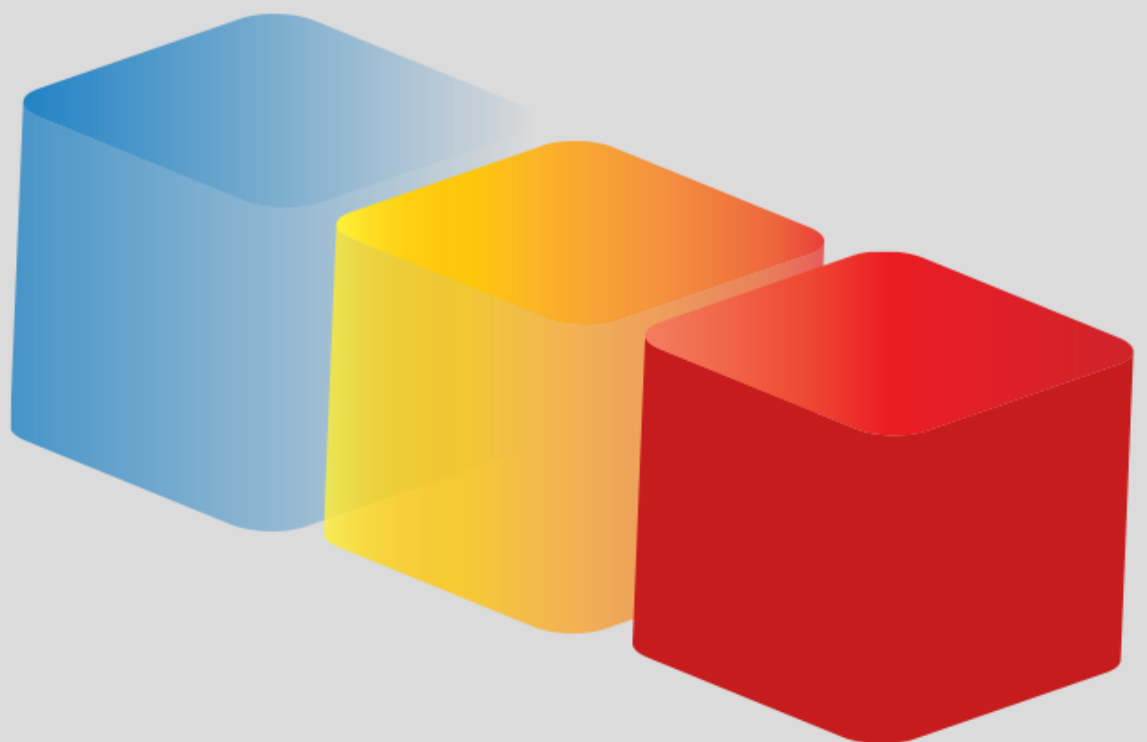




**Guidebook with Curriculum for the Training course
"Youth sport work for reconciliation and acceptance of diversity"**





TITLE:

Curriculum for the Training course "Youth sport work for reconciliation and acceptance of diversity"

PROJECT:

"Creativity in youth sport work for reconciliation and acceptance of diversity", funded by the Education, Audiovisual and Culture Executive (EACEA), within the Erasmus+ programme.

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SUMMARY OF THE PROJECT

In our youth work for reconciliation, inclusion and intercultural acceptance in post-conflict areas and with migrants, we've noticed sport can bring people together, as when playing a sport together for the same team, team players are not focused on the interracial, interreligious and other differences between them, but are focused on building quality team work together respecting each other's strengths and weaknesses and complementing each other.

All project partners believe and are motivated by the fact that through sport, personal development of our beneficiaries is multiple. In connection to reconciliation and intercultural learning is mainly the fact that through sport our beneficiaries create a sense of personal identity and then it is easier to accept the others as they are, as well.

Unfortunately, when organising education of their youth workers so far, partners could not find enough youth workers experienced in the topic and principles of using sport activities as methods in NFE/youth work for reconciliation and acceptance especially, as well as for using sport methodology in work with youngsters with fewer opportunities.

Project aims at: Building capacity of youth (work) organisations, their youth workers in NFE for youth SPORT work for reconciliation and accepting diversity among youngsters in our communities and encouraging creative usage of sport and outdoor activities in youth work for reconciliation.

The project activities:

Activity 1 - Preparatory meeting

Activity 2 - Training course 1 "Reconciliation youth work in post-conflict areas"

Output 1 - Guidebook with Curriculum of the TC1

Activity 3 - Study visit "Reconciliation and youth (sport) work in Berlin"

Activity 4 - Training course 2 "Youth sport work for reconciliation and acceptance of diversity"

Output 2 - Guidebook with Curriculum of the TC2

Activity 5 - Training course 3 "Creativity and Large-scale youth sport work events"

Output 3 - Guidebook with Curriculum of the TC3

Output 4 - Handbook on organising creative large-scale youth sport work events

Activity 6 - Youth exchange "Creative youth sport work events for reconciliation"

Activity 7 - Local dissemination events in 5 partner local communities

Activity 8 - Evaluation meeting

Dissemination and reporting activities

Project contributes to developing sense of reconciliation, tolerance and understanding of diversity, not only among participants, but also among further beneficiaries of different youth sport work activities (with mainstream and marginalised groups) that will be led and managed by participants of this project activities.



BACKGROUND OF THIS CURRICULUM

This curriculum is closely connected to the Training course **“Youth sport work for reconciliation and acceptance of diversity”**. It consists of detailed sessions designs from the training course, with recommendations for future implementation and multiplication purposes of the overall training course and the specific sessions/elements of it. It serves as quality knowledge management basis for organising such training courses in the future.

Specific objectives of the training course are:

- To learn more about realities and different practices in other European countries when it comes to reconciliation through youth (sport) work
- To discuss and understand basic concepts, values and principles of intercultural learning and dialogue
- To promote and explore the concepts “sports for all” and “healthy lifestyle” in relation with youth work
- To explore the youth work and youth trainings in connection to acceptance and Sport for all!
- To raise competences in organising quality youth work with sport methodology with adequate mental and physical development of beneficiaries, as well as competition and teamwork through sports
- To share different sport methods useful for our youth work in every day youth work for reconciliation and acceptance purposes
- To share and understand challenges in implementation of quality sport methods in youth work for intercultural acceptance
- To raise competences for adaptation of sport methods for NFE/youth work for reconciliation and acceptance purposes
- To establish Community of youth workers for youth sport work for reconciliation and acceptance of diversity

The training course is based on the approach, principles and methods of non-formal education and approach. It consists of interactive and participatory methods tailored to the participants’ profile and needs, some of them being: sport games/activities; theoretical themes and lectures; individual/group activities; group games and exercises, simulations and role plays; work on examples in a small group; discussions; etc. We used approach enriched with sport methods and physical activities, combined with learning experience. The language of the training course is English.

The participants have to fulfil the following criteria:

- To be active youth workers already educated in basic NFE principles and methodology, (willing to get) involved in “sport for all” activities for reconciliation; and empowering other youth workers and mainstream and marginalised youth through sport and outdoor activities
- Willing to apply & multiply the knowledge received
- Willing to organise/lead local/national workshops for youth workers on the topic of the project after the participation at the training course
- Willing to enter into partnerships with participants from different organisations/countries
- Able to attend and be active during the entire duration of the training course
- Age above 18 and able to follow the programme in English language.



Programme of the training course

<i>Day 1</i>	
PM	Arrival of participants
Evening	Welcome evening
<i>Day 2</i>	
AM	Introduction; Expectations, Contributions; Group building; Youthpass introduction
PM	Sharing our realities with the situations about reconciliation, intercultural dialogue and acceptance in our communities and different youth work programmes working on it
PM	Reflection and Evaluation of the day
Evening	All-together party
<i>Day 3</i>	
AM	Intercultural learning and dialogue
PM	Sport and youth work → Sport for all!
PM	Reflection and Evaluation of the day
<i>Day 4</i>	
AM	Youth trainings for ICL and Sport for all!
PM	Mental and physical development of individual through sports
PM	Reflection and Evaluation of the day
<i>Day 5</i>	
AM	Exchanging sport methods and games from our countries
PM	OUTDOOR AFTERNOON
<i>Day 6</i>	
AM	Competition and teamwork through sports
PM	Challenges and Development of intercultural acceptance through sports
PM	Reflection and Evaluation of the day
<i>Day 7</i>	
AM	Adaptation of sport methods for NFE/youth work for reconciliation and acceptance purposes I
PM	Adaptation of sport methods for NFE/youth work for reconciliation and acceptance purposes II
PM	Reflection and Evaluation of the day
<i>Day 8</i>	
AM	Community of youth workers for youth sport work for reconciliation and acceptance of diversity
PM	Evaluation of the training course and Youthpass certification
Evening	"See you again" party
<i>Day 9</i>	
AM	Departure of participants



RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

This guidebook with curriculum “Youth sport work for reconciliation and acceptance of diversity” is designed and created for the purpose of dissemination and, thus, extending the impact of our project on other partner organisations, other youth and similar organisations and their coordinators, youth workers and educators – to further improve knowledge management and capacity building of their youth (sport) workers in order to increase the systematic support given to youngsters in local communities.

This curriculum serves as the resource material and the inspirational tool for those other youth (sport) workers and youth organisations who can use this curriculum in training of their volunteers/youth workers in the topics of this training course or for organising similar training courses on local and European level.

When organising a training course, based on this curriculum, we expect participants to gain / further develop following competences of theirs:

- Knowledge / awareness of the situation and related youth work programmes existing in our local communities and organisations about the topics of: intercultural learning and dialogues, reconciliation and acceptance of diversity.
- Knowledge / awareness of the realities and practices in other European countries when it comes to tolerance and (combating) intolerance and discrimination through youth sport work.
- Competences for developing and organising non-formal education activities / training courses for promotion of Sport for all concept and approach, and youth sport work activities for intercultural learning, reconciliation and acceptance of diversity.
- Knowledge of different sport and outdoor methods / games that can be used in youth work for reconciliation, intercultural learning and acceptance of diversity.
- Competences for adaptation of sport methods for NFE/youth work for reconciliation and acceptance purposes.
- Awareness about situations and challenges to face when organising youth sport work activities/projects/programs concerning the topics of reconciliation and acceptance of diversity, in Europe.

Most of the organisations that are dealing with the topics of youth sport work in area of Europe, and with which we had a chance to cooperate with, have a need for more educated and committed youth workers in order to improve their efforts in organising and leading youth sport work activities for diversity in order to reach more youngsters and provide higher quality of work with them; when it comes to the topics of reconciliation and acceptance of diversity. By sending their staff to be part of this and similar projects, they are able to achieve this important objective for their work and services they provide.

For the quality implementation of the training course and for achieving desired learning objectives, we advise to prepare participants as following:

- Preparation of the participants should be done by both sending and hosting organisations.



