THE DESCRIPTIONS OF THE EXERCISES

NOT A BOYS' GAME

THEMES – Gender stereotypes

Competencies – Social Inclusivity, Kindness,

Gender Equality

Group Size – 10 people per team

Age Range – 14 - 16

Time – 2 hours

OVERVIEW

This game is called "NOT A BOYS' GAME" and with this game we would like to involve male and female players playing sports that are usually labeled as "men's games"

OBJECTIVES

The aim of this game is to make girls understand that there are no such "male" games and that they can try and enjoy whichever sport they want

The goal is also to teach the importance of feeling included and learn that sports shouldn't have a gender label

PREPARATION & MATERIALS

Players are divided in 2 teams

Teams must be mixed (girls and boys)

Different balls

2 or more fields to play in

INSTRUCTIONS

Soccer and rugby are both dynamic sports that involve mixed-gender teams working together to achieve victory.

Soccer is played between two teams of 11 players, aiming to score goals by kicking the ball into the opponent's net while defending their own, with matches consisting of two 45-minute halves.

Rugby, on the other hand, is played between two teams of 15 players, where the objective is to score points by carrying, passing, or kicking an oval-shaped ball over the opponent's try line or between the goalposts, with games comprising two 40-minute halves.

Each match is overseen by a knowledgeable referee to ensure the rules are followed. To enhance the experience, soccer and rugby matches can be played simultaneously if space allows, and after playing two matches, teams can switch sports.

This rotation promotes versatility, inclusivity, and breaks gender stereotypes, allowing players to develop diverse athletic skills and foster teamwork.

ADITIONAL INFORMATION

Challenge the players with taking the ball out of the air with different body parts (head, chest, thigh).

Regarding the soccer game you can also practice penalty shots and goalkeeping. Mix it up!

IDEAS FOR DISCUSSION
Why do you think there are some sports that are labeled as "male sports"? How can we change this idea?
How can we help the society to develop a non-gender prospective in sport?
Are there some everyday practices that we can do to help people more included in sport?
Do we all have equal opportunities in sport? Why or why not?
How can we create more opportunities for everyone to participate in sport (in general and especially in these types of sports)?

FEMALE ROLE MODELS

THEMES – Female role models

Competencies – Social Inclusivity, Kindness, Gender Equality

Group Size – 10 people per team

Age Range – 14 – 16

Time – 2 hours

OVERVIEW

In this game called "FEMALE ROLE MODELS" we would like the players to think and reflect about women's right and their importance.

OBJECTIVES

The aim of this game is to test boys and girls on their knowledge of female role models in the history of sport

The goal is also to teach the importance of women in sport

PREPARATION & MATERIALS

- Ask players to think of famous women that made an impact in the history of sport

- A list of questions about famous female athletes from various sports

- Different mixed teams

INSTRUCTIONS

Create a list of questions about famous female athletes from various sports, including their achievements, records, personal information, etc. You can use a mix of multiple-choice questions, true/false statements, and open-ended questions to keep the game engaging.

Divide the teenagers into teams of equal size.

Round 1. Individual questions
Each team selects one member to answer a question from the list. If they answer correctly, their team earns a point.

Round 2. Team questions
Teams take turns choosing a category or difficulty level. A question is then presented to the team, and they have a brief time to confer and provide an answer. Correct answers earn points.

Final round. Bonus record
The team with the most points at the end of the previous rounds select one member to participate in a final bonus challenge. This could be a series of challenging questions or a physical challenge.

DEBRIEF AND EVALUATION

Why did you choose those female athletes?

How have female athletes impacted the perception of women's capabilities in traditionally male-dominated sports?

From which country are most of the female athletes? Does this make you think about a bigger disparity in some countries?

BOLD KNOWLEDGE

THEMES – The role of sport in addressing gender issues

Competencies – Social Inclusivity, Kindness, Gender Equality

Group Size – 10 people per team

Age Range – 14 - 16

Time – 2 hours

OVERVIEW

In this game called "BOLD KNOWLEDGE" we would like the players to think and reflect about women's right and their importance.

OBJECTIVES

The aim of this game is to test boys and girls in the field of human rights.

The goal is also to teach the importance of having equal rights nowadays.

DEBRIEF AND EVALUATION

Why did you choose those women's rights?

Where do they come from? Are they supported by the rule of law in your country? What about in other countries? Are those rights always respected in your community?

What about in others? What are obstacles that interfere with girls' and women's rights?

INSTRUCTIONS

After dividing players into teams, one player from each team runs to the middle of the field. Upon reaching the middle, the two players do a handshake.

The coach then calls out a specific right, and the players race to the corresponding cone.

At the cone, a teacher asks the player a question about the right's introduction or context. To earn a point, the player must answer correctly. After this, two new players take their turn.

The game can be adjusted by having two or more players from each team run to the middle, calling out multiple rights that players must reach in sequence, or assigning each player a number and calling out numbers and rights.

Adding a ball for players to dribble as they race to the cones can increase the challenge. The team whose players reach the cones faster and answer correctly will win the match.

PREPARATION & MATERIALS

Ask players to think of different rights of women and girls and label the cones.

After identifying the rights, give the players a brief introduction and context on when and where (if not everywhere) the right is adopted.

The team, in which the players name the most rights, start the game already with some points.

The players, in order to play, will need to learn and remember these introductions.

Two teams line up across space.

Set up 4-5 cones spread out.

SPEAK UP

THEMES – Coaching to empower girls

Competencies – Social Inclusivity, Kindness, Gender Equality

Group Size – 10 people per team

Age Range – 14 – 16

Time – 1hour

INSTRUCTIONS

The game begins with players divided into two groups: one forming an outer circle, some holding balls, and the other group in the middle without any balls. The central players run towards those with a ball, calling out to receive it. Upon receiving the ball, they must express something they are proud of about themselves, such as "I am smart," and offer a compliment to the passer, like "You are strong." They then pass the ball to someone in the outer circle who does not have a ball and return to the middle to repeat the process.

This activity emphasizes that players can only receive the ball if they verbally ask for it. The goal is for each team member to give and receive a compliment 20 times within 10 minutes, with the team achieving this milestone first winning the match. To add a technical challenge, players can control the ball using different body parts like the head, chest, or thigh, and adapt the game to other sports or specific skills such as goalkeeping.

OVERVIEW

This game is called "SPEAK UP" and with this game we would like to involve the players in practicing kindness with every person regardless of their gender.

OBJECTIVES

The aim of this game is to make boys and girls feel appreciated and included by their peers regardless of their gender.

The goal is also to teach the importance of meaningful words in the relationships with others.

MATERIALS

- Different balls

PREPARATION

Players are divided in 2 teams
Teams must be mixed (girls and boys)

A handful of players are inside a circle without a ball and the rest form the circle, some with a ball some without
The players in the middle run towards someone with a ball
After calling for the ball the player receives it, plays it to someone without a ball, returns to the middle and then start again

Remind players that they can only receive the ball if they ask for it

DEBRIEF & EVALUATION

Challenge the players with taking the ball out of the air with different body parts (head, chest, thigh). Use hands to adapt the game to other sports or practice goalkeeping. Mix it up!

IDEAS FOR DISCUSSION

Why is it important to communicate on the field? What about off the field?

What are examples of how you communicate in life?

Do we all have equal voices in society? Why or why not?

How can we create more opportunities for everyone to participate in sport and society?

4 - INCLUSION AND GENDER BALANCE IN SPORT ACTIVITIES

Number of Learning Unit	1	Title	Inclusion and Gender balance in Sport activities
Theme(s)	The theme of the workshop is "Exploring gender equality through roleplay," focusing on understanding gender-related challenges in sports by simulating physical limitations.		

Contents	Objectives
Promoting gender equity through sport	- to increase knowledge about the historical introduction of women's categories in Olympic sports. - to develop empathy by experiencing physical limitations that symbolize challenges faced by the opposite gender. - to enhance teamwork and communication skills through a quiz competition.
Description of the Exercices	Participants are divided into gender-mixed teams and engage in a quiz that involves physically moving to areas designated as correct answers. Participants experience symbolic physical limitations (tied shoelaces) representing gender-specific challenges in sports. The activity is designed to foster empathy, awareness, and improved teamwork. (**See exercise activity - The Olympic Gender Equality Quiz**)
Materials	- Rope (if participants do not have shoelaces) - Tape to mark areas for answers - Quiz questions with three possible answers (**See exercise activity - The Olympic Gender Equality Quiz**)
Preparation	- Prepare a designated quiz area with three sections marked 1, 2, and 3 using tape. - Ensure all materials, like rope and quiz questions, are ready and accessible. - Brief team members on their roles and the flow of the activity. (**See exercise activity - The Olympic Gender Equality Quiz**)
Instructions	1. Divide participants into four gender-mixed teams. 2. Each participant's shoelaces are tied together to simulate gender-specific challenges. 3. Explain the symbolic limitations: For males, it represents pregnancy; for females, societal expectations in sports. 4. Teams compete to answer quiz questions by running to the marked answer areas. 5. Points are awarded based on the order of correct answers. (**See exercise activity - The Olympic Gender Equality Quiz**)

Duration	The total duration of the workshop is 90 minutes.
Debriefing and evaluation	Debriefing focuses on reflecting on the physical experience, understanding the symbolic limitations, discussing the historical context of women in sports, and exploring personal insights into gender and sports. Evaluation involves discussing the effectiveness of the activity in creating empathy and understanding. **(See exercise activity - The Olympic Gender Equality Quiz)**

Number of Learning Unit	1	Title	
			Inclusion and Gender balance in Sport activities
Theme(s)			The workshop focuses on "Stereotypes in sports" It delves into how societal perceptions of gender roles impact participation and recognition in sports.
Contents			**Objectives**
Promoting gender equity through sport (Continuation) - Challenges to gender equality in sports			● to encourage participants to reflect on their personal associations with sports and gender stereotypes. ● to explore and discuss stereotypes related to gender in sports contexts. ● to promote understanding of how stereotypes affect individuals and the sports community. ● to ephasize the importance of inclusivity and the necessity to break down gender stereotypes in sports.
Description of the Exercices	The workshop is structured into several segments, beginning with a mind-mapping activity to explore initial perceptions associated with sports stars. It progresses to a deeper discussion on gender stereotypes in sports, using pair and group discussions to encourage participants to challenge these norms. The session concludes with a broader class discussion on historical achievements of female athletes and how these narratives can help break down stereotypes. **(See exercise activity - Unpacking Gender Stereotypes in Sports)**		
Materials	● Mind Maps in PDF format for each participant. ● Writing materials such as pens and markers. ● A whiteboard or flip chart for group discussions. ● Projector or computer setup for displaying visuals and videos that enhance discussions.		
Preparation	● Ensure each participant has access to a Mind Map either through printouts or digital access. ● Arrange the room to facilitate both small group interactions and larger group discussions. ● Prepare visual aids and videos such as historical accounts of women in sports, ready to be displayed and discussed. **(See exercise activity - Unpacking Gender Stereotypes in Sports)**		
Instructions	1. Start by engaging participants with the Mind Map activity focused on "Sports Stars." Participants note down associations and then discuss these collectively. 2. Guide participants to contemplate and discuss how gender plays a role in shaping these perceptions.		

	3. Move into pair discussions to delve deeper into stereotypes, encouraging participants to think of counterexamples and discuss their implications. 4. Conclude with group sharing sessions and display videos that highlight challenges and successes of female athletes in overcoming stereotypes. **(See exercise activity - Unpacking Gender Stereotypes in Sports)**
Duration	The total duration of the workshop is 2 hours
Debriefing and evaluation	Reflection Questions: Post-workshop, ask participants to reflect on their changed perceptions regarding gender stereotypes in sports. Collect Feedback: Gather insights on stereotypes that were particularly challenging or prevalent, and discuss how the session helped address these issues. **(See exercise activity - Unpacking Gender Stereotypes in Sports)**

Number of Learning Unit	2	Title	Inclusion and Gender balance in Sport activities
Theme(s)	The workshop is centered on gender equality. It covers fundamental concepts such as gender, gender identity, gender equality, gender equity, and gender stereotypes. This thematic focus aligns with the workshop's objective to deepen understanding and promote dialogue around gender-related issues.		

