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*Sport Inclusion Network*

# Sport Inclusion Toolkit

Increasing opportunities  
for migrant and  
minority women



**#SPINWOMEN**

SPORT INCLUSION OF MIGRANT AND MINORITY WOMEN

Publisher: Vienna Institute for International Dialogue and Cooperation (VIDC) and the Football Association of Ireland (FAI)  
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Photographs: SJPF

Graphic Design: [typothese.at](http://typothese.at)

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The SPIN Women project (2019-21) is co-funded by the European Commission under the ERASMUS+ Sport Programme. This publication reflects only the author's view and that the Agency, and the Commission are not responsible for any use that may be made of the information contains.



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 **Bundesministerium**  
Kunst, Kultur,  
öffentlicher Dienst und Sport



Co-funded by the  
Erasmus+ Programme  
of the European Union

# About the project

## *“Sport Inclusion of Migrant and Minority Women: Promoting sports participation and leadership capacities” (SPIN Women) (2019–2021)*

The objective of this pan-European project is to encourage social inclusion and equal opportunities of women and girls with an immigrant or ethnic minority background through increased participation in sports and recreational physical activities.

Looking at society at large, migrant and ethnic minority women are belonging to the most excluded and vulnerable groups in Europe. That’s why SPIN Women is designed to show the different perspectives of migrant and ethnic minority women and to develop strategies to increase their involvement in sports.

For more information, visit [www.sportinclusion.net](http://www.sportinclusion.net)

## Content

Introduction . . . . .	.4
Barriers . . . . .	.6
Guidelines and tools for sports clubs and organisations. . . . .	.8
Training programme & practical methods for coaches . . . . .	.9

# Introduction

Sport as an important facet of society, presents opportunities for social inclusion – similarly within the field of sport, just like society, social exclusion can occur. And whether this is manifested intentionally or unintentionally the impact on participation, and on sport, can be huge.

Sport provides the chance to stay physically active, socialise with others, where interested, improve mental health and wellbeing, learning and improve skills and many more psychosocial and physiological benefits.

Despite this, the full realisation of these benefits for females lags that of males, and it is well documented that female participation in sport and physical activities is typically lower when compared to males, and this is true across almost every age category (Reference EUROSTAT).

Added to this general situation for female participation in sport and physical activities, is the question of how to encourage greater participation of females from diverse ethnic, cultural or minority backgrounds? A question that is the focus of this ‘Toolkit’.

## Definitions

**Migrant backgrounds:** We use this term in this toolkit to mean people with a recent refugee or asylum seeking, economic, educational migration background

**Participation in Sport:** We mean by this playing, coaching, managing, officiating, volunteering.

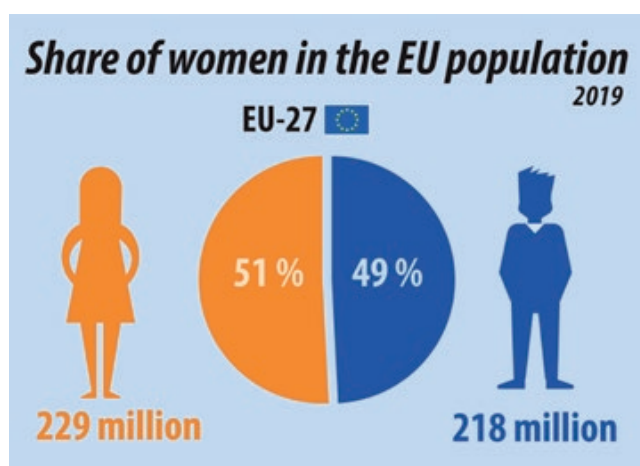


Source: European Commission, 2017

Minority ethnic/cultural/faith backgrounds: We use this term to denote people whose ethnic, cultural, faith or family origins/backgrounds are in the minority.

## What is this toolkit about?

Females represent 46.9% of the population of the world and 51% (229 million persons) of the population of Europe (Source: Eurostat 2020).



22.3 million people (4.4%) of the 512.4 million people living in the EU on 1 January 2018 were non-EU citizens (Source: Eurostat 2017 [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migration\\_and\\_migrant\\_population\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migration_and_migrant_population_statistics)). Of this 22.3 million people, it is noted that among “the gender distribution of immigrants to the EU Member States in 2017, there were slightly more men than women (54% compared with 46%)”.