- Before the training course, participants should receive all information regarding it. In the registration/application form, they should have opportunity to write about their motivation for the participation and to suggest specific sessions or workshops if they think they are relevant/needed to be added or implemented and are directly related to the topic. If participants have previous experiences or positive examples they would like to share, trainers will provide them a chance during specific sessions or evening programme.
- Project managers (and sending organisations, if participants come from different countries) should have meetings with selected participants in order to prepare them best for the participation at the training course.
- Participants will need to research and prepare information about situations about reconciliation and acceptance in their communities and countries; on different public and NGO / youth work programmes and measures existing and working on it; and on challenges that youth workers are facing when dealing with the topics. Participants (with the help of project managers and sending organisations) should prepare the presentations (for other participants) with the background information about the situation and the latest developments in each of their local communities / countries. Participants will also receive special preparation tasks they should complete in their local communities before arriving to the venue.
- Sending organisations should provide their participants with materials for evening sessions where they will present their organisations and projects to each other, taking care that they have necessary brochures, updated information about the local and international projects, links of web pages and organisations' contact information.
- Sending organisations should prepare the participants for working and functioning in intercultural surrounding, as they will have information about the other sending organisations and their countries, as well as about the profile of participants.
- Selected participants should receive info pack with all important information about the project, the activity, venue of the activity (country, city...), local time zone, local currency and etc.
- In addition, if the activity / training course is organised internationally, then the participants should also prepare traditional food, drinks, sweets, songs, dances or presentations of their countries that will be shown during the intercultural nights as a part of the evening programme.

During the implementation of the training course, the trainers, facilitators and organisers are advised to ensure detailed regular evaluation and learning reflection among participants, as following:

- On the beginning of the training course, participants should be introduced to the Youthpass (or any other learning reflection) certificate and 8 key competences. With the facilitation from trainers, participants should share and discuss their expectations from training course and what do they want to learn in specific. They should reflect and set their individual learning goals and write them down in their learning diaries. At the end of each day they should have time and be encouraged by trainers' questions to reflect about their daily learning and to make notes in their learning diaries.



- Participants should be involved in the regular evaluation of the training course, as every day they should evaluate the day, sessions and methods, and suggest changes and improvements. Trainers and facilitators will then use and discuss their inputs in order to adjust methodologies and approaches in the following days based on the needs and learning expectations of the participants. If participants would have some specific learning needs or objectives, trainers should make extra sessions and provide extra materials, and these sessions could be held in evening hours after the dinner, or any other free time available and agreed for by the participants.



DEVELOPED SESSIONS OF THE TRAINING COURSE “YOUTH SPORT WORK FOR RECONCILIATION AND ACCEPTANCE OF DIVERSITY”

1. Welcome evening

Session title: Welcome evening

Duration: 60 minutes

Background: This session is necessary, especially when organising events which are lasting for couple of days; in order to welcome the group, give them basic information about the venue and the event, and create a welcoming atmosphere for the participants. This activity represents first contact between the participants and the trainers/facilitators.

Aim of the session: To welcome the participants and introduce them to the team, working space(s) and share with them important details for the upcoming days and the training.

Objectives:

- To create the space for participants to get to know each other’s names and basic background information;
- To get to know the team and working facilities;
- To offer space and opportunity for participants to introduce themselves to the group.

Competences addressed:

- Intercultural learning competence;
- Public speaking.

Methodology and methods:

- Non-formal education methodology, incorporating in the work the values and principles of NFE
- Working in plenary

Session flow:

I. Official welcome and intro to the team (5 minutes)

The team of organisers and trainers do welcome participants and officially open the training course. They introduce themselves and roles that they will have throughout the course.

II. Round of names of participants (10 minutes)

All the participants introduce themselves saying their names, where they come from and 3 interesting facts about themselves (can be anything they think about).

III. Name game – spider web of names (25 minutes)

Everybody sits in a big circle. Trainers bring a big sheet of paper (one can make it by putting together 2 flipchart papers) and put it in the middle of the circle. Participants are given



instructions to take colourful pens. One of the trainers draws a big circle on the sheet of paper, and gives instruction to participants to write down their name on the circle line – in front of the place where they're sitting. Participants go in circle or randomly, say their name and 1 thing they like in their life. Once one participant share 1 thing he or she likes, he/she should draw it or write it next to his/her name. All other participants who like the same thing need to draw a line going from their name to the name of the participant who initially wrote down that thing. The activity continues until everyone had a chance to share 1 thing they like. At the end, there's a big "spider" web created from all the lines. The paper is put on the wall, and the trainers invite participants to visit the web from time to time in upcoming days and remind themselves about names of other participants and what they share in common.

IV. Sharing logistical information (15 minutes)

In this part, logistical staff and trainers share logistical information about the training course (working time i.e.), about the premises (working time of the pool, rules of using different facilities i.e.), information about the meals and all other relevant information relevant for participants to know.

V. Mingle time / pool time

Following part of the evening is free for participants. Team of trainers should encourage them to mingle and get to know each other more. If a swimming pool is available, logistic team can invite participants to continue their mingling at the pool, as well.

Materials needed: Flipchart stand with papers and markers.

Recommendations for future trainers multiplying this session:

- It is important, when planning the welcome evening, to take into the consideration that the group will most probably be tired from travelling (if one is working with an international group), and that this session needs to be dynamic and should last no longer than 60-70 minutes.
- When planning and doing this session, be aware that there might be participants arriving later in the afternoon or evening. Thus, the session might require additional adjustment(s) in case the group is not complete, or the setting requires such adjustments.
- It is good to write down logistical information on a flipchart paper, because of the visual learners (for them it will be easier to remember the information in this way), as well as for the participants who are not that comfortable in using English language (or any other working language).
- You can take pictures of a visual presentation of logistical information and post them in a Facebook group or group on some messaging application that you'll create for participants of that very training course. In this way participants will be able to remind themselves about the important logistical information (time of meals, working hours of facilities within the place where the event is taking place etc.), even when they're not in the room where flipchart paper is posted on the wall.





2. Introduction; Expectations, Contributions; Group building; Youthpass introduction

Session title: Introduction; Expectations, Contributions; Group building; Youthpass introduction

Duration: 180 minutes

Background: As this is the first working day where all of the participants will be present, it is important to plan and organise this session that will serve as a base and ground for quality learning process and everything that will happen during the training course. If some of the participants were not present during the welcome evening because of their travel arrangements, it is extremely important to welcome them into the group, present them to the other participants and make them feel included and involved since the beginning. Partner organisations involved in the project implementation have long experience in cooperating together, but however not all participants (youth workers and staff members) know each other from before, so several ice-breaking games, getting to know each other and group building activities must be planned and implemented.

Trainers, logistical staff and representatives of the hosting organisation should introduce the programme of the training course and general information about the project. Also, they should introduce participants with the most important things regarding location venue (hotel) and introduce logistical staff who will be responsible and assisting participants during the whole duration of the event. The trainers should also implement an activity where participants will be able to express their expectations, fears and contributions as it will serve them to create their learning expectations, but also it will help trainers to better understand the learning expectations of the participants and possibly adjust some sessions or activities based on their inputs.

Group building activities are important in order to create cohesion and understanding in the group by giving participants an opportunity to work and cooperate together. They will be able to explore diversity of the group (cultural, intellectual, different experiences and backgrounds...) and different learning and working styles present. Since this training course is based on the use of sport and sport methods in youth work, the trainers should have in mind to combine learning activities with sport/physical activities, whenever possible. The whole learning experience for participants should be based on combination of static and dynamic activities; in form of learning through movement (sport activities/methods).

Introduction to the Youthpass certificate and 8 key competences will be the last part of the session and it is important because the Youthpass certificate will be used as an official learning recognition tool during the training course. This session should be implemented during the first day in order to ensure that participants get familiar with the Youthpass so that they are able to track their learning process based on the 8 key competences during the self-reflection and evaluation rounds at the end of each working day.

Aim of the session: To introduce participants with the most important things regarding the project, programme and the Youthpass certificate, and help them create group cohesion and group dynamics through several group building games and sharing of personal expectations, fears and contributions towards the training course.

Objectives:

- To introduce the project, the programme, the trainers and logistical staff as well other important and relevant information about the activity venue;
- To offer a space for participants to get to know each other and start working together;



- To explore participants' backgrounds and youth work they do on daily basis in their local communities;
- To determine participants' learning expectations, possible fears or obstacles and contributions to the implementation of the activities;
- To explore the agenda and the specific objectives of the activity;
- To define rules of working together and create a group agreement;
- To introduce the Youthpass certificate and the 8 key competences as a learning recognition tool that will be used during the training course;
- To foster and enrich learning process through daily self-reflection and evaluation rounds.

Competences addressed:

- Teamwork and ability to work as a part of the team;
- Communication and collaboration;
- Time management;
- Intercultural cooperation;
- Presentation skills;
- Conceptualising skills;
- Problem solving;
- Leadership;
- 8 key competences.

Methodology and methods:

- Theoretical inputs;
- Presentations;
- PPT presentation;
- Working in smaller groups;
- Group discussions;
- Experiential learning;
- Debriefing;
- Individual brainstorming.

Session flow:

I. Name games (10 minutes)

In the beginning of the session trainers ask participants to stand in the circle and share their names and country they are coming from; as a short introduction to the session. Trainers and participants then play several name games (such as throwing ball in the group, name and adjective with the same starting letter and similar) until all participants get to know each other names.

II. Welcome and official introduction (10 minutes)

After the group had a chance to shortly introduce themselves and share their names and countries they are coming from; representatives of the hosting and coordinating organisations briefly present the project, partner organisations participating and the training course activity. Logistical staff introduce themselves and share their contact details with participants in case of any urgent situations so they can contact them directly. Trainers also briefly introduce themselves. Basic information about the venue (hotel) and rules are shared. Even though this information has been shared also on the welcome evening; due to the fact that part of



participants will not probably be part of the welcome evening (coming later or being too tired for the session), it's useful to go through them once again.

III. Getting to know each other – bow ties with three truths and one lie exercise (25 minutes)

The trainers give inputs to participants to take papers provided and make bowties. They stick bowties to their shirts and write on them their names and country they are coming from. Also, they write four interesting things and facts about themselves (hobbies, occupations, favourite food or drink, favourite animals, countries they have visited, etc.), but one of them should be invented and not be true. Participants then get 20 minutes to walk all around the room, pair up and meet with each other, and try to guess which of the facts written is a lie. This will give them a chance to repeat once more their names and countries they are coming from, and to start discussing with each other on different topics in order to get to know each other better. Participants have a task to meet with as many other people as possible and to actively walk around the room until they find someone they haven't spoken with yet.

IV. Presentation of the agenda and the training course objectives (10 minutes)

The trainers present agenda of the training course with the brief description of each session and activity, and explain how is it connected with general training course objectives and the learning outcomes.

V. Expectations, fears and contributions: Boat and the sea (20 minutes)

For the implementation of the activity, the trainers need to prepare and draw a big picture of the boat on the sea with waves, wind representation and passengers on it. This photo present a journey of the participants during the activity / training course: with the waves representing fears and possible challenges that can appear, the wind as their possible contributions that can make journey smoothly and help them eliminate all the obstacles they face. Boat represents expectations which participants have in regards to the event, and which they will be able to bring back home with them as result of the training course.

Participants get 10 minutes to do the silent brainstorming and think about their personal expectations, fears and contributions and write them down on post-it notes. When they have written down everything they wanted, they stick post-it notes to the big image provided on the flipchart paper. When all participants have completed the task, the trainers read and share with the group everything that was written.