Contents	Objectives
Gender equality and social inclusion	• To improve participants' grasp of key gender-related concepts. • To agree on shared definitions for gender-related terms through collaborative discussion. • To encourage open dialogue and sharing of personal experiences related to gender issues. • To raise awareness of current challenges and disparities. • To gain knowledge of the benefits associated with gender equality in sports. • To familiarize with promotive strategies for creating an inclusive sports environment.
Description of the Exercices	This 90-minute workshop engages 25 participants in dynamic discussions through a World Cafe format. Groups rotate among tables labeled with gender-related themes, fostering a participatory and inclusive environment. Each group contributes to flip charts, culminating in presentations and a final discussion to establish common definitions. (**See exercise activity - Gender Equality Kickoff**)
Materials	• Five large flipcharts • Markers in various colors • Five tables • Presentation slides covering the key topics of gender equality, challenges, and examples of positive changes • Devices for participants to access the Menti presentation and poll • Equipment to display presentation slides and results from the live poll (**See exercise activity – Gender Equality Kickoff**)
Preparation	• Review the PowerPoint slides to ensure thorough understanding of the themes. • Arrange tables and label them according to the themes. Prepare materials at each station. • Set up the Menti poll for interactive engagement and prepare the flow of discussion based on slide insights. (**See exercise activity - Gender Equality Kickoff**)

Instructions	1. Start by explaining the workshop's purpose and overview.
	2. Divide participants into five groups, assigning each to a starting table.
	3. Have groups spend 7 minutes at each table, discussing the theme and noting insights on the flip charts.
	4. After the final rotation, each group presents their flip chart for 5 minutes.
	5. Lead a discussion to reach common definitions for each term, using the guidance provided.
	6. Conclude with the debriefing questions to reflect on the session and the evolution of understanding.
	7. Begin second part by introducing the session's focus on gender equality in sports.
	8. Proceed through the presentation slides, explaining key concepts and inviting feedback and discussion at designated points.
	9. Use the Menti poll to gather real-time responses from participants on their views and experiences concerning gender equality in sports.
	10. Encourage open dialogue, ask additional questions to probe deeper into the discussions, and ensure all participants have the opportunity to contribute.
	(**See exercise activity - Gender Equality Kickoff**)
Duration	The total duration of the workshop is 2 hours.
Debriefing and evaluation	Reflection on Terminology: Participants reflect on how their understanding of key terms has evolved through interactive discussions.
	Assessment of Perspectives: Discuss the diversity of interpretations and the societal impacts of these terms.
	Evaluation of Collaboration: Evaluate group dynamics, communication challenges, and effectiveness in reaching consensus on definitions.
	(**See exercise activity - Gender Equality Kickoff**)

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Number of Learning Unit	3	Title	Inclusion and Gender balance in Sport activities
Theme(s)	The central theme of this workshop is understanding the historical progress of gender equality and its implications. It focuses on reflecting on significant events and milestones that have shaped the current understanding and implementation of gender equality across various sectors, including sports.		
Contents	**Objectives**		
Best practices for gender inclusion	● To enhance historical awareness among participants. ● To improve soft skills that are essential in educational and professional settings. ● To build a deeper understanding of the struggles and successes in the history of gender equality.		
Description of the Exercices	This 90-minute session is structured around group activities where participants create timelines of significant gender equality events. The activity is designed to encourage collaboration, communication, and critical thinking. Each group discusses and presents their findings, competing for the most accurate and comprehensive timeline. **(See exercise activity - Historical Milestones of Gender Equality)**		
Materials	● Handouts with key events related to gender equality. ● Flipcharts or whiteboards for visual representation of timelines. ● Markers for writing on flipcharts or whiteboards. **(See exercise activity - Historical Milestones of Gender Equality)**		
Preparation	● familiarize with the handouts and the historical context of the events to be able to guide discussions and answer questions effectively ● ensure all materials are ready and accessible before the workshop begins **(See exercise activity - Historical Milestones of Gender Equality)**		
Instructions	1. Divide participants into five groups and distribute handouts with assigned events. 2. Allow 45 minutes for groups to create their timelines. 3. Each group presents their timeline, highlighting the significance and correct chronological placement of events. 4. Assess group presentations, determining the winner based on clarity and historical accuracy. **(See exercise activity - Historical Milestones of Gender Equality)**		
Duration	The total duration of the workshop is 90 minutes.		

Debriefing and evaluation	The debriefing focuses on gathering participant feedback on: ● Their approach to creating timelines. ● Challenges encountered during the activity. ● Dynamics within the group and their impact on task success. ● The impact and surprise of certain events. ● Overall learning and accuracy of the timelines. **(See exercise activity - Historical Milestones of Gender Equality)**

THE DESCRIPTIONS OF THE EXERCISES

THE OLYMPIC GENDER EQUALITY QUIZ

THEMES - Exploring gender equality through roleplay

Competencies - empathy through understanding and experiencing challenges, enhanced knowledge of women's sports history, improved teamwork and communication skills.

Group Size - 20-24 participants

Age Range -16+

Time – 90 minutes

OVERVIEW

Participants will practice physical activity and get familiar with the gradual inclusion and representation of women in sports. Participants will engage in a dynamic and interactive quiz that explores the introduction of women's categories in various Olympic sports. The unique twist involves physical limitations, symbolizing the challenges faced by the opposite gender in sports. This activity aims to foster empathy, teamwork, and awareness of gender-related issues in the sporting world.

OBJECTIVES

- to increase knowledge about the historical introduction of women's categories in Olympic sports.
- to develop empathy by experiencing physical limitations representative of challenges faced by the opposite gender.
- to enhance teamwork and communication skills through the quiz competition

MATERIALS

- Rope in case someone does not have shoelaces on their shoes
- Tape
- Questions with 3 possible answers

INSTRUCTIONS

There are 4 gender-mixed teams and 3 possible answers to each question. The participants from the team will, one by one, try to answer the questions and compete. The answers are actually the squares on the floor limited and made with tape. In each square, there is one answer (1,2, and 3). The participants should run to the designated area of the correct answer. The limitation for the players is that the shoelaces are tied together. They will be explained that they are now handling the limitations of the opposite gender.

1. Guys will be explained that their laces, in the sense of gender limitation, represent pregnancy, which is one of the most common reasons for girls and women to stop doing sports or slow down their careers because of it.

2. Girls are explained that their limitations are expectations put by society that each guy needs to be good and succeed in sports. No matter the limitations, the teams need to compete to get the answer right and to answer the fastest.

Scoring system: The first team to answer gets 2 points, the second team 1 point, and the third and fourth teams do not get any points.

The team that gets the most points wins.

Questions:

https://docs.google.com/document/d/1jPQbfdjBYAMjojGR4MdNoUAimdflBI-peVByzKhf63k/edit?usp=sharing

PREPARATION

A designated area with answers should be made. Each square represents the number 1,2,3.

DEBRIEF AND EVALUATION

- How did the physical limitations (tied shoelaces) affect your ability to participate in the quiz?

- What challenges did you face while moving with the tied shoelaces, and how did it make you feel?

- How did the limitations symbolize the challenges faced by the opposite gender in sports?

- Did the activity create a sense of empathy or understanding of the challenges that the opposite gender might encounter?

- How did your team approach the quiz questions with the physical limitations in mind?

- What strategies did your team use to communicate and make decisions during the activity?

- Were you aware of the historical introduction of women's categories in Olympic sports before the quiz?

- When analyzing the sports and the timeline of the introduced girls' disciplines in sports, can you understand reasons why some were introduced earlier and some later?

- Did the activity change your perspective or increase your awareness of gender-related challenges in the sports world?

- What did you learn about your own assumptions or biases related to gender and sports during this activity?

- Were there any surprises or insights that emerged from the quiz and the subsequent discussion?

TIPS FOR FACILITATORS

- Ensure a thorough understanding of the quiz content and the symbolic meanings of the physical limitations.
- Prepare the quiz area in advance to facilitate smooth transitions between activities.
- Provide clear, concise instructions and ensure all participants understand the symbolic significance of the limitations.
- Stay engaged and observant to facilitate discussions and assist teams as needed.
- Foster an environment where participants feel comfortable sharing their experiences and reflections during the debrief.
- Keep track of time to ensure each segment starts and ends as planned, allowing enough time for thorough debriefing and evaluation.

UNPACKING GENDER STEREOTYPES IN SPORTS

THEMES - Stereotypes and do they exist in sports?

Competencies - participants will be able to understand better how our ideas about "girls" and "boys" influence our perceptions about sports.

Group Size - 20-24 participants

Age Range -16+

Time – 120 minutes

OVERVIEW

The session starts with a warm-up activity using Mind Maps to explore associations with "Sports Stars." This is followed by a main activity where participants discuss gender stereotypes in sports in small groups or pairs. The session concludes with a class discussion on the impact of stereotypes and the importance of breaking them down.

OBJECTIVES

- to encourage self-reflection on personal associations with sports and gender stereotypes.

- to explore and discuss stereotypes related to gender in the context of sports.

- to promote understanding of the impact of stereotypes on individuals in sports.

- to emphasize the importance of inclusivity and breaking down gender stereotypes in sports.

MATERIALS

- Mind Maps (PDF) for each participant.

- Writing materials (pens, markers).

- Whiteboard or flip chart for displaying Mind Map associations.

- Relevant visuals or videos to enhance discussions (optional).

PREPARATION

- Print or distribute Mind Maps to participants.

- Set up the room with seating arrangements suitable for small group discussions.

Prepare any visuals or videos that might enhance the discussion - Click - Sporting Bodies - Women's Sports History, Title IX History, Yale Women and Title IX, Title IX and Feminism (cliohistory.org)

INSTRUCTIONS

Begin the session by engaging the participants in a mind-mapping activity. Provide each participant with a Mind Map:
https://docs.google.com/document/d/1ywJTDtpJTKL CnJz0SM9Ke3EJtzdzM6KFhb5HJD6RlYU/edit?usp=sha ring and instruct them to place "Sports Stars" in the center. Encourage them to jot down words or phrases associated with this term. As they complete their individual mind maps, facilitate a class discussion where participants share their word associations. Write these words on the board to visually represent the collective ideas.

Prompt the participants to contemplate how their Mind Maps might differ if the central circle contained the phrases "Female Sports Stars" or "Girl Athletes." Encourage them to reflect on potential gender-related biases in their associations.

Conclude the warm-up by steering the session discussion towards historical moments where girls and women have achieved significant breakthroughs in the field of sports. Allow participants to share their thoughts and insights.

Main Activity: Pair Discussion followed by Discussion in the larger group.

- Divide the group into pairs to delve into the main activity focused on exploring stereotypes. Explain the concept of stereotypes as generalizations formed from assumptions and beliefs. Emphasize that stereotypes often lead to incorrect assumptions about entire groups of people.

- Introduce gender stereotypes and their influence on perceptions of masculinity and femininity, both in everyday life situations and on the sports field. Specifically, highlight stereotypes such as "girls do not like sports," "girls are not good at sports," "boys like sports," and "boys are good at sports."

- Instruct pairs to discuss these stereotypes, referring to their Mind Maps to expand on their ideas. Encourage them to provide specific examples of individuals who defy these stereotypes. Emphasize the importance of challenging and breaking down such gender stereotypes.

Bring the group back together and invite pairs to share their specific examples and insights. Facilitate a session discussion on why gender stereotypes can be detrimental to both boys and girls in the context of sports. Encourage thoughtful reflection and open dialogue on how to challenge and overcome these stereotypes.

DEBRIEF AND EVALUATION

- How did the session influence your understanding of gender stereotypes in sports?
- Were there specific stereotypes discussed that you found particularly prevalent or challenging?

TIPS FOR FACILITATORS

Some of the women who are successful in sports but still face stereotypes and challenges are:

Serena Williams (Tennis) is considered one of the greatest tennis players of all time, with multiple Grand Slam titles and Olympic gold medals. Serena faced criticism and stereotypes related to her body image and playing style. Despite being body-shamed and labeled as "too muscular" for a woman, she overcame these challenges through resilience and determination.

Mo'ne Davis (Baseball) gained national attention as the first girl to pitch a shutout in a Little League World Series game. Davis faced skepticism and stereotypes about girls' ability to compete in baseball at a high level. Her success challenged these preconceptions and inspired other girls to pursue baseball.

Katie Ledecky (Swimming) is an Olympic gold medalist and holds numerous world records in swimming. Ledecky had to navigate stereotypes related to gender and distance swimming. Her dedication to training and breaking records challenged the notion that women are not as capable as men in long-distance swimming events.

INSTRUCTIONS

You can ask questions such as:
1. "In what ways do you think gender stereotypes impact boys and girls in sports?"
2. "Can you share any personal experiences or observations related to gender stereotypes in sports?"

In addition, you can share real-life examples of athletes who have defied gender stereotypes and achieved success in sports. Discuss the challenges they may have faced and how they overcame them.

Finally, play the video Sporting bodies and ask participants on what challenges have they seen and what they think about it.

TIPS FOR FACILITATORS

Observe how much participants' understanding and use of certain terminology has changed compared to the first session implemented when they have still not been introduced to it.