European data on sports participation (Special Eurobarometer 472 Sport and Physical Activity Report 2017) indicates that “overall in the EU men exercise, play sports or engage in other physical activities more than women, 44% and 36% respectively”. The Barometer suggests that this disparity is marked and wider at specific age categories, for example among the 15–24 age group where it is indicated that 74% of young male’s vs 53% of young females take part in sport or physical activity on a regular basis.

Little available EU wide data research date on the participation in sport and physical activity of people with a migrant or ethnic minority background seemed readily available at the time of constructing this toolkit. However according to the 2018 World Health Organisations (WHO) factsheet on 28 EU member states of the WHO’s European Region “Differences in levels of physical activity are also due to lack of opportunities by gender and social situation.

Girls, women, older adults, people with disabilities and chronic diseases, people of low socioeconomic status, migrant populations and people living in rural areas often have poorer access to safe, affordable opportunities for physical activity and places in which to be physically active”.

## Who is this toolkit for?

Our hope is that this toolkit will be useful for a wide range of stakeholders involved in sport, including but not limited to:

Sport clubs and organisations keen to encourage and support more female participation in sport.

NGOs and community organisations with a focus around people and communities from migrant/ethnic minority backgrounds.

Additionally, this toolkit seeks to provide information for females with a migrant or ethnic minority background interested in or wishing to find out more about participation in sport.

## How to use the toolkit?

The toolkit is split into sections – there are parts where this ☁ symbol will appear, and it is designed to encourage you to pause and think more about the topic, information, or comments in that section. You are asked to read the introduction first, and thereafter you can select sections that may be more relevant to you, though we strongly encourage you to read all sections at some point.

# Barriers

How to advance the participation and involvement in sport of females with diverse migrant & minority backgrounds, in a meaningful and wide-ranging way, is an important question for sports organisations. This can also be a crucial question for community organisations that might seek to engage, encourage, and support women and girls to take part in sport and physical activity.

Perhaps as a sports or community organisation you have already started to think deeply about this question?



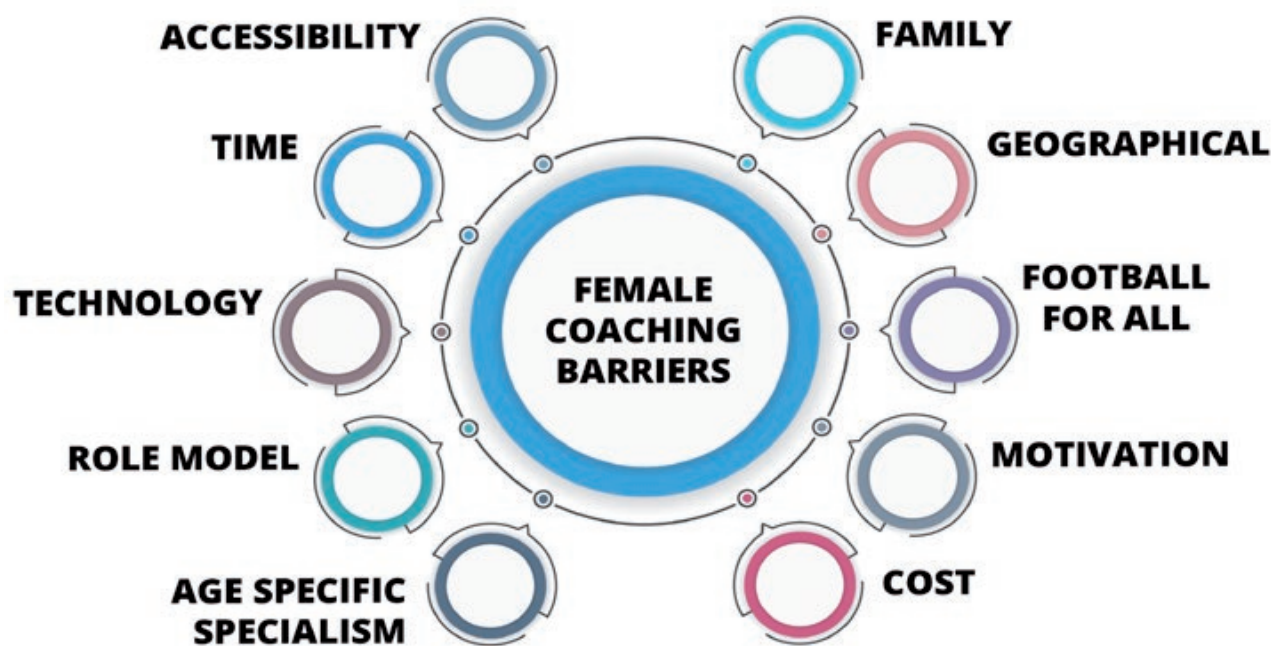
Involvement in sport is not limited to playing sport, and sport should seek to include females/women's involvement in coaching, officiating, administrative, and management positions.