After the implementation of this activity, flipchart paper should be put on the wall so that the participants can approach it at any moment and remind themselves about what they have written, but also because it will be used during the evaluation session on the last working day to compare what was achieved and fulfilled.

VI. Group building – Mission impossible exercise (45 minutes)

The trainers think about and create 10-15 different exercises and tasks for participants that they need to achieve as a group in the given time. Tasks should be creative and interactive, and allow participants to cooperate between each other. Since the training course is combining sport activities and non-formal education/learning, the list of tasks for group-building should involve some sport activities as well. Also, it is good if the tasks are created in a way that participants can explore and meet the venue of the event (hotel), surrounding, nature around the hotel or the hotel staff. In the working room, trainers should also put big timer on the wall by using laptop and projector and possibly put "Mission impossible" themed music as a background.

When participants finish all the tasks or time is up, they come back together to plenary for a debriefing and the discussion. The trainers are leading the discussion in a way to find out from participants how did they feel to work together, was it easy or hard to agree on the task



division, did all participants feel included, did they manage to finish all the tasks inside the designated time and what was the main goal of the activity: to solve all the tasks or to achieve something else?

VII. Group agreement (10 minutes)

The trainers facilitate the discussion in the plenary and brainstorming of the participants who will share and agree on rules of working and spending time together in the upcoming days. Once when all rules are agreed upon and written down on the flipchart paper, all participants sign on it as a confirmation of the creation of the group agreement.

VIII. Youthpass islands exercise (35 minutes)

Youthpass islands is an exercise to get participants familiar with the Youthpass certificate and the 8 key competences. Participants are divided in smaller groups (4-6 members) and each group gets printed a "Youthpass passport". The working room is previously prepared with 8 different islands all around the room and each island is representing one of the key competences. On each island, there are several tasks connected with that competence that participants should complete. For example, on the literacy competence island, they should write a short article about the project and the activity (max. 100 words). Or on the digital competence island, they should draw an elephant in any online software available and forward it to trainers through e-mail.

To start the game, each group will roll a dice that will get the number from which they are starting. Once when they finish the task on the island, they will go to the "passport control" which are the trainers, who will check what did they do and stamp their "Youthpass passport" if they have completed the task successfully. Then they roll the dice again to get a next destination and the next island. If there is another team on the island, they have to roll the dice again until they find a free island they have not visited before. The activity lasts for 35 minutes and ends when any team collects all the stamps or when the designated time is up.

IX. Debriefing and discussion (15 minutes)

The last 15 minutes is planned for debriefing and discussion in the plenary. The participants share how was the process in the groups and what new did they learn. The trainers present Youthpass and 8 key competences most important information in form of PPT presentation and info sheet. The trainers share with them specially prepared information sheets with all the relevant information regarding the Youthpass certificate and the 8 key competences. The participants have a task to connect each of the key competences with the tasks they completed on the islands.

Some of the questions which can be used for debriefing of this session:

- How do you feel after the session, is it clearer what we're going to do in following days as a group?
- What did you know about Youthpass and key competences prior to this event?
- What are the new information you acquired during the session, and how will you use it in the future?

Materials needed: Flipchart papers, A3 papers, A4 papers, pencils, pens, markers, post-it notes, laptop, projector, speakers, flipchart paper with missions, printed assignments for 8 islands of Youthpass competences, dice, materials for each of the islands

Session results:

After successful implementation, participants will:

- Get to know each other better and memorise each other names;



- Get to know the trainers and the organising team better and the venue of the event (hotel);
- Understand the agenda and the objectives of the training course better;
- Create group agreement and rules of working and spending time together;
- Share their personal expectations, fears and contributions and get feedback from the trainers and other participants;
- Discover Youthpass certificate and the 8 key competences;
- Experience non-formal and experiential learning.



Recommendations for future trainers multiplying this session:

- During the Bowtie with 3 truths and 1 lie exercise, participants really often can get loud and emotional when sharing their personal stories or interesting facts about themselves. However, it is not a bad thing and is actually one of the main purposes of implementing this activity. But, sometimes it can break the process and feel some participants feel uncomfortable, so the trainers should kindly from time to time advise participants to speak as silent as possible and use most of the space in the working room as possible, in order to not interrupt each other and give enough space for everyone.
- During the Boat and the sea activity, it is important to create and draw big enough picture, so using of big flipchart paper is recommended. It is important in order to enable all participants to stick their post-it notes, but also to make it easier for the trainers to read everything that was written afterwards. When participants think about their expectations, fears and contributions, it is important to keep silence and make it easier for them to concentrate.
- When creating tasks for the Mission Impossible activity, the trainers should adapt them to the characteristics of the group and the topic of the project and the training course activity. As this training course is directly related to the sports, trainers should develop tasks that will make participants do a bit of physical activities and help them explore surrounding around the event venue. Participants should also be advised to not use their mobile phones or laptops if tasks are including researching information about the local village or city, but to go on the streets to speak and interact with locals as much as possible. Finally, it is extremely important to let participants self-organise when completing the tasks and not to help them or assist in the process on any way. However, the trainers should go around and write down different observations of the groups' processes and tasks divisions as they will be useful for the debriefing and encouraging discussion in the plenary at the end.



3. Sharing our realities with the situations about reconciliation, intercultural dialogue and acceptance in our communities and different youth work programmes working on it

Session Title: Sharing our realities with the situations about reconciliation, intercultural dialogue and acceptance in our communities and different youth work programmes working on it

Duration: 120 minutes

Background: This session comes after the group building and the session where participants are introduced to the Youthpass certificate. This is the first session that is directly going into the topic of the training course. The session provides an opportunity for participants to share the realities of their countries, and explore their knowledge about the topics of reconciliation, intercultural dialogue and acceptance in their communities and different youth work programmes working on these topics. Session is prepared in more interactive and 21st century approach; where participants will use their phones to develop the video sharing their country's reality, rather than presenting the facts in form of PPT presentation or collage presentation. The session sets basis for the quality future communication and the exchange among participants for the duration of the training course.

Aim of the session: To share the countries' realities on the situation about the reconciliation, intercultural dialogue and acceptance in the involved countries and/or local communities, and to give opportunity for participants to get information and learn about different youth work programmes working on the above-mentioned topics.

Objectives:

- To get information about different situations within the involved countries/communities in regards to reconciliation, intercultural dialogue and acceptance;
- To explore different youth work programs and opportunities for young people in the involved countries/communities;
- To identify commonalities, challenges and different approaches/practices.

Competences addressed:

- Knowledge about the situations and realities in different countries, similarities and differences, information about the existing youth work programs;
- Presentation skills;
- Conceptualising skills;
- Teamwork;
- Communication skills;
- Short movies development skills;
- Research competences.

Methodology and methods:

- Work in national teams / smaller groups;
- Short movie/ video creation;
- Discussion in plenary.



Session flow:

I. Introduction to the task (10 minutes)

The trainers introduce the **key questions** that should be presented in the short movies/TV shows developed by each of the national teams of participants:

- An overall picture of who are young people in this context (local or national).
- What is the reality in regards to the potential discrimination and intercultural dialogue/learning (causes and solutions)?
- What are the types of local and national level approaches tackling the issue? Give a couple of examples.
- What are the main achievements and challenges when it comes to tackling the local or national level issues regarding the discrimination, creating acceptance, and lack of intercultural dialogue and acceptance?
- How do you see your role and role of your organisation in this context?

II. Making short movies/TV shows (50 minutes)

Each national team / country group is given 50 minutes to prepare the short movie / TV show that will guide viewers through topics presented as part of the key questions. Short movies / TV shows of each group/country should last up to 10 minutes. Facilitators can help the groups to divide the tasks among members and work on the development of the videos. In case one or more of the groups do not have good quality phone camera to use, they can present their TV show in live format (in front of the audience, not pre-recorded).

III. Sharing realities and debriefing (60 minutes)

Once the videos are finished, they are played in plenary. Whole group of participants watch video by video, and are given some time to ask questions to authors of the video; questions related to their country reality. After sharing, all visitors go back to their country groups and pass the information to his/her group by answering on questions:

- What similarities (challenges) you have recognised in other countries in the context of reconciliation, intercultural dialogue and acceptance in our communities and different youth work programmes working on it?
- Most interesting findings?
- What I am curious to explore more?

At the end of the session, facilitators should ask each national group to upload their video in Facebook/Whatsapp/Viber group with all participants, so they can be able to check the videos and remember the information regarding the realities of all countries involved in the project.

Materials needed: Flipchart papers, markers, pens, scissors, coloured papers, old newspapers and magazines, felt pens, at least one phone per group with good camera quality.

Session results:

At the end of the session, participants will:

- Have better understanding of the different possibilities offered to young people in different countries/communities in regards to reconciliation, intercultural dialogue and acceptance;
- Have information about different projects and programmes tackling the issues of reconciliation, intercultural dialogue and acceptance in the involved countries/communities.

Recommendations for future trainers multiplying this session:

- In order to have participants being able to present statistical data about the topic and the programmes tackling the issues of acceptance, reconciliation and intercultural





dialogue; it's important to inform participants in advance to collect those data and come prepared to the training course. This can be done during the preparatory activities for the event one plans to organise.

- The session doesn't offer a lot of free time within the time structure. The trainers should make sure that they prepare all the needed materials for participants in advance, as well as working areas for separate smaller groups; so there is not a lot of time spent on assigning materials or preparing working areas.
- It's better if participants have access to the internet during the session, so they can do the research of the facts and data they plan to present in their videos.
- During the presentation part of the activity it is important to structure participants with the clear timing, depending on the number of countries/communities/teams present on the event.



4. Intercultural learning and dialogue

Session title: Intercultural learning and dialogue

Duration: 180 minutes

Background:

Intercultural learning is often seen and described as development of knowledge, skills and attitudes which are needed for effective and appropriate communication and behaviour, when interacting across differences. Intercultural learning often takes place under increased mobility, migration and growing necessity for lifelong learning strategy. Concept of intercultural dialogue refers to constructive and positive interaction between individuals or groups who are currently different from each other.

Intercultural dialogue involves reaching an agreement and/or mediating contrasting views and learning to tolerate ambiguity and live with conflict. Intercultural dialogue, as a topic, emerged in the first decade of the 21st century as an important approach for managing diversity and strengthening democracy.

For the organisations and youth workers working with young people coming from different backgrounds and cultures, it is crucial to be able to facilitate activities for them by implementing the intercultural dialogue and intercultural learning. The intercultural dialogue should be a process that comprises an open and respectful exchange or interaction between individuals, groups and organisations with different cultural background. It is helping young people to discover their own identities in front of the people from the other cultures through a social exchange. If young people are able to recognise bigger number of diversities, they will also be able to better reflect on themselves and rediscover new things.

Aim of the session: To speak about and raise an awareness about importance of intercultural dialogue and intercultural learning in the daily work with young people coming from different backgrounds.

Objectives:

- To show all differences present in the group;
- To show how these differences can be beneficial for the learning process;
- To show equality present in the group;
- To present general concepts of the intercultural dialogue and intercultural learning and their importance;
- To discover different factors influencing environment for intercultural dialogue and intercultural learning;
- To reflect on personal identities and how they are created.