GENDER EQUALITY KICKOFF

THEMES - Main concepts related to gender equality

Competencies - understanding main concepts of gender equality

Group Size - 25 participants

Age Range -16+

Time – 120 minutes

OVERVIEW

The introductory session on gender equality. This session aims to facilitate dynamic and inclusive conversations around key gender-related themes. Participants will first engage in small group discussions at different "cafe" tables, each dedicated to a specific aspect of gender. This format encourages diverse perspectives and collaborative exploration of gender, gender identity, equality, equity, and stereotypes. Later they will present main findings. Finally, the session is finished with an presentation on gender equality in sports aims to provide participants with a comprehensive understanding of key concepts, challenges, and strategies related to gender inclusivity in sports.

OBJECTIVES

- Understand better the main concepts related to gender equality.

- Understand basic terminology and establish common definitions.

- Raise awareness of current challenges and disparities.

- Gain knowledge of the benefits associated with gender equality in sports.

- Familiarise with promotive strategies for creating an inclusive sports environment.

MATERIALS

- 5 big flipcharts, 5 tables,

- Projector, empty wall

- markers in different colors

PPT and preparation to elaborate on the slides (https://gamma.app/docs/Gender-Equality-in-Sports-with-interactive-questions-taqinwhj750y8rw).

INSTRUCTIONS

Introduce the session to the participants. You can refer to the overview part. Set up multiple tables, each with a specific theme related to gender. Label each table with one of the following: "Gender," "Gender Identity," "Gender Equality," "Gender Equity," and "Gender Stereotypes."

Split the participants into 5 groups. Assign a facilitator to each table to guide discussions and keep track of key insights. Encourage participants to share personal experiences, thoughts, and questions related to the theme.

Participants jot down key points on the flip chart. They can write and present visually using symbols, different colors, etc. For each theme, give participants 7 minutes, and then ask them to move in the same direction. Each group should contribute to each table. When the last change is made, groups will have the flipchart that they will present. Each group should present 5 minutes.

After each presentation, you can discuss the terminology. Finally, when all the groups present the posters, ask them to come up with common definitions.

Help for a facilitator to distinguish terminology:

Gender: Refers to the attributes given by society and is learned through the socialization process.

Sex: Refers to a biological pattern of being born female or male.

Gender Identity: Refers to a person's innate, deeply felt internal and individual experience of gender, which may or may not correlate with one's physiology or sex at birth.

Gender Equality: Equality between men and women does not mean that women and men have to become the same, but that their rights, responsibilities, and opportunities will not depend on whether they were born male or female.

Gender Equity: Gender equity means fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.

Gender Stereotypes: Mean that something is typical for a certain group. Address social groups or single persons as members of these groups. Wrap up this part of the session using debriefing and evaluation questions.

PREPARATION

- Arrange tables, Set up the Menti poll and Read the PPT and educate on the theme of the session.

- Visit slide 2 of the presentation and access the Menti Poll to prepare a discussion flow.

DEBRIEF AND EVALUATION

1. How has your understanding of the terms "gender," "gender identity," "gender equality," "gender equity," and "gender stereotypes" evolved during today's session?
2. Were there any terms that initially seemed unclear but are now better understood?
3. Why do you think people have such different interpretations of terms relating to gender?
4. Does the understanding of the terms by other young people and the way they are presented in the media and by educational authorities carry a positive or negative message? Why is it so? What impact does it have on the society?
5. Do you agree that 'gender' is political? Why yes/no?
6. How do gender-related concepts, and the way they are used, contribute to discrimination? How can we avoid this?
7. How did your group effectively collaborate during the flipchart activity and discussions?
8. Were there any challenges in communication or differing opinions, and how were they navigated?
9. How did your group effectively collaborate during the flipchart activity and discussions?
10. Were there any challenges in communication or differing opinions, and how were they navigated?
11. In the final discussion on terminology, did your group find common ground in defining the terms, or were there diverse perspectives?
12. How did the shared definitions contribute to a shared understanding within the group?
13. How has your perspective on gender equality in sports evolved after attending the presentation?
14. Were there any specific examples or stories that resonated with you on a personal level?
15. Were there any examples or stories that you think your sports community should be aware of?
16. Were there specific messages or stories that made you feel more capable of making a positive impact?
17. How do you think your peers in sports might react to the ideas and challenges presented in the session?
18. Are there ways you can share what you've learned with your sports teammates to foster awareness?

INSTRUCTIONS

SECUND PART

Welcome participants to the final part of the workshop and ask participants what gender equality is.
We would like to hear your opinion on the certain aspects of gender equality in sports.

You can access our Gender Equality Poll through the following QR code.
Why gender equality matters? **You can follow the text on the slide 3 of the presentation**.
Key challenges in reaching the gender equality in sports: You can mention answers that participants share in Menti presentation, question 2 and add some aspects in case they did not mention them. Some of the challenges are mentioned in the slide 4, and some other that can be emphasized are:

Societal Perceptions and Stereotypes: Deep-rooted gender stereotypes often dictate the roles and expectations for individuals in sports. These stereotypes not only affect participation but also influence how athletes are perceived and treated.

Unequal Opportunities: Disparities in funding, resources, and opportunities persist. This inequality starts early, from youth sports programs to professional leagues, affecting the trajectory of athletes' careers.

Institutional Barriers: Some sports organizations and institutions still uphold policies and practices that perpetuate gender inequality. Breaking down these institutional barriers is crucial for fostering an environment of fairness.
During the presentation, you can ask the following questions:

- Can you share personal experiences or instances where you've observed gender inequality in sports, either firsthand or within your community? (after the first question on the Menti Poll)
- How do you think societal perceptions and stereotypes contribute to gender inequality in sports? (4th slide)
- Are there specific sports or levels of competition where gender inequality seems more pronounced, and why might that be the case?
- What role do you think media coverage plays in either perpetuating or challenging gender stereotypes in sports? (4th side)
- Have you witnessed any positive initiatives or changes aimed at promoting gender equality in sports, and what impact did they have? (5th slide)

HISTORICAL MILESTONES OF GENDER EQUALITY

THEMES - Understand the historical progress of gender equality and the implications that resulted in it.
Competencies - critical thinking, increasing knowledge on the background of gender equality.
Group Size - 24 participants

Age Range -16+

Time – 90 minutes

OVERVIEW

The session is designed to deepen participants' understanding of key events in the history of gender equality. Through group work, participants will create timelines for significant events and provide concise explanations for their importance. The activity aims to enhance knowledge, encourage collaboration, and foster critical thinking in the context of gender equality.

OBJECTIVES

- Identify and place key events related to gender equality on a timeline.

- Encourage collaboration and effective communication within groups.

- Enhance participants' understanding of historical milestones in the journey towards gender equality.

MATERIALS

- Handouts with assigned events
- Flipcharts or whiteboards
- Markers

PREPARATION

Familiarise yourself with the handouts.

INSTRUCTIONS

Split participants into 5 groups. To each group give the handout with certain events that had significance related to gender equality.
Handout: https://tinyurl.com/2hx8xxha
Give each group 45 minutes to finish the task.
The groups should present their findings, and the group that has the most comprehensive explanation and correct years wins.
Wrap up the session with debriefing and evaluation.

DEBRIEF AND EVALUATION

- How did your group approach the task of creating the timeline?

- What challenges, if any, did your group encounter during the activity?

- How did your group dynamics contribute to the success of the task?

- Were there any events that your group found particularly impactful or surprising?

- What events do you think had the most significance for gender equality in sports?

- How did the activity enhance your understanding of the historical context of gender equality?

- How accurate were the timelines created by each group in placing the events in the correct years?

- Were the explanations provided by each group clear and concise in conveying the significance of the events for gender equality?

- How well did you collaborate and communicate during the activity?

TIPS FOR FACILITATORS

Encourage discussion.

5 - TEAM BUILDING

Number of Learning Unit	1	Title	Team Building
Theme	Inclusivity, empowerment, conflict resolution		

Contents	Objectives
Team building in sports	- Improve physical coordination - Adapting to new roles - Raising awareness of issues of discrimination and exclusion - Getting people to reflect on the importance of inclusion - Reflecting on the effects of our behavior on other people
Description of the Exercices	A volleyball game in which players are assigned precise roles that create limitations.
Materials	A playground (indoor or outdoor), a ball, paper, a pen, scotch, scissors, a red marker or red sheets of paper.
Preparation	Role cards should be prepared before the activity begins. At the beginning of the activity simply divide the participants into two teams (taking care to maintain a gender and ability balance) and explain the rules of the game.
Instructions	The game starts as a normal volleyball game. After 30 minutes, the trainer stops the game and introduces the role-cards. Players who receive the role card will be subject to new rules: • the player can play only with the right hand or with the left hand (a strip of colored paper is placed on the arm that cannot touch the ball); • the player must always throw the ball into the opponent's court, never pass it to a partner; • the player can never throw the ball into the opponent's field; • the player must touch the ball every turn before it is sent into the opponent's field; • the player remains in the field but cannot touch the ball.
Duration	90 to 120 minutes
Debriefing and evaluation	During the debriefing, the trainer prompts the learners to tell what they felt during the game and what were their reflections on teamwork, inclusiveness, and different roles within a group. The evaluation of the effectiveness of this activity is done through the learners' comments.

Number of Learning Unit	3	Title	Team Building	
Theme		Gender equality, empowerment, inclusivity.		
Contents			**Objectives**	
Ho to run successful Team Building activities. Tips for the Facilitator			- Encourage teamwork - Encourage communication - Encourage familiarity with sports equipment.	
Description of the Exercices		A scavenger hunt that promotes teamwork and communication and improves participants' familiarity with various sports equipment. Team members work together to locate objects and to identify objects they are unfamiliar with.		
Materials		Sports equipment (balls, cones, rackets, ropes, etc...). Items used should be a mix of well-known and little-used equipment. Stopwatch or timer		
Preparation		Hide objects and write a list of objects.		
Instructions		Participants from each team must search for a list of sports items.		
Duration		90 to 120 minutes		
Debriefing and evaluation		During the debriefing, the trainer should prompt the participants to say what each person's contribution was to be achieving the goal.		

Number of Learning Unit	2	Title	Team Building
Theme	Inclusion and discrimination, empowerment		

Contents	Objectives
Team Building activities for youths in sports	- Improve communication - Improve teamwork - Enhance girls' leadership - Empower everyone to lead the group

Description of the Exercices	An obstacle course in which participants form a blind snake: only the first in line has his eyes open and is tasked with guiding everyone else to their destination.
Materials	A playground (indoor or outdoor), cones, rods, tape, ropes, bandages to cover the eyes
Preparation	In the preparation phase, the trainer must create the obstacle course.
Instructions	The person leading the snake must give precise instructions to his or her companions because every time they leave the track the snake must turn back.
Duration	90 to 120 minutes.
Debriefing and evaluation	In debriefing participants, the trainer tries to emphasize that gender diversity had no impact, and that collaboration and communication are the key to success in this activity.

THE DESCRIPTIONS OF THE EXERCISES

EMPOWERED VOLLEYBALL

THEMES - Inclusivity, empowerment, conflict resolution

Competencies - Coordination, adaptability, communication, teamwork.

Group Size - 10-20

Age Range - 12+

Time - 90-120 min

OVERVIEW

A volleyball game that challenges players to overcome their roles and reflect on inclusivity.

OBJECTIVES

- Physical coordination
- Adapting to new roles
- Raising awareness of issues of discrimination and exclusion
- Getting people to reflect on the importance of inclusion
- Reflecting on the effects of our behavior on other people

MATERIALS

- A playground (indoor or outdoor)
- A ball
- Paper
- A pen
- Scotch
- Scissors
- A red marker or red sheets of paper

PREPARATION

- Prepare the role cards.
- Divide participants into two groups with a good gender balance.
- Explain the rules of the game.

INSTRUCTIONS

The game starts as a normal volleyball game. After 30 minutes, the trainer stops the game and introduces a new rule.

Some players on both teams are given role-cards that change their behavior:

- the player can play only with the right hand or with the left hand (a strip of colored paper is placed on the arm that cannot touch the ball);
- the player must always throw the ball into the opponent's court, never pass it to a partner;
- the player can never throw the ball into the opponent's field;
- the player must touch the ball every turn before it is sent into the opponent's field;
- the player remains in the field but cannot touch the ball.

Whenever a player fails to comply with any of these rules, the opposing team is awarded a point.

At the end of the game, the trainer asks participants to do three minutes of stretching while reflecting on the match.

DEBRIEF AND EVALUATION

- Discuss how effectively the team was able to work together to overcome the difficulties created by the roles.

- What strategies were used to overcome these difficulties?

- Ask participants who were restricted how they felt when they were ostracized from the game. How did the other players react?

- How did the players who did not receive a role card feel?

- Ask players who became central to the game how they felt and how they reacted.

- Explore how teams adapted their strategy when the rules changed.

- Reflect on communication within the team during the game.

ADITIONAL INFORMATION

https://aets.myerasmus.net/aets-toolbox-new/

TIPS FOR FACILITATORS

- During the activity, it is important to promote an inclusive environment and encourage teamwork. it is important that players always have it clear in their minds that it is the team, not the individual player, that will win the game.

- The trainer may decide to randomly assign roles by having cards drawn from a deck. In this case there will be written on some cards that the learner should continue playing as before. In the second variant, the trainer during the first 30 minutes of play chooses the roles by observing the behavior of the learners. For example, he might decide to assign a limiting role (play only one hand) to the better players who tend to exclude others; or he might assign an important role (the player must touch the ball every turn before it is sent into the opponent's field) to players who tend to be excluded.

- The trainer might decide to propose a third phase of play by shuffling the roles within the team so that everyone experiences at least two roles.

THE (ALMOST) BLIND SNAKE

THEMES - Inclusion and discrimination.

Competencies - Communication, cooperation,

teamwork strategic thinking.

Group Size - 10-20

Age Range - 12+

Time – 90 to 120 minutes

OVERVIEW

An obstacle course in which participants do not play alone but by forming a snake.

OBJECTIVES

- Improve communication
- Improve teamwork
- Enhance girls' leadership
- Empower everyone to lead the group

MATERIALS

- A playground (indoor or outdoor)
- Cones
- Rods
- Tape
- Ropes
- Bandages to cover the eyes

PREPARATION

Before the activity begins, the trainer should draw an obstacle course on the ground using tape (indoor) or ropes (indoor or outdoor). The course should be about one meter wide; the length of the course and the amount of turns depend on how long you want to make the game last. Obstacles should be provided along the course: rods to climb over, cones to avoid left or right, and whatever comes to the trainer's mind.

INSTRUCTIONS

The participants stand in single line, and each participant rests his or her hands on the shoulders of the partner before him or her. In this way they form a snake that will have to overcome the obstacle course. However, only the first in line has his eyes open, while all the others are blindfolded. The first in the line then leads the entire snake and must lead it to the end of the course, overcoming all the obstacles and never letting it off the track. He will therefore have to be very precise in describing to his companions the direction and difficulties to be overcome. Each time the snake leaves the track, the snake starts again from the beginning.

The course is repeated once for each participant so that each student has the opportunity to lead the group.

DEBRIEF AND EVALUATION

- Discuss how effectively the leaders were able to lead the group and the group to follow the leader.
- Ask participants what difficulties they had in leading the group and what difficulties they had in following the leader's instructions.

- What skills were needed?

- How could performance be improved?

- Are there differences in the way boys and girls lead the group?

- Give attention to all members of the group, making sure everyone answers the questions.

- What did the students learn from this situation?

- How can they transfer this exercise to real life?

TIPS FOR FACILITATORS

- During the activity, it is important to promote an inclusive environment and encourage teamwork while discouraging displays of gender stereotyping.

- Celebrate small victories: when the person leading the snake finds an effective way to explain to the group how to behave, or when the group follows instructions by successfully overcoming an obstacle.

- The trainer can include for some deviations of the path so that the snake does not repeat the exact same path over and over again. Also during the activity he can change the arrangement of some obstacles. In this way it will be more difficult for participants to get used to the path but they will have to keep concentrating until the activity is over.

ADITIONAL INFORMATION

https://aets.myerasmus.net/aets-toolbox-new/

"SPORT" SCAVENGER HUNT

THEMES - Gender equality, empowerment, inclusivity.
Competencies - Communication, problem -solving, teamwork.
Group Size - 10-30
Age Range - 12+
Time – 90 to 120 minutes

OVERVIEW

A scavenger hunt that promotes teamwork and communication and improves participants' familiarity with various sports equipment. Team members work together to locate objects and to identify objects they are unfamiliar with.

MATERIALS

- Sports equipment (balls, cones, rackets, ropes, etc...). Items used should be a mix of well-known and little-used equipment.

- Stopwatch or timer

OBJECTIVES

- Encourage teamwork
- Encourage communication
- Encourage familiarity with sports equipment.

PREPARATION

Hide within the sports facility equipment that is to be found along with other equipment that does not serve the purpose of the game. Hidden items should be a mix of very common items (a ball, a rope etc...) and unfamiliar sports equipment.
Write a list of the hidden items.

INSTRUCTIONS

Participants are divided into teams making sure that the members of each team are a mix of genders and abilities.

Each team is given a list containing the names (just the names, no descriptions) of all the hidden objects that need to be found.

The participants engage in a scavenger hunt to locate the hidden sports equipment. They must also work together, using the knowledge of all team members, to identify the sports equipment they do not know.

The team that has found the most objects in a set time wins.

DEBRIEF AND EVALUATION

- Discuss how efficiently teams located the sports equipment.

- Explore the collaboration strategies used to identify and find items within the time frame.

- Reflect on the communication patterns within each team during the scavenger hunt.

- Discuss the effectiveness of verbal and non-verbal communication.

- Ask participants about their increased familiarity with different sports equipment.

- Encourage participants to share how they individually contributed to the team's success.

- Discuss the variety of roles taken on by different team members.

- Explore how teams adapted their strategies if challenges arose during the scavenger hunt.

- Discuss problem-solving approaches and creativity displayed by teams.

TIPS FOR FACILITATORS

- Highlight the importance of clear and effective communication within teams. Encourage participants to use both verbal and non-verbal communication to efficiently locate hidden items.

- Pay attention to team dynamics during the scavenger hunt. Observe how teams distribute tasks, make decisions, and support each other. Use observations for constructive feedback.

- Celebrate each successful find during the scavenger hunt. Acknowledge small wins to boost team morale and reinforce the idea that every contribution matters.

- Provide guidance on time management. Remind teams of the time frame and encourage them to strategize how to maximize their time while completing the scavenger hunt.

- During the debriefing, facilitate discussions on how increased familiarity with sports equipment can positively impact future sports activities. Connect the scavenger hunt experience to practical applications.

ADITIONAL INFORMATION

Encourage teams to think creatively when solving challenges during the scavenger hunt. Foster an environment where unique ideas are welcomed and appreciated.

Keep the atmosphere light and fun during the scavenger hunt. Emphasize that the primary goal is learning and collaboration, creating a positive and enjoyable experience.

https://educationaladvancement.org/blog-benefits-scavenger-hunts/

6 - GENDER-BASED NECESSITIES IN SPORT ACTIVITIES

Number of Learning Unit	1	Title	Gender-based necessities in Sport activities
Theme(s)	Education Trough Sport, Inclusion, Conflict Resolution and Discrimination, Participation, Cultural Diversity, Human Rights, Self-reflection, Team Building		

Contents	Objectives
- Introduction and Identification of Gender Constructs and Needs	- To explain the mechanism and conceptional approaches (such as equality, equity, stereotypes/ biases, gender identity, discrimination/ violence against girls and women etc.) - To analyze the existing socio-cultural environment (including gender barriers/ challenges) - To argue in terms of a gender perspective in their programs. - To know the potential contribution of sport towards 'gender equality'
Description of the Exercices	Impact on their attitude, behavior, or perspective of social change in relation to the topic we tackle in the exercise. Two dimensions for learning possibilities: First, the link to social competencies and, second, to learning styles in general.
Materials	The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material. . **(See Exercises activities - Escaping Alcatraz and Basketball as a Tool for Communication)**
Preparation	The preparation states what we must do in advance to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance, and distributing tasks among team members, because they are obvious**. . (See Exercises activities - Escaping Alcatraz and Basketball as a Tool for Communication)**
Instructions	The instructions will tell us exactly what you must do step by step. The flow of the activity is de- scribed considering the responsibilities of the facilitators. Rules, instructions, and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants. **(See Exercises activities - Escaping Alcatraz and Basketball as a Tool for Communication)**
Duration	2 hours
Debriefing and evaluation	Debriefing and evaluation are the part where we actually put down the necessary questions, ideas and conceptional thoughts you might need to deliver ETS successfully. The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants if we are facilitating ETS for the first time with a group to set ground rules for communication. **(See Exercises activities - Escaping Alcatraz and Basketball as a Tool for Communication)**

Number of Learning Unit	2	Title	Gender-based necessities in Sport activities
Theme(s)	Education Trough Sport, Inclusion, Conflict Resolution and Discrimination, Participation, Cultural Diversity, Human Rights, Self-reflection, Team Building		

Contents	Objectives
- Girls/Boys and Women/Men: separate sporting worlds	- To discover causal relations between different approaches to communication and the impact of these - To understand the connections between culture and sport. - To better understand ourselves, our identity and gender diversity - To understand the intercultural aspects of sport - To identify ethnic and cultural aspect - To Better know the Gender-differentiated sporting practices

Description of the Exercices	Impact on their attitude, behavior, or perspective of social change in relation to the topic we tackle in the exercise. Two dimensions for learning possibilities: First, the link to social competencies and, second, to learning styles in general.
Materials	The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material. **(See Exercises activities – Frisbee for all " 10 Passes" and Traditional Games, identity and Sport)**
Preparation	The preparation states what we must do in advance to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance, and distributing tasks among team members, because they are obvious**(See Exercises activities – Frisbee for all " 10 Passes" and Traditional Games, identity and Sport)**
Instructions	The instructions will tell us exactly what you must do step by step. The flow of the activity is de- scribed considering the responsibilities of the facilitators. Rules, instructions, and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants. **(See Exercises activities – Frisbee for all " 10 Passes" and Traditional Games, identity and Sport)**
Duration	2 hours
Debriefing and evaluation	Debriefing and evaluation are the part where we actually put down the necessary questions, ideas and conceptional thoughts you might need to deliver ETS successfully. The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants if we are facilitating ETS for the first time with a group to set ground rules for communication. **(See Exercises activities – Frisbee for all " 10 Passes" and Traditional Games, identity and Sport)**

Number of Learning Unit	3	Title	Gender-based necessities in Sport activities
Theme(s)	Education Trough Sport, Inclusion, Conflict Resolution and Discrimination, Participation, Cultural Diversity, Human Rights, Self-reflection, Team Building		

Contents	Objectives
- Mechanisms behind, Sport for Gender Equality Activities and the Role of Coaches	- To explain the mechanisms behind Sport for Gender Equality interventions (competences & impact indicator frameworks) and how these are designed. - To describe the importance of Safeguarding and Child Protection in the context of Gender Equality. - To outline how to create "safe spaces" and implement safeguarding policies in their organization - To justify the importance of coaches' gender competences.
Description of the Exercices	Impact on their attitude, behavior, or perspective of social change in relation to the topic we tackle in the exercise. Two dimensions for learning possibilities: First, the link to social competencies and, second, to learning styles in general.
Materials	The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material. **(See Exercises activities – Human Fussball)**
Preparation	The preparation states what we must do in advance to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance, and distributing tasks among team members, because they are obvious. **(See Exercises activities - See Exercises activities – Human Fussball)**
Instructions	The instructions will tell us exactly what you must do step by step. The flow of the activity is de- scribed considering the responsibilities of the facilitators. Rules, instructions, and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants. **(See Exercises activities - See Exercises activities – Human Fussball)**
Duration	2 hours
Debriefing and evaluation	Debriefing and evaluation are the part where we actually put down the necessary questions, ideas and conceptional thoughts you might need to deliver ETS successfully. The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants if we are facilitating ETS for the first time with a group to set ground rules for communication. **(See Exercises activities - See Exercises activities – Human Fussball).**

THE DESCRIPTIONS OF THE EXERCISES

BASKETBALL AS A TOOL FOR COMMUNICATION

THEMES - Inclusion, Conflict Resolution and Discrimination

Group Size - 12 - 16

Age Range – 13- 35

Time – 60 minutes

OVERVIEW

The exercise is divided in to 3 modules:

•Basketball 1 (Discover the impact of different approaches of communication)

• Short introduction to the appreciative inquiry

•Basketball 2 (Practical experience of the appreciative inquiry)

A debriefing follows each of the 2 basketball modules.

OBJECTIVES

- To discover causal relations between different approaches to communication and the impact of these.
- To be aware of how our minds, feelings, focus, performance, cooperation, etc. are affected by how we communicate.
- To be aware of how difficult it is to penetrate with one's approach if someone else has chosen another/reverse way of communication in the situation.
- To have a superficial knowledge of the appreciative inquiry.
- To reflect on how to communicate in everyday life in a way that makes both you and the people around you benefit from it.
- To reflect on how to communicate in everyday life in a way that creates development rather than stagnation and conflict.