Competences addressed:

- Teamwork;
- Communication and collaboration;
- International cooperation;
- Social and civic competences;
- Intercultural dialogue and learning;
- Self-reflection.

Methodology and methods:

- Working in small groups;
- Presentations;



- Creative thinking;
- Debriefing;
- Personal reflection;
- Wrapping-up with questions;
- Complex exercise with given tasks.

Session flow:

I. Energiser: Sport games (15 minutes)

Trainers prepare hat or a bowl with small papers which have written different types of sport activities on them. It should be arranged in a way that there is one paper per participant, and that there are 4, 5, 6 or any number of papers with the same type of the sport game written on them; in order to have participants grouped based on the same sport games. Some examples can be: football, basketball, handball, 100m running, running with obstacles.

Trainer play some music full of rhythm and beats in the background. They explain to participants that during this exercise they cannot speak with each other, and that they should only mimic what they get on the paper and try to find other participants doing the same thing in order to group with them. Then they give participants the hat or the bowl with the small papers. Once everyone has one paper, they start mimicking and trying to find the other people doing the same thing.

At the moment when groups are formed, this energiser comes to the end and we can move to the next step in the session.

II. Differences, uniqueness and things we have in common (70)

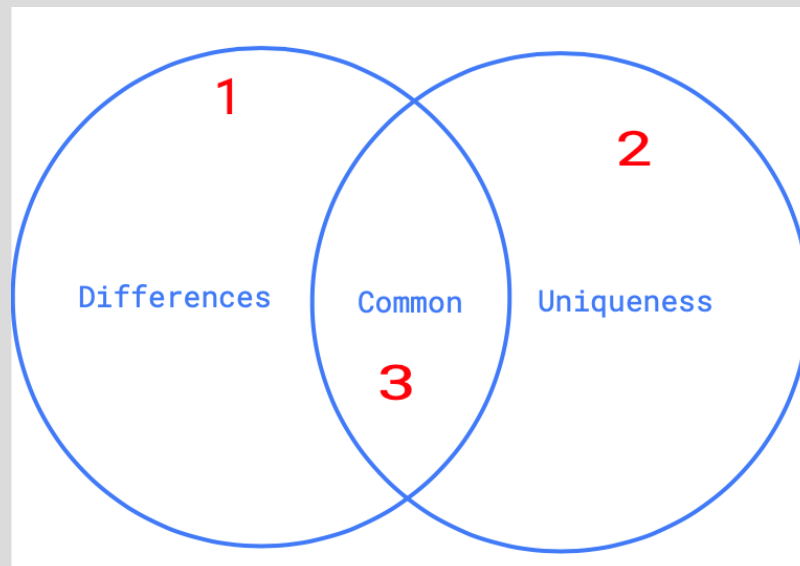
Participants are asked to stay in the same groups and take some papers and pens for this part of the session. Each group takes flipchart paper and draws 2 circles, having them intersect in the middle part; like on the photo below.

They are given 20 minutes to discuss, as each smaller group, about differences they have in the group. They can think about all the different ways on how they are not same like each other; different types of music taste, food they like, clothes they prefer, number of siblings etc. Each group should write their answers in the area 1 – differences; as shown on the example below.

Next 20 minutes are focussed on discussing uniqueness they have inside the smaller groups. Trainers explain that each person within the group should design a logo of his/her t-shirt. After they are finished with the designs, these designs should be glued on section 2 – Uniqueness; as shown on the picture below.

In the third and final part participants need to think and write down in section 3 of their papers, all of the things they have in common as a small group.

After all of the groups have finished with making their circles and filling them out, they are met as a whole group in plenary and present to each other summaries of each group's work.



III. “We are all equal” – Debriefing and final discussion (15 minutes)

When all of the activities are implemented, the trainers create a big circle again and ask participants to sit all together. The trainers should lead the debriefing discussion and ask participants about their general feeling after the implementation of all the activities:

- how did they feel to show that they are different and unique from other participants;
- how did they feel when they realised how many characteristics they are sharing with other people in the group;
- if they prefer to show themselves as different and unique or prefer to surround themselves with the people sharing same characteristics.

The participants should also be encouraged and asked if they are willing to share some personal experiences or situations from the real life when they felt discriminated because of their identity or had to hide it in order to avoid rejection and ignorance.

IV. Personal identity exercise – Values (50 minutes)

Participants should be divided in smaller groups of 3-4 members.

Then, they should do individual silent reflection on the 5 most important values in their life. When individual reflection is done, each group will receive A4 paper and pens, and will have to agree on 5 common the most important values based on the individual inputs of the group members. When groups decided on and wrote down 5 common values, they will be asked to start removing one by one the values that they don't consider important as the other ones. At the final point, they will have one common value left and they should write it on the flipchart paper.

In the final part, trainers should organise a discussion where the groups will share how was it to work together and which value they left and why. Debriefing should be done with the focus on the difficulties of explaining and agreeing on the values and their perceptions by the others - leading into basic agreement on the definition and process of the intercultural dialogue.

V. Intercultural dialogue and intercultural learning (15 minutes)

As defining the intercultural dialogue and the intercultural learning already started during the debriefing of the previous activity, the trainers will now give theoretical inputs on different stages of the intercultural learning:

- Recognise & accept the general cultural-centrism of human** behaviour.
- Reduce culture-centric perspective:** Recognise other patterns of behaviour as strange without marking them as positive or negative.



- iii. **Own-culture-awareness:** identify own cultural standards and the impact on meeting with other persons from other cultures.
- iv. **Extend knowledge about other cultures:** identify relevant standards and symbolic systems.
- v. **Understand & respect strange cultural patterns. Breaking down stereotypes.**
- vi. **Extend own cultural options:** Be flexible with cultural rules. Select from other cultural standards. Choose cultural options adjusted to the situation.
- vii. **Establish constructive and mutual relationship with persons from other cultures;** practical management of intercultural conflict

The intercultural learning is a process in which we are integrating cultural diversity. This process can be transferred to any kind of differences /cultures, as long as it is conscientious process (Grosch/Leenen).

VI. Wrap-up (15 minutes)

Trainers should wrap-up the session by asking questions which will help participants to have an overview of the topics mentioned throughout the session. Some examples of the questions:

- How can we discuss with youth in our local communities about differences, uniqueness and things we have in common?
- What is intercultural dialogue and intercultural learning and how we define these?
- How can the topic of intercultural learning be discussed with youth through use of sport activities in youth work?

Materials needed: Flipchart papers, A3 papers, A4 papers, pens, markers, post-it notes and sticky tape

Session results:

After successful implementation, participants will:

- Get to know each other better and existing differences enriching the group;
- Get to know the basic principles of intercultural dialogue and intercultural learning;
- Be able to self-reflect on the values that are creating their identities;
- Be able to use implemented activities in the youth work they do with young people on the daily basis.

Background documents and further reading:



More details can be found in:

- Education Pack "all different - all equal"; Directorate of Youth and Sport, Council of Europe, 2nd edition; 2004; <http://www.eycb.coe.int/edupack/50.html>
- Leenen WR, Groß A., Grosch H. (2008) Intercultural Competence in Social Work. In: Auernheimer G. (eds) Intercultural competence and pedagogical professionalism. VS Verlag for Social Sciences.

Recommendations for future trainers multiplying this session:



- During the second step of the activity, in which participants are discussing about differences, uniqueness and things they have in common; some additional explanations and examples might be needed from trainers.



5. Sport and youth work → Sport for all!

Session title: Sport and youth work → Sport for all!

Duration: 180 minutes

Background: The topics of the sport and the youth work at the first can look so different and not having anything in common. Youth organisations and youth centres are putting ordinary youth work as their priority, while the sport clubs are putting sport as competitive sports and achieving of sport results as their priority. This split can often be seen among young people as well as. The youngsters who attend youth clubs are usually not attracted by the activities offered by sport organisations while the young people who are heavily involved in sports are usually not interested in the activities of the local youth organisations. Sport as non-formal learning method doesn't have a long history as some other more common and known approaches, but managed to show good and positive results when implemented. Beyond the enjoyment of sport and all its implicit benefits, this method offers the possibility of learning more. The sport groups can easily become learning communities for different fields of life, develop several life competencies and broaden the perspectives of young people. Youth organisations and sport organisations are having the same goals and objectives and both sides are encouraging the health, general well-being and personal development of young people. They both strive to reinforce positive values like health, discipline, honesty, fair play, solidarity, etc. "Policy of Sport for All" identifies sport as a spontaneous activity which should be free and available to everyone.

Aim of the session: To achieve common understanding of the "Sport for All!" concept and to connect youth work activities with the sport.

Objectives:

- To discuss and discover relation between sport activities and youth work;
- To explore and discuss "Sport for All!" concept;
- To discuss benefits achieved by using sport activities and methodologies in the regular youth work;
- To analyse youth organisations and sport organisations and find common ground between them.

Competences addressed:

- Team work;
- Communication and collaboration;
- Social and civic competences;
- Intercultural dialogue and learning.

Methodologies and methods:

- Work in small groups with given tasks;
- Group presentations;
- Interactive discussions;
- Moving debate;
- Wrap up with questions;
- Question & Answers.



Session flow:

I. Energiser: Dancing trains (10 minutes)

Participants are divided in smaller groups with 5 members. Each of the groups will find enough place for themselves in the room and will stand one behind each other (like a train). Division into groups can be done by participants taking out small papers from a hat, where each paper has number 1, 2, 3, 4, 5 etc. depending on number of groups you have. Once everyone has taken out one paper with a number, participants are grouped based on the same numbers they hold in their hands.

Trainers put the music on the speakers and person who is first in "the train" will be the leader who will start to dance. All members of his/her group should follow and repeat his/her moves. When music stops and second song starts, the person who was the leader goes on the back, and the new leader is choosing new steps and moves others are repeating. The game is played until all participants have been in the leader role at least twice. Types of the songs and genres of music should be different and interesting.

II. Moving debate activity (30 minutes)

On different sides of the working room, two signs are posted; one stating "AGREE" and the second one stating "DISAGREE". Participants are asked to stand up and be in the middle of the room. Trainers explain that they will read different statements, and that participants should go next to the sign "Agree" in case they agree with the statement, or next to the sign "Disagree" in case they don't agree with the given statement. Trainers prepare provocative statements combining topics of youth work and sport activities; such as: "Youth work is same as sport activities, only without active participation".

After each of the statements are read, trainers should talk with the group, open and lead the healthy discussion among participants on the given statement.

III. Sport clubs/organisations vs Youth clubs/organisations (80 minutes)

Participants are divided into 2 groups; first group working on topic of sport clubs/organisations and second group working on topic of youth clubs/organisations. Each group receives a task to discuss following questions:

- How are they defined?
- What is the structure and decision making like?
- Who are the people working in it or for it?
- Who are the beneficiaries/target group? (Be as specific as possible)
- What are the typical activities?
- What are the results?

After 20 minutes of work in the groups, groups are rotated, and the group who previously worked on defining sport clubs/organisations is now working on defining youth clubs/organisations; and vice versa. Groups now have 20 more minutes to contribute to the topic of the other group.