MATERIALS

- Basketball court
- One basketball
- Flip chart, blackboard or something similar
- Bibs for one of the teams

- Basketball (1):
- Play basketball
- 2 x 6 minutes
- Each team has a coach (one of the participants)
- On one team the coach is told to be exclusively positive and do a lot of complements
- The coach on the other team is told only to have an eye on the players deficiencies and be predominantly negative
- In the second half of the game the two coaches switch roles
- Short introduction to the appreciative inquiry
- Make a short introduction of the concept and idea behind the appreciative inquiry
- Outline a few focus points for the participants to keep in mind when applying into practice.
- E.g.:
- I. Acknowledge the participants' efforts
- II. Provide feedback with the participants' further development in mind (Indicate a direction)
- III. Make the introduction visual and include concrete examples.
-
- OBS!: The goal is not to make an academically correct and complete introduction to the subject,
- so make it as short and simple as possible!
- Basketball (2):
- • Play basketball
- • 2 x 6 minutes
- • Different coaches (do some exchanges through the game)
- • This time all coaches must practice the appreciative inquiry

PREPARATION

As trainer you need to gain knowledge regarding the appreciative inquiry and prepare how to introduce the participants to this approach.

DEBRIEF AND EVALUATION

Basketball (1):

Questions for the coaches:

• How did you feel being respectively the positive and the negative coach?

• Did you recognise any differences in how the players responded to you?

Questions for the players:

• How did you feel playing for the positive/negative coach?

• Was you're play affected by the type of coaching? – And how?

• Any pros and cons of the two ways of coaching?

• Did you miss anything in both ways of coaching?

• Can you relate these experiences to any situations in everyday life ?

Basketball (2):

• Repeat the questions regarding the coaches' and players ' feelings and observations.

• How did this experience differ from the one you had in the last game?

• Any pros and cons of the appreciative inquiry?

• Could this approach be implemented into any situation in everyday life?

Summary of the whole exercise:

• What did we learn?

• How can this knowledge be applied in practice and everyday life?

• What benefits can we get out of this?

• What is the next step for us to become good communicators?

TIPS FOR FACILITATORS

There should be some kind of warm up before this exercise!

• Make sure to be very concrete and clear in the instructions for the negative communicating coach (We don't want this to run wild and out of hand!)

• To make sure that the participants warm between the two games, you can try to make the debriefing a bit active (E.g.: When asking a question you throw a ball to the respondent, or the participants could do a "jog-and-talk" prior to the shared debriefing).

ADDITIONAL INFORMATION

In the first part of this exercise the participants experience how different approaches of communication link to different feelings and have an impact on their performances. In the second part the participants gets to know and practice the approach for communication, called "The appreciative inquiry".

HUMAN FUSSBALL

THEMES - Inclusion, Conflict Resolution
Competencies - decision making, teamwork

Group Size – 20+

Age Range – 16 - 30

Time – 90 minutes

OVERVIEW

This activity explores key themes of inclusion, empathy, role distance and tolerance of ambiguity to participants and within the role of the trainer. The participants will play Human Fussball and explore these topics.

OBJECTIVES

- To introduce themes: Inclusion, empathy, role distance and tolerance of ambiguity to participants.
- To reflect on themes: Inclusion, empathy, role distance and tolerance of ambiguity within the role of a trainer.

MATERIALS

- Playing field
- Footballs
- Marker cones
- Bibs to segregate teams
- 6 long ropes, goals

PREPARATION

- Ensure the playing area is safe
- Mark out the playing area with marker cones if a proper football field is not being used
- Mark the defense, midfield and forward line for the participants with the ropes

INSTRUCTIONS

Explain the rules of the game to the participants

Play the Game: two rounds of 15 minutes. Two teams of ten players and a goalie.

Set the teams up as 1 goalie, 3 defenders, 4 midfielders, 3 strikers.

Players can only move in a line, from the right to the left and from the left to the right trying to score a goal.

Role Distance: Each player will be given a card that limits or enhances what they can do during the game such as, only jumps, can only pass to the right, can only pass to the left, must use hands etc.

Tolerance of Ambiguity: Once players have received their card the game will begin. Randomly rules will change such as scoring a goal will now be 2 points, more balls will be added or the goals will swap.

Empathy: Once during the game, players will be instructed to change cards with another player on their team and to take up their role.

ADDITIONAL INFORMATION

Roles:

You may do anything; You can only pass to the person on your right; You can only pass the ball forward; You can only pass with your left foot; You may do anything; You may not speak

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FRISBEE FOR ALL "10 PASSES"

This is a group building activity that promotes fair play, cooperation and the inclusive aspect of teamwork.

THEMES - Social inclusion and discrimination

Group Size – 12+

Age Range – 16+

Time – 90 minutes

OVERVIEW

This activity can either be played with simple rules or with a real game of Ultimate Frisbee. It depends on the skills of both facilitator and participants.

OBJECTIVES

- To encourage fair play, sportsmanship, teamwork and communication.
- To develop empathy and self-reflection.
- To discuss different aspects of inclusion.

MATERIALS

- Frisbee (1 per 3 participants)
- bibs
- flipchart
- markers

PREPARATION

Check the facilities for safety.

• Examine the proportion between the size of the pitch and the size of the group.
• Ask the group if anyone has any injuries or
concerns about playing the game.

INSTRUCTIONS

- Introduce the activity. Explain the basic techniques of Frisbee, like throwing and catching.
- Divide participants into smaller groups and let them practice with the Frisbee (10-15 min.).
- Explain the rules of the game: no running with the Frisbee, no physical contact, no referee (spirit of the game, everything has to be discussed within the group), team scores by passing the Frisbee 10 times between each other(this can be reduced depending on the skill level of the group), passes have to be counted out loud, the Frisbee has to be passed within 5/10 seconds otherwise other team gets the Frisbee, if the Frisbee falls the other team gets it, take over (even if it falls afterwards) is allowed and the Frisbee stays with that team.
- First round starts. (10/15 minutes)
- Stop the first game and give the following instructions: two new rules, everyone on the team has to touch the Frisbee at least once in order to score, no back and forth
- • Second round is played. (10/15 minutes)
- Stop the second game and give the following instructions: distribute roles to different participants. The roles can be for example: being hyperactive, blindfold one eye, not interested, only use your weak hand, play as you played before.

(See additional information)

- Third round is played. (10/15 minutes)
- Debriefing.

DEBRIEF AND EVALUATION

- Start by identifying which roles the participants had and ask them what happened in the different phases of the game. The easiest start could be asking them if they liked the game and how they felt. Tell the participants to reveal their role when they are answering the questions if they do not do it themselves.

- You can ask the following questions: What did you experience? How did you react? What did you feel? How did you cope with your role? Have you thought about others? How easy/difficult was it to play your role? How easy/difficult was it to identify with your role?

- Draw a connection to everyday life by asking if the activity mirrors society and if they have encountered similar situations in their daily life, also giving examples. Did you behave differently in the game opposed to your daily life and can you see a connection between the exercise and your reality?

- Last part of the debriefing is the conclusion. What first steps could be taken to act more inclusive in your life? What can you as an individual, as a group and as a society do to be more inclusive?

TIPS FOR FACILITATORS

Instead of playing 10 passes you can also play Ultimate Frisbee itself. Make sure you study the rules and apply them to your exercise.

Roles for stage 3 ideas

- be hyperactive

- blindfold one eye,

- not interested in the game,

- only use your weak hand to throw and catch

- play as normal

ADITIONAL INFORMATION

Instead of playing 10 passes you can also play Ultimate Frisbee itself. Make sure you study the rules and apply them to your exercise.

Roles for stage 3 ideas

- be hyperactive

- blindfold one eye,

- not interested in the game,

- only use your weak hand to throw and catch

- play as normal

ESCAPING ALCATRAZ

THEMES - Social Inclusion, Discrimination, Conflict Resolution

Group Size – 15 to 25

Age Range – 16- 30

Time – 90 to 120 minutes

OVERVIEW

"Escaping Alcatraz" combines several activities the group has to perform as a team and the degree of difficulty is increasing with every activity.

OBJECTIVES

- To foster teamwork.
- To establish and develop communication rules and deal with inner-group conflicts.
- To support all team members and include them into the activity.

MATERIALS

- Regular gym
- 3 long benches, two poles or anything else to hold a rope
- big mat (a soft one)
- 2 really long ropes (e.g. 10 metre climbing rope)
- a key or another object (bean bag) to put into the centre of a circle to fetch vaulting horse
- 3-6 tyres or hula hoops (depending on size of the group)
- swinging rope (coming down from the ceiling)

DEBRIEF AND EVALUATION

- First you ask the participants to sit down in a circle and congratulate them on their successful escape. Then you may start with two general questions:
- What went well? What was not working at all?
- By asking participants to elaborate their observations and feelings you will naturally get to the topics of teamwork, fair play, conflict resolution and inclusion. It is up to you how far you want to reflect on the specific topics and what focus you want to put within the group.

INSTRUCTIONS

- Prepare the gym and meet the group at another place. You start to tell the story of Alcatraz by explaining that they are all prisoners and want to escape the place. But it is really hard, and they have to overcome several obstacles. It is up to you how detailed your story is.
- Blindfold all the participants except one. This one must lead the whole group to the gym.
- As soon as the participants arrive at the entrance of the gym, they can take off their blindfold and are introduced to the first task.
- The first task is "Crack the code": They must stand on the bench all together and they have to position themselves according to their postal code or birthday or any other criteria connected to numbers you choose. It is not allowed to leave or fall off the bench. This activity can also be done in silence to increase the difficulty.
- The second task is "Hot wire": They have to overcome the chest high rope without touching it. It is not allowed to jump (health and safety) or use any other supporting material. The participants must go over the rope using only each other. The mat should be used forsafety in case anyone falls.
- The "acid lake" contains the task to get the key from the centre of the "lake" (rope placed in a circle). The only supporting material is the other rope, nothing else. It is not allowed to touch the lake, of course.
- You place the big mat vertically on the floor and tell the participants to overcome this wall, without leaving anybody behind or going around it.
- The gorge entails the following task: All the participants have to get to the tyres/hula hoops (the hoops or tyres should be small to avoid any injuries) and land in them by using only the rope (coming down from the ceiling) as supporting/swinging material. The place between the vaulting horse and the tyres is the gorge. It is not allowed to jump and if anybody touches the ground all participants have to go back to their original place. That rule applies to all the other stations as well, but you can adapt it if necessary.
- After the escape has been successful you debrief it together with the group.

TIPS FOR FACILITATORS

This exercise offers flexibility regarding the rules. You can always give the participants some "extra lives" (touching the ground won't put all participants back, but the group continues where it was) to make it easier, especially when you observe the frustration with one task grows stronger within the group. But you can also make it harder/stricter if you blindfold participants or give them any other restriction (e.g. no speaking allowed) they have to deal with. As a facilitator you have to observe the atmosphere very closely in order to adapt the task to the group and the situation to make it a success at the end. It is also possible to make them fail, but this is only recommended if you think the group can deal with the frustration afterwards and you have to reflect on it, of course.

ADITIONAL INFORMATION

You can take out one or two activities and put them into a smaller exercise. The story usually makes participants more competitive, and they want to finish what they started. The feeling of success can be a very strong at the end, because it is a big challenge and shows them how they can perform as a team. This can help you to tackle the more delicate topics afterwards.

TRADITIONAL GAMES, IDENTITY AND SPORT

An exercise exploring differences in culture, ethics and human rights through sporting and life experience.
THEMES - Culture and Diversity, Human Rights, Inclusion
Group Size – 15 of 25 participants

Age Range – 16 – 30

Time - 90 minutes

OVERVIEW

This exercise will allow the participants to communicate about cultural, ethical, human rights and gender diversity, from their own perspectives. It will explore influences on people and how they have impacted on their decision making and experiences.

OBJECTIVES

- To understand the connections between culture and sport.
- To better understand ourselves, our identity and gender diversity
- To understand the intercultural aspects of sport
- To identify ethnic and cultural aspect
- To Better know the Gender-differentiated sporting practices

MATERIALS

- Access to an area in order to carry out the activity – approx. 7m x 7m
- Laptop, projector, screen/wall, Flipchart paper, Paper and Pens, Large Envelope, Chairs, PowerPoint
- Shrek onion Clip

INSTRUCTIONS

Play the Shrek Onion Video to the participants.
Reflection: Just like an onion, each person has multiple things that make up who they are, things which are always influencers in their lives, what determines how they make decisions. Participants will be given 15 minutes to reflect personally about themselves using the onion metaphor.
Transition Question: What is your first memory of sport or physical activity and why has it stuck?

IDENTITY

HOP SCOTCH IN AMERICA

In groups of 4, share either your variation of hopscotch or a similar traditional game played as a child in your country. Come pick up envelope with next step.
Once you have shared reflect and provide responses on the following questions in the envelope
• What is the effect of sport on culture?
• What is the effect of culture on sport?
• What are some of the intercultural aspects of sport?

As a large group extend the discussion to look at cultural opinions debate on the following for the debrief

PREPARATION

Set up the laptop and the projector and test the video to make sure it works

Prepare the flipchart papers for the onion exercise

Have the questions in 3 envelopes for each group

Have a slide show (power point) on hopscotch the game and instructions in case participants have never played it.

DEBRIEF AND EVALUATION

- Do you think that politicians in your country use sport, or sporting events, to distract and divert people from political and economic issues?

- Is sex testing of athletes necessary to ensure fair competition or is it too great an infringement of people's human dignity and right to privacy?

- Do you think professional sportsmen and women should have similar rights to those of other workers, for instance, the right to form trades unions and the right not to be unfairly dismissed?

- China has a poor human rights record. Should they have been chosen to host the Olympic Games in 2008?

- Athletes at the international level have to agree a code of conduct. Those who then breach the code, for instance, by using a sporting event to make a

- political statements are penalized. Is this a denial of a person's right to free expression?

7 – INCLUSIVE LANGUAGE IN SPORT

Number of Learning Unit	1	Title	Inclusive Language in Sport
Theme(s)	The workshop themes revolve around "Starting with Inclusive Language", focusing on recognizing and correcting non-inclusive language within various environments to promote equality and diversity.		

Contents	Objectives
What is inclusive language in Sport and their principles?	• to recognize non-inclusive language in different contexts. • to foster creative thinking to develop more inclusive language alternatives. • to promote collaborative learning through group discussions and sharing of insights.

Description of the Exercices	This 90-minute workshop engages participants in a dynamic learning process, beginning with a scavenger hunt to spot non-inclusive language in their environment. Following the hunt, participants brainstorm alternative, inclusive phrases and share their findings in a group discussion. The session aims to raise awareness about the impact of language and encourages the adoption of more inclusive language practices. (**See exercise activity - Scavenger Hunt for Inclusive Language**)
Materials	• Scavenger Hunt Lists • Flipcharts or Whiteboard • Markers and Sticky Notes
Preparation	• Prepare Scavenger Hunt Lists and ensure they are comprehensive and distributed before the workshop. • Designate specific roles to participants to facilitate smooth running of the activities. • Arrange the space to accommodate group discussions and sharing sessions comfortably. (**See exercise activity - Scavenger Hunt for Inclusive Language**)
Instructions	1. Give each participant a list of commonly used non-inclusive words and phrases. 2. Instruct participants to find real-life examples of these words and phrases in their environment. 3. Guide participants to create alternative, inclusive language for the examples found. 4. Facilitate a session where participants discuss their findings and the importance of using inclusive language. 5. Have participants share insights and make personal commitments to use inclusive language. (**See exercise activity - Scavenger Hunt for Inclusive Language**)
Duration	The total duration of the workshop is approximately 90 minutes.

Debriefing and evaluation	Reflection on Feelings: Ask participants how they felt during the scavenger hunt and if anything surprised them.
	Challenges Encountered: Discuss any difficulties participants faced in identifying or altering non-inclusive language.
	Brainstorming Impact: Evaluate how the process of brainstorming inclusive alternatives affected participants' views on language use.
	Insight Sharing: Have participants reflect on new understandings gained from the exercise and discuss any differing views that emerged.
	Commitments to Action: Encourage participants to share how the activity might influence their future language choices and discuss ways to promote inclusive language in various aspects of life.
	(See exercise activity - Scavenger Hunt for Inclusive Language)

Number of Learning Unit	2	Title	Inclusive Language in Sport
Theme(s)	The workshop is focused on presenting principles and pillars of inclusive language in sports.		

Contents	Objectives
Pillars of inclusion	- to analyze a sports-related study to identify instances of non-inclusive language. - to connect the identified principles to the pillars of inclusive language, emphasizing respect, diversity, and sensitivity. - to collaboratively brainstorm and propose creative solutions to address the challenges related to inclusive language in sports.
Description of the Exercices	This 2-hour workshop involves participants in interactive activities that focus on identifying and rectifying non-inclusive language in sports contexts. It aims to enhance participants' critical thinking and communication skills by analyzing specific cases and proposing solutions. The activity is designed to foster a collaborative environment where participants can share perspectives and improve their understanding of inclusive communication. (**See exercise activity - Sports Speak - Inclusive Language in Sports Analysis**)
Materials	- Copies of the sports-related study for each group. - Flip charts or whiteboards for group discussions. - Markers, sticky notes, and other writing materials. (**See exercise activity - Sports Speak - Inclusive Language in Sports Analysis**)
Preparation	- Prepare the sports-related study, ensuring it contains various instances of non-inclusive language to provide a basis for analysis and discussion. - Organize the venue with adequate seating and space for group activities. - Gather all materials listed above to ensure smooth facilitation. (**See exercise activity - Sports Speak - Inclusive Language in Sports Analysis**)

Instructions	1. Have participants form pairs and share the first word that comes to mind when they hear "sports," followed by a brief discussion to highlight diverse perspectives.
	2. Divide participants into four groups: Assign the sports-related study for analysis.
	3. Instruct each group to:
	  − Identify principles of inclusive language that are not respected in the study.
	  − Discuss what the pillars of inclusive language are.
	  − Propose solutions to enhance inclusivity in the described scenarios.
	4. Presentation and feedback: After 45 minutes of group work, have each group present their findings and solutions. Other groups should provide feedback on these solutions.
	(**See exercise activity - Sports Speak - Inclusive Language in Sports Analysis**)

Duration	The duration is approximately 2 hours.
Debriefing and evaluation	Gather feedback on the experience: Ask participants how they found the activity of analyzing and proposing solutions. Discuss moments of insight or challenge: Identify any particular moments during the activity that stood out or challenged participants' perspectives. Evaluate group collaboration: Discuss how the group collaborated to identify non-inclusive language and propose solutions. Inclusivity of the discussion: Ensure everyone had the opportunity to contribute, and discuss how inclusive discussion was maintained. Application of principles: Ask participants how they envision applying the principles of inclusive language in real-life sports scenarios, and gauge the practicality of the solutions proposed in various sports contexts. (**See exercise activity - Sports Speak - Inclusive Language in Sports Analysis**)

Number of Learning Unit	3	Title	Inclusive Language in Sport	
Theme(s)	The primary theme of this workshop is "Language Exploration in Sports." It focuses on understanding and improving the language used in sports contexts to enhance inclusivity, particularly concerning women in sports.			
Contents			**Objectives**	
Professional approach (Teachers, Trainers), Activities and Context			- to explore real-life scenarios related to women in sports. - to identify language that either empowers or disempowers female athletes. - to propose alternative, more inclusive language choices. - to foster group discussion and collaboration on the impact of language in sports.	
Description of the Exercices	This 90-minute workshop engages participants in analyzing the impact of language on women in sports. Through group discussions and scenario analysis, participants will learn to identify and correct disempowering language, promoting a more inclusive environment in sports settings. **(See exercise activity - Empowerment in Action - Language in Sports Scenarios)**			
Materials	- Scenario cards for each group, containing examples of both empowering and disempowering language. - Flip chart paper and markers for group discussions and presentations. - Writing materials for individual reflections and notes. **(See exercise activity - Empowerment in Action - Language in Sports Scenarios)**			
Preparation	- Prepare scenario cards with detailed examples of language use in sports contexts focusing on women. - Organize all necessary materials such as flip charts, markers, and writing supplies. - Set up the room to facilitate small group discussions and presentations. **(See exercise activity - Empowerment in Action - Language in Sports Scenarios)**			
Instructions	1. Divide participants into four groups of five. 2. Distribute scenario cards and instruct each group to discuss the language used and its implications. 3. Facilitate a discussion on the identified empowering and disempowering language and encourage the groups to propose more inclusive alternatives. 4. Have each group present their findings and suggested language modifications to the whole workshop. 5. Guide a closing discussion to reinforce the lessons learned and encourage personal reflection. **(See exercise activity - Empowerment in Action - Language in Sports Scenarios)**			
Duration	The total duration of the workshop is approximately 90 minutes.			

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Debriefing and evaluation	Gather participants' reflections on specific language choices that were either empowering or disempowering.
	Discuss the prevalence and nature of disempowering language, and whether it tends to be a conscious or subconscious decision.
	Explore the diverse perspectives within groups and how differences were navigated.
	Encourage participants to share any significant realizations or "aha" moments experienced during the discussions.
	(See exercise activity - Empowerment in Action - Language in Sports Scenarios)

Number of Learning Unit	4	Title	Inclusive Language in Sport
Theme(s)	The workshop is themed around "Inclusive Language in Sports," focusing on the recognition and impact of inclusive versus non-inclusive language in team sports environments.		

Contents	Objectives
Professional approach (Teachers, Trainers), Activities and Context – Continuing.	- to create awareness about the impact of language on teamwork and sportsmanship. - to explore the difference between inclusive and non-inclusive language in a sports context. - to understand the role of communication in fostering an inclusive sports environment. - to encourage participants to reflect on their own language use and its effect on team dynamics.
Description of the Exercices	Participants are divided into two mixed-gender teams, each led by a team leader who receives secret instructions to use either inclusive or non-inclusive language. After a 30-minute basketball game, the activity transitions into a discussion session where participants reflect on how language influenced their experience and the team's cohesion. (**See exercise activity - Hoops and Words - Inclusive Language Through Basketball**)
Materials	- Basketball court or suitable playing area. - Basketball. - Two pieces of paper with language instructions (one for inclusive language and one for non-inclusive language). - Prize for the winning team. (**See exercise activity - Hoops and Words - Inclusive Language Through Basketball**)
Preparation	- Prepare two sets of instructions clearly outlining the use of inclusive and non-inclusive language. - Brief the team leaders privately on their roles and the specific language directive they are to follow. - Ensure the playing area is properly set up and all necessary equipment, like the basketball and prize, are ready. (**See exercise activity - Hoops and Words - Inclusive Language Through Basketball**)
Instructions	1. Divide participants into two mixed-gender teams. 2. Each team selects a team leader who then picks one of the two pieces of paper with language instructions. 3. Instruct team leaders to guide their teams in using the assigned language style subtly during the game. 4. Conduct a 30-minute basketball match. 5. Facilitate a post-game discussion exploring the impact of language use observed during the game.

	(See exercise activity - Hoops and Words - Inclusive Language Through Basketball)
Duration	The total duration of the workshop is 90 minutes.
Debriefing and evaluation	The debriefing focuses on how language influenced team dynamics, the perceived differences in communication, and the overall impact on the sports experience. Evaluation involves discussing observations, feelings, and learning outcomes regarding the use of language in sports. **(See exercise activity - Hoops and Words - Inclusive Language Through Basketball)**

THE DESCRIPTIONS OF THE EXERCISES

SCAVENGER HUNT FOR INCLUSIVE LANGUAGE

THEMES - Starting with Inclusive Language
Competencies-inclusive language exploration, creative thinking.

Group Size - 20-25 participants

Age Range -

Time - 90 minutes

OVERVIEW

Participants will engage in a scavenger hunt to identify instances of non-inclusive language in their environment. Following this, they will collaboratively brainstorm alternative, more inclusive language. The session will conclude with group sharing and discussions on the importance of inclusive language.

OBJECTIVES

- to recognize non-inclusive language in various contexts.

- to foster creative thinking to generate alternative language choices that are more inclusive.

- to promote collaborative learning by sharing findings and insights within small groups and then across the larger group.

MATERIALS

- Scavenger hunt lists with non-inclusive language examples.

- Flipcharts or whiteboards for alternative language brainstorming.

- Markers and sticky notes.

PREPARATION

- Ensure the scavenger hunt lists are prepared and distributed.
- Assign roles to participants before the activity.
- Set up the space for group discussions and sharing

INSTRUCTIONS

- Ensure the scavenger hunt lists are prepared and distributed.

- Assign roles to participants before the activity.

- Set up the space for group discussions and sharing.

- Provide participants with a list of words and phrases that are commonly used in non-inclusive language.

- Ask participants to find examples of these words and phrases in their environment (e.g., on signs, in advertisements, in conversations).

- Once participants have identified examples of non-inclusive language, ask them to come up with alternative words and phrases that are more inclusive.

- Encourage participants to share their findings with the group and discuss why inclusive language is important.

- Bring groups back to present their work. Emphasize examples that they have found in sports.

This activity can help participants become more aware of the language they use and the impact it can have on others. It can also help create a more inclusive environment by promoting the use of inclusive language.

TIPS FOR FACILITATORS

30 minutes for the scavenger hunt exploration.
20 minutes for alternative language brainstorming.
30 minutes for group sharing and discussion.
10 minutes for insights sharing and commitments.

DEBRIEF AND EVALUATION

1. How did you feel during the scavenger hunt? Did anything surprise you or stand out?

2. What challenges did you encounter while identifying instances of non-inclusive language?

3. During the alternative language brainstorming, what creative alternatives did your group come up with for the identified non-inclusive instances?

4. How did the process of brainstorming alternatives impact your perspective on language choices?

5. What insights or realizations did you gain from sharing your findings with your group?

6. Were there any instances where your group had differing perspectives on whether certain language was non-inclusive? How did you navigate those discussions?