After that groups return to their original topics, and have 20 minutes to make a presentation of the answers they have developed and inputs another group gave them.

At the end, they do presentations in the plenary and final discussions if there are possible questions or doubts.

IV. Interactive discussions on similarities and differences between sport clubs/organisations and youth club/organisations and use of youth work combined with sport activities for work on reconciliation and acceptance of diversity (40 minutes)



V. **Wrapping-up and defining the concepts of youth sport work and "Sport for All" (20 minutes)**

Some of the questions that can be used for wrapping up this session:

- How would we define the youth work organisations, and how would we define sport organisations? Let's make universal joint definitions.
- What are the similarities and differences we have learned about, between the youth work organisations and sport organisations?
- How can youth work, in combination with sport activities, be used for work on reconciliation and acceptance of diversity?

Materials needed: Flipchart papers, A3 papers, A4 papers, pens, markers, printed questions for the discussion, speakers, laptop, projector

Session results:

After successful implementation, participants will:

- Reach the common and better understanding of the "Sport for All!" concept;
- Get more aware of the benefits of using sport and outdoor activities in youth work;
- Learn how to find a common ground between sport activities and youth work activities in regular youth work they do with young people in their local communities.
- Become aware about how combination of youth work and sport activities can be useful for work on reconciliation and acceptance of diversity.

Background documents and further reading:



More details can be found in:

- Schroeder, K.; "Fit for Life"; SALTO Inclusion Resource Centre, 2011; <https://www.salto-youth.net/rc/inclusion/inclusionpublications/fitforlife/>; accessed December 2018

Recommendations for future trainers multiplying this session:



- In order to use the most of the energiser, it should be with some physical activity and it should result with dividing participants into small groups, in which they will discuss following parts of the session.



6. Youth trainings for ICL and Sport for All!

Session title: Youth trainings for ICL and Sport for All!

Duration: 180 minutes

Background: When using sport methodologies and sport activities in youth work for reconciliation and acceptance of diversity, or addressing any other social problem young people are facing, it is important to make a difference between educational sport activities and regular sport activities. Workshops or activities that educators and youth workers are creating should have educational character set as a priority and not let sport activities to serve just for themselves. Sport trainers and educators in the most cases have no or not enough knowledge in working with young people with fewer opportunities (coming from different ethnical backgrounds, facing cultural obstacles, young people with disabilities, chronic health problems and similar). On the other side, youth workers are regularly involved in the work with young people with fewer opportunities and most often they present their primary target group. However, youth workers most often don't have enough personal knowledge or experience in the sports and don't have methods to make sports such as football, basketball, volleyball, swimming or tennis closer to the young people. The best solution for young people and fulfilling their needs is obviously somewhere in the middle and that middle is something we should be aiming to achieve.

Aim of the session: To increase skills and competences of youth workers and empower them for organising youth work activities for Intercultural learning and Sport for All!

Objectives:

- To discuss and explore basic concepts in youth work for Intercultural learning and Sport for All!
- To explore different non-formal education methods and strategies for organising youth work activities for Intercultural learning and Sport for All!
- To introduce the multiple intelligences concepts and different learning styles;
- To discuss and understand how learning of youngsters for intercultural learning (ICL) can be facilitated through using experiential learning cycle and concepts.

Competences addressed:

- Conceptualising skills;
- Team work;
- Communication and collaboration;
- Social and civic competences;
- Learning to learn;
- Self-reflection skills;
- Analytical skills.

Methodologies and methods:

- Self-reflection through specially prepared questionnaire;
- Theoretical inputs;
- Interactive discussions;
- Debriefing;
- Experiential learning;
- Wrap up with questions;
- Barometer exercise.



Session flow:

I. Energiser (10 minutes)

II. Self-reflection questionnaire – A multiple intelligences inventory (25 minutes)

The inventory with additional explanations and comments can be found at: <https://www.kerstens.org/alicia/planning10/Multiple%20Intelligences%20Inventory.pdf>
<http://surfaquarium.com/MI/index.htm>

The questionnaire should be printed for all of the participants and at least 25 minutes should be given for them to complete the individual self-reflection.

III. Input on multiple intelligences and barometer exercise (25 minutes)

The trainers will give theoretical input on multiple intelligences and different learning styles mentioned in the questionnaire:

- Linguistic intelligence ("word smart"; spoken and written word):
- Logical-mathematical intelligence ("number/reasoning smart"; reasoning and problem solving)
- Visual-Spatial intelligence ("picture smart"; seeing and imagining)
- Bodily-Kinaesthetic intelligence ("body smart"; interaction with the environment)
- Rhythmic-Musical intelligence ("music smart"; sound and patterning)
- Interpersonal intelligence ("people smart"; interaction with others)
- Intrapersonal intelligence ("self-smart"; feelings, values and attitudes)
- Naturalist intelligence ("nature smart"; classifications, categories and hierarchies)
- Existential intelligence ("big picture of existence smart"; connecting to larger understandings)

The barometer exercise will also be implemented. The room will be separated into two sides where left side will present the lowest number and right side will present the highest number. The trainers will then read multiple intelligence one by one and participants will position themselves based on the result they got for each of them. After each of the intelligences is done, participants will shortly comment if they are surprised with the results or they have been aware of them even before.

IV. Learning styles and non-formal education (20 minutes)

The trainers lead the discussion about the different learning styles and how to best use and develop our different learning styles during any NFE activity.

V. Sport game – "Capture the Flag" (40 minutes)

This classic and traditional game is easy to organise and it is possible to be pretty flexible and innovative with the materials. For the beginning, it is important to have a big space provided (outdoors or in the working room) and to mark the field. Participants would be divided into the two teams with same number of people and the trainers should mark the middle of the field with the cones and put the two flags at the same distance from the centre on the both sides (approx. 30-40 meters, but can depend on the space you have available).

The game is played in the way that when the trainer/facilitator blows or whistles or says "go", each team runs to the other side of the field and tries to grab the other team's flag. If a player is tagged on the opponent's side of the field, he or she goes to jail (a designated area on the side of the field). One can only be rescued from the jail if a teammate frees him/her. The game can be played for a designated amount of time and the trainers can say that the team who captures their flags the most times wins the game. Or, the game can be played until one team reaches a certain number of points (scoring one point each time they capture the flag). It again depends on the time you have available.



At the end of the games, it is important to do the final debriefing.

- Description: *What happened? Simply describe.*
- Feelings: *What were your reactions and feelings (without analysing yet)?*
- Evaluation: *What was good or bad about the experience? Make value judgements.*
- Analysis: *What sense can you make of the activity/situation? Bring in ideas from outside the experience to help you.*
- Conclusions (general): *What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?*
- Conclusions (specific): *What can be concluded about your own specific, unique, personal; situation or way of working?*
- Personal action plans: *What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?*

VI. Experiential learning concepts and application in youth work (20 minutes)

The trainers present the "Experiential learning" (by David Kolb) concept, as well as common problems with discussions/debriefings and tips on how to plan the debriefing after the experiencing the sport activity/game.

Common problems with 'debriefings':

- They often lurch from superficial descriptions of what happened to premature conclusions about what to do next, without adequate reflection or analysis;
- If the experience has been especially powerful then the discussion may never get further than the description of what happened or of the feelings associated with the experience;
- If the description and the feelings are not dealt with adequately, the learners may return to these at a later stage when they should be considering implications and the action plans.

Recommendations for planning the debriefing questions:

- Reflection questions
- Conceptualisation questions
- Applying questions



The Gibbs's diagram with the stages of a full structured debriefing in relation to the stages of the experiential learning cycle. The trainers could mention that it has already been implemented in the previous sport games/activities that was done together with the participants.

VII. How to choose or adapt methods for Intercultural learning and Sport for All! (25 minutes)



The trainers lead the interactive discussion on the existing methods and approaches that youth workers are using in their daily youth work with young people (with fewer opportunities) and that can be adapted based on the objectives of the education as the main priority for choosing and selecting the methods in the non-formal education for the Intercultural learning and Sport for All!

VIII. Wrap-up (15 minutes)

At the end of the session, trainers should wrap-up the session through developing joint conclusion by asking following questions and discussing them with the group:

- How would you define the learning styles after this session, which learning style is your style and why?
- How can we combine sport activities with educational activities in our everyday work in local communities?
- Think about most recent educational or sport activity you organised. How would you improve it based on the inputs from this session?

Materials needed: Printed questionnaires (1 for each participant), Flipchart paper, markers, pens, two flags for the sport game, cones for marking the field

Session results:

After successful implementation, participants will:

- Be able to reflect about their learning styles and how to use them in the future activities;
- Get to know different learning styles and multiple intelligences;
- Understand how to choose methods based on the objectives they want to achieve;
- Get to know about experiential learning cycles and concepts and how to implement it in organising educational activities for young people;
- Be able to organise the debriefing and create the debriefing questions through the Gibbs's diagram.

Recommendations for future trainers multiplying this session:

- As words in the MI inventory should be more complicated and professional, the trainers should always help participants to be sure they fully understand statements.
- For organisation of the sport games, the trainers should try to find the biggest space available to them. It is recommended to look for possible locations in the previous days, as bigger space will make the games more interesting and interactive for the participants.





7. Mental and physical development of individual through sports

Session title: Mental and physical development of individual through sports

Duration: 180 minutes

Background:

Sport can help an individual much more than in the physical aspect. Sport builds character, teaches and builds strategic and analytical thinking, goal setting and risk taking, and much more. Besides being an activity, sport is a learning experience as well. Out of all individuals who take up sport, only few will become champions; while all will be winners. Sport improves positive attitude in individual's life, respect for the opponent and others, develops an attitude of never giving up and working harder. Sport also helps individual to learn on how to use stress as a motivating factor to raise his/her performance. Playing sport, or engaging in sport activities, plays an important role in development of an individual's character and personality; in form of developing management skills, negotiation, communication and convincing skills, conflict managements skills and confidence.

These are only few aspects of the important role sport plays in development of an individual.

Aim of the session: To raise understanding and awareness about the impact of sport on individuals' personal/mental development, as well as health/physical.

Objectives:

- To discuss, define and understand mental and physical development of individuals through youth work, sport clubs and school activities;
- To understand how schools, sport clubs, youth clubs and organisations are interacting with each other and complementing each other when it comes to personal development of their beneficiaries;
- To create common understanding and definition of formal, non-formal and informal learning, within the group;
- To understand concept and values of non-formal education, and combining non-formal education with sport methods and activities;
- To develop recommendations for using sport and outdoor methods in non-formal education and youth work.

Competences addresses:

- Debating skills;
- Conceptualising skills;
- Analytical skills;
- Team work and collaboration;
- Self-awareness;
- Self-reflection;
- Social and civic competences.

Methodology and methods:

- World café;
- Barometer – "Where do you stand" exercise;
- Case studies analysis;
- Brainstorming;
- Small group discussions;
- Presentations;



- Wrap up with questions.

Session flow:

I. Energizer (10 minutes)

II. World café – development of individuals through sport activities (60 minutes)

Trainers set up 2 tables, each with one topic:

- a) personal development on physical level of individuals through sport activities within schools, sport clubs and youth clubs/organisations/associations
- b) personal development on mental level of individuals through sport activities within schools, sport clubs and youth clubs/organisations/associations.

Participants are divided into 2 groups – each group starting at one of the tables. Groups are given task to discuss the given topic and write down as many answers as they can on the papers put on the table. After 25 minutes, groups are rotated; having each group contribute to the other topic.

Last 10 minutes of the activity are left for groups to get back to their starting positions and make an overview and presentation of the answers written on their topic.

During this exercise, trainers are serving participants with coffee and some snacks. Activity can be combined with coffee break.

III. Presentation of group work and interactive discussion (30 minutes)

Each group should be given exact time frame for their presentation. Trainers take care that there is enough time after each of the presentations for questions. At the end of this part of the session trainers make a conclusion based on the inputs from participants and based on theoretical and scientific background when it comes to physical and mental development of individuals through sport activities.

IV. Defining Non-formal education (20 minutes)

Trainers put in the middle of the working room three flipchart papers with following titles written on them:

- Formal education and learning
- Non-formal education and learning
- Informal learning

Participants are asked to, in silence, walk around the room and think about what these terms mean to them and how would they define them. They are invited to write down their definitions and understanding of each of the terms, on appropriate flipchart paper. They read what others have written already and are writing/contributing to the papers.

After everybody has contributed to each of the papers, trainers read out what is written and together with the group create definitions of what is formal educational and learning, what is non-formal education and learning and what is informal learning. These definitions can be put on the wall so participants can remind themselves about these joint definitions, during other sessions.

V. “Where do you stand” on NFE (20 minutes)

Trainers explain that in the room, one side of the room represents totally agree while other represents totally disagree. Participants are asked to stand anywhere around the room – next to one of the sides, in the middle, closer to one side but not fully on that side etc. after hearing statement – expressing their opinion and agreeing or disagreeing with statements which trainers will read.



After each line-up trainers can discuss with participants on reasons why they stood where they stood, what is their understanding, how do they feel about the statement etc.

Examples of statements:

- NFE is about learning through attractive and fun activities.
- In NFE the learners have the power.
- In NFE participants learn mainly from each other.
- In NFE process is more important than its outcome.
- Main goal of NFE is to increase young people's employability.
- In NFE there is no need for certification.

VI. Recommendations for using sport and outdoor methods in NFE and youth work (25 minutes)

Trainers facilitate group discussion on how the youth work and NFE is connected to/with sports and outdoor activities and what are the benefits and challenges of using sport methodology in youth work.

Session is concluded by having trainers and participants work together on drafting some recommendations for using sport and outdoor methods in youth work and non-formal education.

VII. Wrap-up of the session (15 minutes)

At the end of the session trainers can wrap-up the session by using following questions:

- What are formal, non-formal and informal learning? How can we define them in a way that's understandable for everyone?
- Why and how is the sport beneficial for individual's physical development?
- Why and how is the sport beneficial for individual's mental development?

Materials needed: Prepared flipchart papers for defining formal, non-formal and informal learning, Flipchart papers, markers, pens, papers, printed copies (or even better digital documents) of case studies

Session results:

- Participants will be more aware of personal development on mental and physical level of individuals in youth work, sport clubs and school activities.
- Participants will understand how schools, sport clubs and youth clubs and organisations are interacting with each other and complementing each other when it comes to personal development of their beneficiaries.
- Participants understand the general concept and values of non-formal education/learning, as well as possibilities for combining educational activities and sport activities.
- Participants will improve their skills on analysis of using sport methods in youth work and will develop list of recommendations for using sport and outdoor methods in non-formal education and youth work.

Background documents and further reading:

More details can be found in:

- Schroeder, K.; "Fit for Life"; SALTO Inclusion Resource Centre, 2011; <https://www.salto-youth.net/rc/inclusion/inclusionpublications/fitforlife/>; accessed December 2018





Recommendations for future trainers multiplying this session:

- When participants are working in smaller groups on personal development of individuals through sport activities, in form of world café, trainers should be coming from time to time to each of the smaller groups and be available for additional questions that participants might have.
- During the “where do you stand” exercise, advice for trainers is not to allow participants to take the middle position, but rather take one or the other side and advocate for it.



8. Exchanging sport methods and games from our countries

Session title: Exchanging sport methods and games from our countries

Duration: 180 minutes

Background: Sport, sport games and games from childhood are universal aspect of all cultures across the globe. Playing sports and sports activities doesn't only include playing it professionally, but also all different games that kids are playing when in garden or together with their friends on the playground. Sports games sometimes can be divided geographically so that they can be present in the one part of the Europe, but not in the other one. Also, same games can have different names and different versions in different countries and regions.

As we are living in the time of digital revolution and when digital technologies and playing video games are getting even more popular than playing outside, it is especially important to save games that we used to play in our childhood and present them to the young people nowadays. Special occasion and environment with youth workers coming from many different countries and communities is the perfect opportunity for sharing the games between each other and learning from each other.

This session will be organized and facilitated mostly by participants, with little help and assist from the trainers. Participants from each participating country will have a chance to present games from their local communities/childhood that are popular among youngsters and in work with youngsters; to other participants who will then get a chance to try them. After each of the games, participants will reflect on it and discuss in the group how it can be beneficial for physical and mental development of young people and how it can be used as a tool for promoting reconciliation and acceptance of diversity.

Presentation of the games can be organised, as proposed below, in Olympic games format. Or it can be done in simplified way: with presentation of games and participants' involvement in practical demonstration of the games; in case the session is planned in shorter time frame.

Aim of the session: To exchange and promote traditional sport games from participating countries and local communities and explore how can they be used in a (youth) work for reconciliation and acceptance of diversity

Objectives:

- To exchange traditional sport games from different countries and local communities;
- To reflect how useful can these games be for mental and physical development of young people;
- To explore how can these games be used in working with young people on the topic of reconciliation and acceptance of diversity.

Competences addressed:

- Leadership;
- Facilitating skills;
- Time management;
- Teamwork;
- Communication and collaboration;
- Entrepreneurship competences.

Methodologies and methods:

- Learning by doing;
- Work in smaller groups;



- Work in national groups;
- Presentations;
- Olympics of the games from childhood;
- Group discussions;
- Wrap up with questions.

Session flow:

I. Preparation of the sport games in national groups (60 minutes)

Participants should be divided into their national groups in order to prepare 3-4 short sports games from their local communities; their childhood. Trainers will prepare special inputs for the participants and write them down on the big flipchart paper that is visible to everyone. Inputs will be regarding things that participants should define for each of the games they wish to present to the others and should include title of the game, needed materials, brief description, flow of the game, target group(s), questions for reflection and debriefing, possible impact on the physical and mental development of the young people and any other possible comments or advice for youth workers who would like to implement that games in youth work they do in their youth centres and local communities

II. Olympics of the games from childhood – implementation of the games (110 minutes)

Implementation of the sport games from different countries can be organised in form of Olympics, where each national group will lead one or more types of the games / disciplines in our Olympics. All participants are involved at any part of the activity. Some of them are facilitating/leading the game – our Olympic discipline, while others are actively participating – competing in the imaginary discipline. After each of the games is finished, facilitator of the given game will organise a short discussion and give a chance for participants to share their opinion and give feedback. It's important that participants in the role of facilitators lead a short discussion with the whole group; after the game they led, on the impact of the given game on the physical and mental development of young people, and how the game can be used and adjusted as a tool for work with young people on reconciliation and acceptance of diversity.

III. Wrap-up of the session (10 minutes)

Once all national groups have presented their games and the whole group had a chance to analyse them and discuss them from the angle of youth sport work for reconciliation and acceptance of diversity, trainers lead wrap-up of the session through use of the following questions:

- What have we learned about different cultures and traditions we have in our group? What can be joint conclusion about all the cultures and traditions?
- How was it for you, as participants, to find yourself in the role of facilitator? How did you like this activity?
- Which benefits, for physical and mental development, can be seen from our childhood games?
- Which aspects of the games from childhood can be used for work on reconciliation and acceptance of diversity through use of youth sport work in our local communities? How?



Materials needed: Flipchart papers, A3 papers, A4 papers, pens, markers, other special materials needed for implementation of particular games.

Session results:

After successful implementation, participants will:

- Get to know sports activities and games from the other countries and local communities
- Get to know better other cultures and traditions in the other countries
- Reflect on how different sports activities and games can be useful for physical and mental development of young people and be used as a tool when working on the topic of reconciliation and acceptance of diversity
- Be able to create and initiate activities based on sport methods in their local communities and jump into the role of the facilitators



Recommendations for future trainers multiplying this session:

- Participants should be the one having the main role during implementation of this session. They should plan the activities, implement them and reflect on each of them at the end. However, trainers should be always around and assist to participants if they have any questions or doubts during any part of the session
- It is recommended to implement this session outdoors, if weather conditions and event venue are allowing it. If not, then space in the working room should be used as much as possible in order to create enough space for the participants to implement their activities.
- Time management is really important for this session, because sometimes it can be hard to stop with the game when everyone is having fun, especially since participants are facilitating the presentation of the games. Thus, trainers should agree to pay close attention to time management, and remind participants when their time is near the end, so other group can start on time.
- Organising Olympic games with games from childhood, especially due to the time limit, can be challenging. It's recommended that preparation for the Olympics start 1 or 2 days before this activity – participants can be engaged in making medals, creating the opening ceremony etc. during the free time in the agenda.



9. Competition and teamwork through sports

Session title: Competition and teamwork through sports

Duration: 180 minutes

Background:

Sports can be divided into competitive and non-competitive category. Competitive sports are all sports that involve competition and the most usually they are played professionally. Non-competitive sports are sports that are the most usually play recreationally and don't involve any competition. However, this can become problem in the formal education systems in the most of the European countries where only competitive sports are really considered as sports, and non-competitive are considered as a hobbies or games. Importance of the sport and the physical activity is placed on the competition and importance of winning at the first place, instead of enjoying all other benefits sport activities are bringing and that often can go "under the radar". It also presents kind of a problem for youth workers who are working with young people that have already created mind-set that sport is only about winning and can often feel excluded or less respected just because they don't have physical attributes or potentials as their friends. This can even make them to fully quit sports and avoid being involved in the regular physical activity. Competition in the sport is not strictly a bad thing, but when it comes to the youth work and using sports methodologies in the work with young people, youth workers should be really careful because they are risking to cut off many of the young people they are targeting to reach.

Aim of the session: To point out importance of the keeping balance between competition and teamwork in implementing sport activities for reconciliation and acceptance of diversity

Objectives:

- To discuss importance of balancing between competition and teamwork in implementing sport activities with young people;
- To discuss how to develop sport activities in order to achieve benefits of the positive competition (healthy competition);
- To discuss how to develop sport activities that are promoting and improving teamwork of the young people.

Competences addressed:

- Teamwork;
- Communication and collaboration;
- Social and civic competences;
- Time management;
- Discussion skills;
- Entrepreneurship competences;
- Leadership.

Methodology and methods:

- Open space technology;
- Working in the groups;
- Presentations;
- Interactive group discussions;
- 20 minutes each way;
- Group debriefing;



- Theoretical inputs.