7. Reflect on a specific example you found during the scavenger hunt. How did it make you feel, and what alternative language could replace it to be more inclusive?

8. Do you think this activity will influence your language choices in your daily life? If so, how?

9. What do you think is the significance of promoting inclusive language in various aspects of life, including work, social interactions, and public spaces?

10. In what ways can you share the insights gained from this activity with others and contribute to a broader understanding of inclusive language?

ADITIONAL INFORMATION

You can give out inclusive language lists to participants. Here are examples:

Scavenger Hunt List 1:

1. Signage and Labels:
Look for signs or labels that use gendered terms like "Men" or "Women."
Identify any exclusive language on restroom signs.

2. Advertisements:
Find advertisements that depict gender stereotypes or use language that reinforces traditional roles.

3. Media Headlines:
Search for news articles or headlines that may perpetuate biases based on race, gender, or abilities, etc

Scavenger Hunt List 2:

1. Event Announcements:
Look for event announcements or posters that might use language excluding certain groups or demographics.

2. Conversation Overheard:
Pay attention to conversations around you for any language that may be exclusive or perpetuate stereotypes.

2. Educational Materials:
Identify textbooks, brochures, or educational materials that may use language reinforcing stereotypes, etc.

Scavenger Hunt List 3:

1. Sports Commentary:
Find sports-related content, including commentary, articles, or interviews that may contain gendered or ableist language.

2. Community Notices:
Explore community bulletin boards or digital platforms for notices that may unintentionally exclude certain groups.

3. Entertainment Industry:
Identify instances of non-inclusive language in movies, TV shows, or music lyrics, etc

Scavenger Hunt List 4:

1. Restaurant Menus:
Identify menus that use gendered language or terms that may be exclusive.

2. Public Spaces:
Search for instances of exclusive language in parks, recreational areas, or public spaces.

3. Fashion Industry:
Look for advertisements or displays in fashion stores that may reinforce traditional beauty standards, etc

SPORTS SPEAK - INCLUSIVE LANGUAGE IN SPORTS ANALYSIS

THEMES - Principles and Pillars Inclusive
Language in Sports
Competencies-practicing inclusive language, creative
thinking, critical thinking, and connecting inclusive
language with real-life situations.
Group Size - 20 participants

Age Range – 16+

Time - 120 minutes

OVERVIEW

Participants will engage in an interactive activity
focusing on inclusive language in sports. Through group
analysis of a provided study, they will identify non-
inclusive language, explore the pillars of inclusive
language, and propose solutions. The activity aims to
promote critical thinking, communication skills, and
problem-solving within the context of sports
communication.

OBJECTIVES

- to analyze a sports-related study to identify instances
of non-inclusive language.

- to connect the identified principles to the pillars of
inclusive language, emphasizing respect, diversity, and
sensitivity.

- to collaboratively brainstorm and propose creative
solutions to address the challenges related to inclusive
language in sports.

MATERIALS

- Copies of the sports-related study for each group.

- Flip charts or whiteboards for each group.

- Markers, sticky notes, and other writing materials.

PREPARATION

Prepare the sports-related study, ensuring it contains
instances of non-inclusive language.Write a list of the
hidden items.

INSTRUCTIONS

Start the session with a fun icebreaker to set a
positive tone. Participants form pairs and share
the first word that comes to mind when they hear
"sports." Facilitate a brief discussion to highlight
the diverse perspectives.

Main activity:

Participants are shared in 4 groups. They are given
a study that they should analyze and:

1.   Think of what principles of inclusive
languages are not respected in the given situation.

2.   What are the pillars of inclusive language?

3.   Provide a solution on how the challenge
can be solved.

Each group has 45 minutes to answer the
questions. After that, groups will present their
work, and observing groups should provide
feedback on the given solution.

DEBRIEF AND EVALUATION

1. How did you find the overall experience of analyzing the study and proposing solutions related to inclusive language in sports?

2. Were there any particular moments during the activity that stood out to you or challenged your perspective?

3. How did your group collaborate to identify non-inclusive language, explore the pillars of inclusive language, and propose solutions?

4. Did everyone in the group have an opportunity to contribute their ideas, and how did you ensure an inclusive discussion within your group?

5. How do you envision applying the principles of inclusive language in real-life sports scenarios, based on the solutions your group proposed?

6. Do you think the solutions discussed in your group are practical and applicable in various sports contexts? Why or why not?

7. How do you envision applying the principles of inclusive language in real-life sports scenarios based on the solutions your group proposed?

8. Do you think the solutions discussed in your group are practical and applicable in various sports contexts? Why or why not?

TIPS FOR FACILITATORS

15 minutes: Icebreaker and Introduction

45 minutes: Group Work

60 minutes: Group Presentations and Feedback

30 minutes: Closing Reflection and Discussion

Case studies that can be used as a basis for the idea. The facilitator should elaborate a case study; these are just ideas for the content ideas of the studies:

https://docs.google.com/document/d/1Kx6_3-dMMIzi4uYRjma4TXCMTuVsxKdDs2x9Q9hTvUw/edit?usp=sharing

EMPOWERMENT IN ACTION - LANGUAGE IN SPORTS SCENARIOS

THEMES - Language Exploration in Sports
Competencies-Effective communication is crucial for team cohesion, strategy development, and on-field coordination.

Group Size - 20-25 participants

Age Range – 16+

Time - 90 minutes

OVERVIEW

The "Language Exploration in Sports Scenarios" activity is designed to deepen participants' understanding of how language can either empower or disempower women in sports. By examining specific scenarios, participants will analyze language choices and discuss strategies for fostering more inclusive and empowering communication in sports settings.

OBJECTIVES

- to explore real-life scenarios related to women in sports.

- to Identify language that either empowers or disempowers female athletes.

- to propose alternative, more inclusive language choices.

- to foster group discussion and collaboration on the impact of language in sports.

INSTRUCTIONS

Divide participants into small groups (4 groups x5) to discuss their perceptions of women's roles in sports and the impact of language.

Provide scenarios related to women in sports, encouraging participants to identify language that empowers or disempowers. Scenarios: https://tinyurl.com/ycyreryw

Instruct groups to analyze the language in each scenario, identifying empowering and disempowering elements. Encourage discussions on the potential impact of such language on individuals and the sports environment. Share specific language examples and highlight key observations. Discuss the potential consequences of disempowering language and the benefits of empowering language in sports.

Each group presents their findings.

MATERIALS

- Scenario cards for each group (one empowering example, two disempowering examples).

- Flip chart paper and markers.

- Writing materials for individual reflections.

PREPARATION

Prepare and develop the existing scenario cards.

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DEBRIEF AND EVALUATION

- Did any specific language choices stand out to you as particularly empowering or disempowering?

- What is the most common when using disempowering language?

- Do you think disempowering language is conscious or subconscious when addressing women in sports?

- How did your group approach the analysis of language in the scenarios?

- Were there diverse perspectives within your group, and how did you navigate those differences?

- Were there any "aha" moments or realizations during the group discussions?

- Can you think of instances where language might have played a significant role in shaping perceptions in the sports realm?

TIPS FOR FACILITATORS

- Familiarize yourself thoroughly with the scenarios and potential discussion points to confidently guide the workshop.

- Ensure that all participants feel comfortable expressing their views and that diverse perspectives are respected and valued.

- Use interactive methods to keep participants engaged and actively participating in discussions.

- Be prepared to handle sensitive discussions delicately and constructively, ensuring a safe space for all participants.

- Guide participants to reflect on their own language use and perceptions, helping them apply the workshop insights in real-world sports contexts.

HOOPS AND WORDS - INCLUSIVE LANGUAGE THROUGH BASKETBALL

THEMES -Inclusive Language in Sports
Competencies-playing in the team, recognizing the inclusive language and using it, perceiving non-inclusive language in sports.

Group Size - 20-25 participants

Age Range – 16+

Time - 90 minutes

OVERVIEW

The activity is a basketball game designed to raise awareness about the impact of language, specifically inclusive and non-inclusive language, on the dynamics of sports. Participants are divided into two mixed-gender teams, each with a designated team leader. Team leaders are given secret instructions by the facilitator to use either inclusive or non-inclusive language during the game. The goal is to subtly fulfill their role without the opposing team being aware of the language directive. After a 30-minute match, participants engage in a reflective discussion to explore the influence of language on their experience and team dynamics.

OBJECTIVES

- to create awareness about the impact of language on teamwork and sportsmanship.

- to explore the difference between inclusive and non-inclusive language in a sports context.

- to understand the role of communication in fostering an inclusive sports environment.

- to encourage participants to reflect on their own language use and its effect on team dynamics.

MATERIALS

- Basketball court or playing area
- Ball
- Two pieces of paper with instructions (one for inclusive language, one for non-inclusive language)
- Prize for the winning team

INSTRUCTIONS

Participants are split into 2 teams. Teams are mixed gender. Each team should decide on one team leader. A team leader should be invited and choose one of the two papers from the facilitator. On one paper, it is written that the team should use inclusive language, and on the other, non-inclusive language while playing sports. The opposite team should not be familiar with what the other team has.

The team leaders should be instructed to explain to their groups that they should not be obvious in conducting the game but should subtly fulfill their role.

The participants will play basketball. The ball is given by the facilitator, and the match will be 30 minutes long. The winner will get a prize.

After the game, participants are invited to have a discussion on what happened.

Some of the questions you may ask:

1. How did the activity make you feel during the game?

2. What do you think the leaders of the opposite team had written on the papers they pulled out?

3. Were you aware of any language differences during the game?

4. Did the language used affect your overall experience of playing basketball?

PREPARATION

- Prepare two pieces of paper with clear instructions—one for inclusive language and one for non-inclusive language.
- Brief team leaders privately about their role and the language directive they should follow.
- Ensure that the basketball court or playing area is set up and ready for the game.
- Have the basketball and prize ready for the winning team.

DEBRIEF AND EVALUATION

- In what ways did language choice influence teamwork within your team?
- Did you observe any changes in team cohesion based on the language used?
- What did you learn from this activity about the role of language in sports?
- Were you surprised by any of the outcomes related to language use?
- How can we ensure more inclusive language use in sports settings?
- What strategies can be implemented to promote respectful communication during sports activities?
- Were there challenges in subtly fulfilling the role assigned by the facilitator?
- What pillars of inclusion do you think were broken during the game?

TIPS FOR FACILITATORS

- Ensure clarity in the instructions given to team leaders to prevent overt use of language styles.
- Encourage honest and open discussions during the debrief to maximize learning outcomes.
- Highlight the importance of respectful communication, especially when discussing sensitive topics like non-inclusive language.
- Prepare to manage the dynamics of the discussion, ensuring all participants feel comfortable and valued.

8 - SOCIAL CAMPAIGNING ONLINE AND OFFLINE FOR GENDER INCLUSION

Number of Learning Unit	1	Title	Social Campaigning online and offline for Gender Inclusion
Theme	Gender inclusion, Education through sport, Digital sphere, Social media, Gender equality, Discrimination, Cyberbullying, Digital inclusion, Team Building		
Contents	Objectives		
Gender and digital inclusion: current picture and existing barriers.	- Promotion of gender inclusion (fostering an environment where both genders participate actively and equally in a sports activity). - Incorporation of digital elements (integration of technology to enhance engagement and connectivity among participants even remotely). - Encouragement of physical activity. - Enhancement of teamwork and communication.		
Description of the Exercices	The name of the exercise is "Inclusive Digivolley" and is an innovative twist on traditional volleyball, promoting gender equality and teamwork while integrating technology. Through mixed-gender teams and digital elements like live streaming and interactive challenges, this game fosters inclusive gameplay, emphasizing collaboration and the significance of diversity within sports.		
Materials	The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material. **(See Exercises Activities – "Inclusive Digivolley")**		
Preparation	The preparation states what we must do in advance to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance, and distributing tasks among team members, because they are obvious. **(See Exercises Activities – "Inclusive Digivolley")**		
Instructions	The instructions will tell us exactly what you must do step by step. The flow of the activity is de- scribed considering the responsibilities of the facilitators. Rules, instructions, and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants. **(See Exercises Activities – "Inclusive Digivolley")**		
Duration	3 hours		
Debriefing and evaluation	Debriefing and evaluation are the part where we actually put down the necessary questions, ideas and conceptional thoughts you might need to deliver ETS successfully. The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants if we are facilitating ETS for the first time with a group to set ground rules for communication. **(See Exercises Activities – "Digivolley")**		