Session flow:

I. Energizer: Rock, paper and scissors competition (10 minutes)

Participants will play well known and familiar rock, paper and scissors game. If some participants are not familiar with it, the trainers will briefly describe the rules. Participants are starting to play by finding any other person in the room and play best of 3 (first one with 2 wins is the winner). When one person wins, other person who lost is becoming his fan and is supporting him while he is playing with winners from the other pairs in the room. At some point, there will be two players with big group of fans who will play final game in the best of 5 system. First participants with 3 wins is the big winner of the game.

II. 20 minutes each way: Competition and teamwork in youth sport work (100 minutes)

For this session, we will use the group work technique based on the giving exact amount of time for different smaller groups of participants to discuss specific topic. In the beginning participants are divided into 4 smaller groups.

Trainers can use projector to project stopwatch on the wall, in order for participants to know how much time they got to discuss the given topic.

4 topics to be discussed during this session are:

- COMPETITION BASED SPORT ACTIVITIES (include individual involvement of the people competing against each other);
- TEAMWORK BASED SPORT ACTIVITIES (include involvement of two or more individuals working and competing together as a team);
- TEAMBUILDING ACTIVITIES (activities that serve to build a group, cooperation and trust inside a group of people);
- TEAMWORK&COMPETITION ACTIVITIES (include two or more teams competing against each other).

Topics should be written on paper, and posted in 4 corners of the working room; or on 4 tables in the working room. In the beginning each group stands next to one of the tables or corners of the room.

After each time sets of 20 minutes, group should go to the next topic.

Last 20 minutes are reserved for the groups to go back to their original positions and make a conclusion about all 4 topics.

III. Presentations and final discussions (40 minutes)

Everything discussed about each of the main topics, in smaller groups; will be presented and discussed in the plenary. Trainer should facilitate the process and make lists of conclusions from each of the smaller groups.

IV. Wrap-up questions and conclusion (40 minutes)

At the end, trainers have a task to work together with groups and make joint conclusions and definitions of each of the 4 types of activities. Some of the questions to lead this part of the session:

- What are the 4 types of sport activities we mentioned during this session, and why each of them is important, or maybe not that important?
- How these 4 types of sport activities can be adapted and used in youth sport work? Which methods or approaches we can make? Let's try to brainstorm different types of approaches and methods.



- How to use before mentioned methods/approaches for work with youngsters in our local communities for reconciliation and acceptance of diversity?

Materials needed: Flipchart papers, A3 papers, A4 papers, pens, pencils, markers, post-it notes

Session results:

After successful implementation, participants will:

- Better understand importance of competition and teamwork in the using sport activities in regular youth work they do in their organizations;
- Learn how to balance between competition and teamwork in order to achieve the best results possible for the young people;
- Better understand how to develop sport activities based on positive competition (healthy competition);
- Draft recommendations on how to use competition and teamwork segments when implementing youth sport activities for reconciliation and acceptance of diversity.



Recommendations for future trainers multiplying this session:

- Trainers should be well prepared in a way of understanding the 4 concepts of teamwork and competition in sport activities. It is recommended to provide several examples of competitive and non-competitive sports in order to make it easier for all the participants to understand as it presents the base for all the further work in the session.
- During the “20 minutes each way” exercise trainers should be checking on each of the groups’ discussion and provide them with additional explanations, if and when needed.



10. Challenges and Development of intercultural acceptance through sports

Session title: Challenges and Development of intercultural acceptance through sports

Duration: 180 minutes

Background:

When working with multicultural groups of youths, youth sport workers need to be aware of different cultural barriers that could exist in that environment. In some cultures, there is a problem if women and men are playing together. It can be uncomfortable to play a game in which players need to touch each other or stand close to each other. Besides cultural barriers, there are different challenges that youth sport workers need to be aware when developing and implementing youth sport work activities for reconciliation, intercultural learning and acceptance in our communities.

This session allows participants to get deeper into potential challenges and barriers for quality implementation of youth sport work activities for intercultural learning and acceptance of diversity, as well as participants will have a chance to use the richness of experience and expertise within the group for discussion about those and coming up with possible solutions and recommendations how to deal with the identified challenges and barriers.

Aim of the session: To explore potential challenges and solutions for implementation of youth sport work for intercultural learning and create recommendations.

Objectives:

- To reflect on the meaning of different aspects of acceptance of others, potential challenges to full acceptance and its development stages through engaging in sport activities;
- To identify and discuss about different challenges which make it more difficult to organise quality interethnic / interreligious / intercultural youth sport work activities and programmes with significant impact in our communities;
- To propose set of solutions and recommendations on how to deal with previously defined challenges.

Competences addressed:

- Reflection and conceptualizing skills;
- Analytical skills,
- Team work and collaboration;
- Learning to learn;
- Social and civic competencies.

Methodology and methods:

- Brainstorming;
- Interactive discussion;
- Theoretical input;
- Snowballing/Pyramiding exercise;
- Small group discussions;
- Graphic presentation;
- Presentations in plenary;
- Wrap-up questions.



Session flow:

I. Energiser (15 minutes)

II. Snowballing/Pyramiding exercise on theme: "Preparation, implementation and evaluation of youth sport work activities for intercultural learning" (65 minutes)

Snowballing (or sometimes referred as pyramiding) exercise is a type of group work activity in which participants are firstly working as individuals on some smaller, easier, task. As the activity gets more complexed, participants are forming 4 smaller groups, then in third step forming 2 groups and at the end working jointly as one large group on the given task.

- 1st level – What is acceptance (10 minutes)
Participants are asked to think about what acceptance represent for them, and conduct brainstorming as individuals – writing their answers to the given question on a piece of paper.
- 2nd level – Challenges and development of acceptance through sport (15 minutes)
In 2nd step participants are put together in 4 smaller groups, and are given task to discuss on challenges and development of acceptance through sport. Answers of each group should, by the end of this part of exercise, be written in bullets.
- 3rd level – Stakeholders of youth sport work for intercultural learning (15 minutes)
In 3rd step 2 groups are made in a way that each group is created from 2 groups from previous step. Larger groups are now discussing and writing down different stakeholders of youth sport work for intercultural learning, their roles and contributions. Contributions should be written on paper, in order to ease in the transition to work as one large group in next step of the exercise.
- 4th final level – Possible Challenges in preparation, implementation and evaluation of youth sport work activities for intercultural learning (25 minutes)
4th and final step of this exercise gets all participants together in one group and gives them a task to discuss about possible challenges in preparation, implementation and evaluation of youth sport work activities for intercultural learning; and how the listed challenges can be solved. Answers should be written on a piece of paper, preferably on flipchart paper.

Trainers give input for the group to discuss about challenges in light of the 8 different stakeholders and participants' groups:

- Partners (on local and European level)
- Local community (including municipality, citizens, institutions, business sector, etc.)
- Participants - mainstream youth
- Participants - racial and/or ethnic minorities
- Participants - gender and/or sexual minorities
- Participants - religious minorities
- Participants - immigrants
- Participants - people with disabilities

Trainers provide theoretical inputs for defining these 8 different groups of stakeholders and participants.

III. Summarising the challenges and offering solutions/recommendations (45 minutes)

Whole group is given time to systematise what has been written on the flipchart paper, think about potential solutions for recognised challenges, and prepare short overview presentations



to be done in front of trainers. Group needs to prepare graphic presentation and decide who will facilitate the presentation.

IV. Presentation in plenary, interactive discussion (25 minutes)

Whole group is presenting the summary of their work to trainers, where trainers have a task to ask questions and additional explanations of proposed solutions to different challenges recognised by the group. Group is asked to further think about the challenges and solutions they propose.

V. Wrap-up and conclusion of the session (30 minutes)

For the last part of the session trainers can use following questions:

- What have we learned during the session, and what are the things we knew before this session?
- How can we use the recognised challenges in our future work in field of youth sport work for reconciliation and acceptance of diversity?

At the end of the session trainers make an overview of what has been said during the session and what are the general conclusions.

Materials needed: A4, A5 and Flipchart papers, Flipchart stand, markers.

Session results:

After the session, participants will:

- Reflect about different meanings of acceptance of others, challenges in regards to full acceptance and development stages of acceptance through engaging in sport activities;
- Be aware of what are different challenges when it comes to organising quality interethnic / interreligious / intercultural youth sport work activities and programmes with significant impact in our communities;
- Share different approaches, solutions and strategies for prevention of challenges connected to embracing full acceptance and will develop list of recommendations on how to deal with those challenges;
- Get inspired to take action and organise different activities for promotion of intercultural acceptance in their everyday work with young people.

Background documents and further reading:

More details can be found in:

- Georgescu, M.; Revised edition of "T-Kit Intercultural learning"; Partnership between COE and EU in the field of Youth, 2018; <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>
- Frast J.L.; "Intercultural dialogue through sport"; International sport and Culture association; <http://isca-web.org/files/Coyote.pdf>
- Gasparini W. & Cometti A.; "Sport facing the test of cultural diversity"; Council of Europe, 2010; <https://rm.coe.int/sport-facing-the-test-of-cultural-diversity-integration-and-intercultu/1680734be5>
- "Guidelines for Intercultural dialogue in non-formal learning / education activities"; Youth Partnership - Partnership between the European Commission and the Council of Europe in the field of Youth; <https://pjp-eu.coe.int/documents/1017981/8492613/ICD2014.pdf/73add476-4e8e-4522-8fb5-67df5e4ccfc8>





Recommendations for future trainers multiplying this session:

- This session is based on sharing among participants and exchange of different ideas and previous knowledge. Thus, it's important that trainers explain the concept of the session on the beginning, and encourage participants to actively participate in the session and contribute to different activities taking place within the session.
- While some parts of the session leave enough space to go into further discussion, trainers should pay attention on time management of different parts of the session in order not to have session lasting for several hours. Thus, it's important that trainers are following work in smaller groups, remind participants on time left for specific part of the session, and steer the discussion in constructive way.



11. Adaptation of sport methods for NFE/youth work for reconciliation and acceptance purposes I/II

Session title: Adaptation of sport methods for NFE/youth work for reconciliation and acceptance purposes

Duration: 180 + 180 minutes

Background: Adaptation of already existing sport methods for NFE/youth work is extremely important from several reasons. Firstly, youth workers are personally not experts or don't have big experience in different sports, especially playing them at professional or more serious level. Also, youth workers in the most of the cases don't have available needed professional sport environment (such as football or tennis courts, swimming pools, sport halls/gyms etc.) as part of their youth organizations/clubs and it is much harder for them to implement activities in the environment they have. Finally, and probably the most important, youth sport work should be available and created for all young people and not depending on their physical abilities, previous experience or knowledge in some particular sport, or if they are young people with fewer opportunities. Adaptation of sport methods should always be done based on the real needs of young people (target group), their age, their gender and conditions that youth workers or youth organizations/clubs can provide at the given moment. Youth workers and youth organizations/clubs should also be fully aware of the conditions, equipment and their staff (expertise and experience of youth workers) in order to successfully choose and adapt sport methods. It is always good for youth workers to be innovative and create a new sport activities or games, but they should be aware that they can easily adapt existing games or activities by changing/adding some rules and make them suitable for NFE/youth work for reconciliation and acceptance purposes.

Aim of the session: To encourage youth workers and raise awareness about importance of adapting existing sport methods in working with young people on topics of reconciliation and acceptance.

Objectives:

- To discuss and understand purpose and importance of adapting existing sport methods to the real needs of young people;
- To explore different sport methods that can be beneficial and implemented in regular youth work with both mainstream and marginalized youngsters for reconciliation and acceptance;
- To adapt existing and develop innovative methods and approaches in youth work for reconciliation and acceptance.

Competences addressed:

- Communication and collaboration;
- Entrepreneurship competences;
- Time management;
- Creativity and innovation;
- Facilitating competences;
- Analytical skills;
- Teamwork.

Methodology and methods:

- Experiential learning;



- Work in small groups;
- Presentations;
- Self-reflection;
- Debriefing;
- Interactive discussions;
- Complex exercise with given tasks;
- Speed dating.

Session flow:

This session is planned to be implemented during both AM and PM session, so it should have lunch break in the middle.

I. Energizer (5 minutes)

II. Non-inclusive sport game – playing and debriefing (60 minutes)

Trainers will organize experiential learning game with specific rules and tasks. Goal of the game is to be non-inclusive and not to let all participants have same chance or possibility to successfully implement their obligations. Limitations to the selected participants can be physical (limited movement), limited communication with other participants, limited visibility or similar.

When game is completed, it is important that trainers facilitate discussion in plenary where participants will share their emotions and feelings about the game and what are situations that should be avoided in the real life when organizing same or similar activities with both mainstream and marginalized youngsters.

III. Non-inclusive sport game – adaptation (40 minutes)

When group discussion is finished and when all participants had a chance to share their emotions and feelings, it is time to adapt previously played game based on the all inputs. Interactive discussion will be organized in plenary and participants will think and agree on rules or methods that should be adapted/changed in order to create inclusive sport game that will not exclude anyone participating in it. The main goal of this activity is actually to adapt/transform previously played non-inclusive sport game in new inclusive sport game.

IV. Adapted non-inclusive sport game – playing and debriefing (60 minutes)

Participants will try to play sport game by new rules and tasks developed. At the end, trainers will again facilitate debriefing and final discussion where participants will be able to share their emotions, feelings and opinions about job done in the previous activities and connect it with regular youth work they do in their youth organizations/clubs.

V. Self-reflection activity: Who is our target group? (15 minutes)

Before end of the first part, participants will receive a task to do self-reflection and think about their target groups (young people they are working with) in their local communities and what could be their possible obstacles and challenges when participating in youth sport work activities. Participants should be encouraged to also use time during lunch break to work on this activity and to create a written document as they will use it in the activities implemented after the lunch break.



LUNCH BREAK

VI. Energizer (5 minutes)

VII. Who is our target group? – presentations (45 minutes)

When participants come back from the lunch break and have finished their self-reflection, trainers will organize speed-dating activity in order to enable participants to share results with each other. They will sit in two circles facing each other and have limited amount of time to share results of self-reflection before moving to the “new partner”. They will be sharing information about their target groups and general settings and environments they have in their youth organizations/clubs and local communities when it comes to implementation of youth sport work activities for reconciliation and acceptance.

VIII. Adapting and innovating sport activities (65 minutes)

When the speed-dating activity is implemented, participants will get a task to form the smaller groups based on common interests and realities they are sharing. When they create groups, they will have a task to discuss based on questions that trainers prepared previously:

- What are specific needs of your target groups?
- What obstacles and challenges they are facing?
- What improvement in their skills and competences we want to achieve through sport activities?
- Develop innovative or adapt existing sport activity in order to answer specific needs and expectations of your target group.

IX. Trying adapted/innovated sport activities with final debriefing (60 minutes)

Small groups of participants will facilitate activities they have developed and try them with rest of the group. At the end, trainers will facilitate final debriefing and discussion including reflection questions, conceptualization questions and applying questions.

Materials needed: Flipchart papers, A3 papers, A4 papers, pens, markers, specific materials needed for implementation of different sport games/activities

Session results: After successful implementation, participants will:

- Be able to understand importance of adapting sport methods/activities based on the real needs of all young people and settings/environments in which youth organizations/clubs are working in;
- Be able to recognize need for adaptation in different sport games/activities and adjust them based on the specific needs of the target group(s);
- Be encouraged to become more creative and innovative and start developing new youth sport work activities for reconciliation and acceptance purposes.

Recommendations for future trainers multiplying this session:



- Non-inclusive sport game can develop different (both positive and negative) emotions and feelings to participants, so trainers should always be ready to assist and provide support (both professional and emotional) to participants based on their previous expertise and experience.
- Trainers should pay special attention to the smaller groups of participants when they are adapting existing or creating innovative methods/games in order to ensure that



they are on the right track and don't have any possible unanswered questions or doubts.

- Trainers should pay special attention on the time management during speed dating activity in order to ensure that all participants can interact with each other and later create smaller groups based on their common needs and environments.



12. Community of youth workers for youth sport work for reconciliation and acceptance of diversity

Session title: Community of youth workers for youth sport work for reconciliation and acceptance of diversity

Duration: 180 minutes

Background:

This session is the last session in the training course and coming before the evaluation of the event. It's important that this session, as continuation of the previous sessions, sets firm ground for continuation of exchange and cooperation between participants, as well as other youth trainers and youth workers coming from our organisations and additional partner organisations.

Aim of the session: To initiate European level community of youth workers and trainers for youth sport work for reconciliation and acceptance of diversity.

Objectives:

- To develop the basic concepts (purpose, objectives, name, suggested activities, models for exchanging good practices, etc.) of the European level community of youth trainers and youth workers for youth sport work for reconciliation and acceptance of diversity;
- To start digital tools that can further be used by the group of participants and other interested youth workers and youth trainers; with minimum of starting Facebook group and groups on messaging apps (i.e. Whatsapp, Viber);
- To discuss and plan individual commitment, future engagement and future activities to the developed community of youth workers and youth trainers.

Competences addressed:

- Openness to working in intercultural teams;
- Team work and collaboration;
- Digital competences;
- Self-awareness and self-reflection;
- Entrepreneurship competences;
- Social and civic competences.

Methodology and methods:

- Work in small groups;
- World café;
- Presentation in plenary;
- Social media representation.

Session flow:

I. Energiser (10 minutes)

II. Initiating the community of youth trainers and youth workers for youth sport work for reconciliation and acceptance of diversity (80 minutes)



Trainers team set the room and facilitate World café method in order to allow participants to discuss in details and set up basic concepts for their European level community of youth trainers and youth workers for youth sport work for reconciliation and acceptance of diversity. Some of the main topics that should be present during this method are: setting up the purpose of the network, objective(s), suggested activities, resources, models of exchanging good practices, visibility of activities, joint meetings, newsletter, invitation of other organisations and individuals to join the network etc. Additionally, following topics should be introduced and discussed among participants during the World Café method: possible challenges and strategies for overcoming the challenges of setting up and running the community and different digital resources and useful tools.

III. Developing online tools for our community (60 minutes)

In small groups (trainer can use same smaller groups that were created during the previous step), participants will start and develop different online tools and social media channels as basis for the community:

- Facebook group and page
- Instagram profile
- Twitter profile
- Messaging group (Whatsapp, Viber)

IV. Action plan of the community (30 minutes)

Participants will develop the plans, discuss them among themselves (with trainers providing the facilitation of the discussion) and create final plans of future engagement to the developed community.

Their action plans will contain at least information about upcoming events, timeline of the events, places where events will take place and who will lead the events.

Materials needed: Papers A4 and Flipchart papers, pens, markers.

Session results:

At the end of the session, participants will:

- Have a feeling of belonging to the newly created community of trainers and professionals in field of youth sport work;
- Commit themselves to different types of engagement and contributions to the community.

Recommendations for future trainers multiplying this session:

- When using the method of World café, it's recommended that trainers get in the role of waiters/waitresses and get appropriately dressed – if possible. Before the session trainers should arrange the working room to reassemble real café. During the World café part of the activity snacks, fruits, hot beverages and juices should be served to participants.





13. Evaluation of the training course, incl. Youthpass

Session title: Evaluation of the training course, incl. Youthpass

Duration: 180 minutes

Background: This session is implemented during the last working day and as the last session of the whole training course. It will give an opportunity to participants to reflect on everything done during the whole event, on their learning process, group dynamics and provide feedback to the trainers and the organizing team. Participants will also fulfil their Youthpass certificates based on 8 key competences. This session presents general closure of the event.

Aim of the session: To give an opportunity to participants to reflect and evaluate everything done during the activity, and to share some last information before closure of the event.

Objectives:

- To reflect on the learning process during the whole event;
- To reflect on group dynamics and intercultural cooperation during the whole event;
- To provide space to participants for evaluation through using several methods (visual, oral, written...);
- To fulfil Youthpass certificates based on 8 key competences;
- To share last information inside the group and say goodbye-s.

Competences addressed:

- Evaluation competences;
- Self-reflection competences;
- Learning reflection competences.

Methodology and methods:

- Self-reflection;
- Group evaluation;
- Individual evaluation;
- Evaluation through visual, oral and written methodologies;
- Individual presentations.

Session flow:

I. Going back through the days and implemented activities (15 minutes)

The trainers will present and remind participants on everything done so far and on the general learning process. They will also go through expectations, fears and contributions created on the first day and comment with participants if they were met and achieved.

II. Self-reflection on the individual learning process (15 minutes)

Time and an opportunity for participants to reflect on their own learning process in the silence.

III. Youthpass ceremony and filling in the certificate (70 minutes)

On the specially prepared ceremony, participants will receive first part of the Youthpass certificate with their personal data and confirmation that they attended full duration of the



activity. Also, they will receive second part of the certificate that is directly connected with 8 key competences and get enough time to reflect on their learning process and fulfil it.

IV. Written evaluation form – online (30 minutes)

Trainers will create written evaluation form by using Google survey or any other similar application. Link will be shared with participants and they will have around 30 minutes to complete it.

V. Visual evaluation form – “pizza” (15 minutes)

Visual evaluation form by using pizza shape drawn on the big flipchart paper in order to evaluate different aspects of the activity.

VI. Final oral evaluation and the closure of the event (35 minutes)

Final words by participants, trainers, logistical staff and organizing team in the plenary and big group hug at the end.

Materials needed: pens, pencils, markers, flipchart papers, drawn pizza shape on the flipchart paper, printed Youthpass certificates, created online written evaluation form, laptop, projector, speakers.

Recommendations for future trainers multiplying this session:



- Trainers should take care that all participants have available connection to the internet (wifi at the event venue) and that they can access written evaluation form from their mobile phones, tablets or laptops. Also, it is important to go through all questions in the form and additionally explain them to the participants so it is clear for them what do they need to do.
- It is important to create nice and relaxed atmosphere from the beginning as some participants could feel more emotionally. Trainers should ask participants to find a place in the room where they feel the most comfortable, to sit comfortably or take pose that make them feel the most comfortable, to close to their eyes and possibly to put some easy relaxing music in the background.
- Trainers should specially take care about time management and that there is enough time provided for all participants to complete different evaluation forms. Process can't be completed before all the participants are done and have finished.



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