Number of Learning Unit	2	Title	Social Campaigning online and offline for Gender Inclusion
Theme	Gender inclusion, Education through sport, Digital sphere, Social media, Gender equality, Discrimination, Cyberbullying, Digital inclusion, Team Building			
Contents	Objectives			
Promotion of Gender Equality on social media.	- Promotion of gender inclusion (fostering an environment where both genders participate actively and equally in a sports activity). - Incorporation of digital elements (integration of technology to enhance engagement and connectivity among participants even remotely). - Encouragement of physical activity. - Enhancement of teamwork and communication.			
Description of the Exercices	An 'Inclusive Limbo & Awareness Campaign' session is hosted, combining the engaging limbo challenge with an enlightening online campaign addressing sexual abuse in sports. In this meticulously planned 2-hour exercise, inclusivity, physical well-being, and digital skill enrichment are emphasized. Aimed at individuals aged 12 and above, a supportive environment is cultivated to encourage learning, discussion, and the advancement of gender and digital inclusion.			
Materials	The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material. **(See Exercises Activities – "Limbo")**			
Preparation	The preparation states what we must do in advance to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance, and distributing tasks among team members, because they are obvious. **(See Exercises Activities – "Limbo")**			
Instructions	The instructions will tell us exactly what you must do step by step. The flow of the activity is de- scribed considering the responsibilities of the facilitators. Rules, instructions, and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants. **(See Exercises Activities – "Limbo")**			
Duration	2 hours			
Debriefing and evaluation	Debriefing and evaluation are the part where we actually put down the necessary questions, ideas and conceptional thoughts you might need to deliver ETS successfully. The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants if we are facilitating ETS for the first time with a group to set ground rules for communication. **(See Exercises Activities – "Limbo")**			

Number of Learning Unit	3	Title	Social Campaigning online and offline for Gender Inclusion
Theme			Gender inclusion, Education through sport, Digital sphere, Social media, Gender equality, Discrimination, Cyberbullying, Digital inclusion, Team Building
Contents		Objectives	
Framing actions for a gender-equal digital inclusion.		- Promotion of gender inclusion (fostering an environment where both genders participate actively and equally in a sports activity). - Incorporation of digital elements (integration of technology to enhance engagement and connectivity among participants even remotely). - Encouragement of physical activity. - Enhancement of teamwork and communication.	
Description of the Exercices		This activity comprises sports-themed challenges and interactive online tasks, focusing on fostering gender inclusion and digital empowerment.	
Materials		The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material. **(See Exercises Activities – "SporTalk")**	
Preparation		The preparation states what we must do in advance to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance, and distributing tasks among team members, because they are obvious. **(See Exercises Activities – "SporTalk")**	
Instructions		The instructions will tell us exactly what you must do step by step. The flow of the activity is de- scribed considering the responsibilities of the facilitators. Rules, instructions, and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants. **(See Exercises Activities – "SporTalk")**	
Duration		2 hours	
Debriefing and evaluation		Debriefing and evaluation are the part where we actually put down the necessary questions, ideas and conceptional thoughts you might need to deliver ETS successfully. The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants if we are facilitating ETS for the first time with a group to set ground rules for communication. **(See Exercises Activities – "SporTalk")**	

THE DESCRIPTIONS OF THE EXERCISES

INCLUSIVE DIGIVOLLEY

THEMES – Gender and digital inclusion: current picture and existing barriers
Competencies – Communication, cooperation, teamwork digital skills
Group Size – 4 to 12 people Age Range - 14+
Time – 3 hours

OVERVIEW
The "Inclusive Digivolley" offers an alternative approach to traditional volleyball. This exercise/game aims to foster gender and digital inclusion while boosting teamwork and communication among players through sports.

OBJECTIVES
- To promote gender and digital inclusion
- Sports engagement
- Teamwork and communication
- Team building
- Interactive learning

MATERIALS
- Volleyball court
- Volley-ball
- Smartphones with access to the internet
- Social media accounts

PREPARATION
Check the playing area is safe and ensure a diverse mix of participants within each team.

INSTRUCTIONS
Before starting the game, have a short discussion with your students to assess their knowledge about combating cyberbullying and promoting gender equality in sport.

Step 1 - Organise the participants into 2 teams of equal numbers. Encourage forming teams with a mix of genders. You can have equal numbers or adjust based on the total participants.

Step 2 – Set some rules for the game. These can include:
- All team members must touch the ball at least one time.
- Mandatory passes before a spike to encourage teamwork and coordination.
- Rotate team members frequently to mix up partnerships and encourage interaction among all participants.
- In one round only women can spike and in the second one only men.

Step 3 - Have a gender-mixed team, using a smartphone or camera, livestreaming the game for remote viewers and creating short video clips of game highlights. Alternatively, designate a team to update scores or game highlights in real-time on a dedicated webpage or social media platform.

Step 4 - During breaks, have participants answer sports-related trivia questions (https://parade.com/1182514/marynliles/spor ts-trivia/)

Step 4 – When the game will end take some time to give some insights to your students and discuss all together the importance of
gender and digital inclusion in sports.

DEBRIEF AND EVALUATION

Highlight the goals of the activity: promoting gender inclusion, incorporating digital elements, fostering teamwork, and discussing the role of technology.

- ❖ Ask participants about their experiences playing in mixed-gender teams.
- ❖ Discuss how the modified rules impacted teamwork and gender inclusion.
- ❖ Encourage sharing of thoughts on the strengths of mixed-gender teams.
- ❖ Inquire about the experience of incorporating technology into the game.
- ❖ Open the floor for individuals to share personal highlights or challenges they faced during the activity.

Following questions can be used for the evaluation:

Were the instructions clear; did you understand how
   to play inclusive digivolley?

- Did you like the game?
- How did you cope with limitations?
- How effective were the modified rules in promoting gender inclusion and teamwork?
- Did the activity encourage communication and collaboration within your team?
- How did you feel when you couldn't spike (men/women)?
- Were you under pressure because you had to spike (women)?
- Did the inclusion of digital elements enhance your engagement in the activity?
- What did you learn out of this game?
- Would you do something differently next time?

TIPS FOR FACILITATORS

- **Emphasize inclusivity from the start.** Introduce the activity by highlighting the importance of everyone's participation and making sure all individuals feel welcome and valued, irrespective of gender or abilities.
- **Ensure all participants understand the modified rules.** Clearly explain how teamwork, gender inclusion, and digital integration will be incorporated into the game. Address any questions or concerns before starting.
- **Reflect and debrief.** After the activity, take time for reflection. Encourage participants to share their experiences, what they've learned, and how they felt about the inclusive aspects of the game.
- **Emphasize the importance of communication within teams.** Encourage participants to communicate openly, listen to each other's ideas, and collaborate effectively.

ADITIONAL INFORMATION

- Ensure the chosen activities are accessible to all participants. This includes considering physical accessibility for those with mobility challenges and providing alternative ways to participate (e.g., chair volley).

- Reflect on feedback, learn from each session, and make necessary adjustments to enhance the inclusivity of future games.

LIMBO

THEMES – Promotion of Gender Equality on social medi
Competencies – Awareness about sexual abuse in sports, digital skills
Group Size – 1 to 10 people Age Range - 12+
Time – 2 hours

OVERVIEW

This "Limbo" activity is connected to an online campaign that aims to raise awareness among children about sexual abuse in sports and at the same time develop their artistic, emotional, and digital skills.

OBJECTIVES

- To maintain physical condition in a joyful way
- To promote gender and digital inclusion
- To develop sexual abuse awareness in sports

MATERIALS

- Ropes or bars for the limbo challenge
- A laptop with internet connection and a projector for the online campaign and the music for the limbo challenge
- Papers
- Markers

PREPARATION

Set up the limbo challenge area with ropes or bars at various heights, check the playing area is safe and arrange interactive learning stations with materials for drawing or writing activities. Also, ensure a diverse mix of participants.

INSTRUCTIONS

Before starting with the game explain to your students that the relationship between physical activity and sexual abuse can be complex. While engaging in physical activity can have numerous physical and mental health benefits, it's important to recognize that certain environments, such as sports settings, may create opportunities for inappropriate behavior or misconduct. For example:

Power Dynamics: Hierarchical structures in sports can lead to coaches having significant power over participants, making them susceptible to exploitation by individuals with malicious intent.

Close Contact: Certain sports involve close physical contact, blurring boundaries and increasing the risk of inappropriate behavior.

Isolation: Training sessions, travel, or competitions may result in isolated or less supervised environments, creating opportunities for abuse away from public scrutiny.

Dependency: Athletes relying on coaches for opportunities, scholarships, or career advancements become more vulnerable to potential abuse.

Step 1 – Start with the presentation of the online campaign (https://human-rights-channel.coe.int/stop-child-sexual-abuse-in-sport-en.html).

Step 2 – Demonstrate how to limbo and establish the rules (e.g., no touching the rope/bar, no falling).

Step 3 – Put the music on and start the challenge. Rotate participants through the limbo challenge, adjusting the height progressively.

Step 4 – In the end of the game ask from each participant to draw or write something in digital form (they can use CANVA, MIRO board, etc), or making digital posters regarding how they feel regarding sexual abuse in sports or generally. In the end ask the participants to share their creations to social media.

DEBRIEF AND EVALUATION

Gather participants for a closing discussion and ask participants:

- What were the highlights or memorable moments during the physical activity?
- What insights did you gain about the complexities of the relationship between physical activity and sexual abuse?
- How can physical activities like sports be used as a platform to raise awareness about sexual abuse?
- Share your thoughts on the drawing or writing activity at the end. How did it help express feelings or reflections on sexual abuse in sports?
- In what ways did the creative activity contribute to the enhancement of your digital skills?
- What aspects of the online campaign resonated with you the most?
- How did the diversity of participants enhance or influence the overall experience?

TIPS FOR FACILITATORS

- Sensitive Approach: Address the topic with empathy and openness, creating a safe environment for discussions.
- Engage Actively: Encourage participation from all participants, both physically and in discussions.
- Be Supportive: Be prepared to handle any emotional responses or disclosures sensitively and provide resources for support if necessary.

ADITIONAL INFORMATION

Given the sensitive nature of the topic of sexual abuse, it's essential to be well-prepared and ensure that your students are comfortable with discussing this matter. Prioritize creating a safe and supportive environment for open dialogue.

SPORTALK

THEMES – Framing actions for a gender-equal digital inclusion
Competencies – Communication, cooperation, teamwork, digital skills
Group Size – 8 to 12 people Age Range - 14+
Time – 2 hours

OVERVIEW

The "SporTalk" activity involves a series of sports-themed challenges and interactive online tasks aimed at fostering gender inclusion and digital empowerment.

OBJECTIVES

- Teamwork
- Physical and mental Challenges
- Online Messaging

MATERIALS

- Chalk for the hopscotch layout
- 2 balls
- 2 Puzzles
- Access to devices with internet and a shared Miro board link

PREPARATION

- Physical Challenges: Set up the hopscotch layout and designate relay race boundaries.
- Mental Challenges: Hide puzzle pieces strategically in the yard beforehand.
- Online Messaging: Create a Miro board and share the link with all participants.

INSTRUCTIONS

Participants will be organised into two teams for a series of three rounds of the game. The first round involves all-boys who will form two teams to compete. In the second round, the competition moves to the girls, with two separate teams. The third and final round emphasizes gender inclusion in the two teams. This sequence is designed to highlight the importance of gender inclusion, promoting understanding among students.

Step 1 - Survivor Challenges

Teams engage in a hopscotch game and a ball relay race, moving through a course similar to https://www.youtube.com/watch?v=es5Yefj0ncI).
Mental Challenges: Teams encounter puzzle stations that demand teamwork and problem-solving. Puzzle pieces for each team are hidden in one area; once found, teams must assemble their puzzles.

Step 2 – Using an online whiteboard tool like Miro(https://miro.com/?rel=%22nofollow%22&irclickid=3egQWHRZQxyPU5dX4I3wJxodUkHxSByBHwCdXQ0&utm_source=impact&utm_medium=2QL&utm_campaign=cpa&irgwc=1) participants share in the end of the game messages related to gender inclusion and digital empowerment. This platform allows collaborative digital engagement for the campaign.

Step 3 – Discuss with the participants about gender bias in sports (e.g. inequality in opportunities, pay disparities, gender-based stereotyping, etc.).

DEBRIEF AND EVALUATION

- How did the hopscotch game and ball relay race contribute to teamwork and physical engagement?
- Describe your experience with the puzzle stations. How did your team approach problem-solving?
- How did the use of an online platform enhance your digital skills, communication and collaboration within your team?
- In what ways did the activity sequence (boys' round, girls' round, mixed round) emphasize the importance of gender inclusion?
- How did effective communication play a role in your team's success during both the physical and mental challenges?
- Reflect on how cooperation and collaboration were essential in both the physical and online components of the activity.
- Discuss any unexpected or memorable moments that stood out during the survivor challenges.
- What key points or insights did you gather from the discussion about gender bias in sports?

TIPS FOR FACILITATORS

- **Encourage Participation:** Ensure everyone is involved and included in both physical and campaign activities.

- **Facilitate Collaboration:** Encourage teamwork and fair play throughout the challenges.