To understand how best to do this and what important information to be aware of, the SPINWOMEN project carried out focus group research across 7 countries (Austria, Finland, Germany, Italy, Portugal, Hungary and the Republic of Ireland). This research identified both barriers and successful strategies related to women and girls from migrant and minority backgrounds participation in sport.

Successful strategies should be considered having also had regard to barriers, and their wide-ranging effects. For more detailed information on barriers, recommendations and strategies uncovered as part of our focus group research.

As part of the SPINWOMEN project during a two-day train, the trainer workshop for coaches, trainers, sports development professionals, advocates for female participation in sports and physical activities as well as other multipliers, barriers to participation were discussed and identified.

Given the diversity of groups or individuals that often sit under umbrella terms such as migrant or minority, these barriers should not be considered as a finite list but understood as food for thought when setting out to understand factors that might impinge on participation such as for example social, financial, political and psychosocial barriers to name a few, see the below flipchart that provides some further insights from the train the trainer workshop.





# Guidelines and tools for sports clubs and organisations

Sport provides many opportunities for participation from playing to coaching to being involved in an administrative or management position. These guidelines provide some useful information for those thinking about being involved in sport.

## Mentoring

Mentoring can be a powerful tool for women/girls with an ethnic minority background, for example indigenous minority backgrounds, as well as women and girls with varied migration backgrounds, such as newly arrived refugees, asylum seekers and those with other migration backgrounds.

Mentoring programmes and networks can play a useful role in navigating the sporting landscape and supporting individuals and groups in areas such as understanding the social codes/norms of an organisation, community or society, learning skills, acquiring knowledge and much more.

The aim of these Guidelines is to provide information and guidance on how to start and implement a mentoring scheme. The guidelines seek to support and encourage clubs, sports organisations and groups to work on more participation of migrant & minority women throughout all levels of the organisation of sports activities.

Download the Mentoring Guidelines from the website [www.sportinclusion.net](http://www.sportinclusion.net) (go to “Resources”).

The online connecting tool provides the possibility of contact between mentors and potential mentees. Sport clubs, with a written agreement with project partners, indicate and guarantee for some of their members (*the mentors*) who are available to give advice and help to females with a migrant/ethnic minority background who want to get involved in sport.

The process involved with the online connecting tool is straight forwards whereby interested clubs’ (people) will be registered on a website managed by project partner. On the same website, a woman/girl who seeking advice in sport (*the mentees*) can register, indicating her needs. Then the mentors can see the list of mentees and choose one of them according to needs/sport/countries/language spoken. This is the starting process of the *one-to-one* mentoring process. The connecting tool is available at: [www.sportinclusion.net](http://www.sportinclusion.net)

## Volunteering

Volunteering provides useful human resources for sports clubs and organisation across Europe. For the those that volunteer their time, it can provide the chance to develop new skills, pass on existing skills and knowledge and gain social connections. The following handbook provides useful information for sports organisations and individual interested to volunteer their time, including checklists on things to consider.





# Training programme with practical methods

This section provides details of practical methods and resources that could be utilised when seeking to advance an

understanding of participation in sport and so of the issues that surround this.

## Football for All?

**Number of Teachers/Coaches** 2

**Number of Participants** 12–20

**Typical Age Group** 12+

*Indicate the typical age group of this activity if Physical Educators or Coaches were delivering them to their target groups.*

**Time Needed** 60-80 minutes

**Space Needed** sports hall, football field

**Materials Needed** balls, cones, bibs (2 colours), goals, printed role cards

**Activity Objects** A non-formal education exercise that focuses on equal rights and equal opportunities for people with different identities and conditions in sport. Its main (general) learning outcome is building empathy and solidarity with people who experience discrimination.

*Describe the general objectives of the proposed activity.*

**Related Units** Unit 2,3

*List the specific EDU:PACT Units potentially connected with this activity*

**Related Learning Competences** Communication, cooperation, critical thinking and taking decision, understanding of discrimination, stereotypes

### Description of Activity

*Describe the overall process and breakdown of the activity.*

*If the activity is applicable to multiple Units, say a few words on how to use this activity specifically in relation to each Unit...*

This is an excellent exercise to experience discrimination and build empathy towards those discriminated or excluded. This exercise gives the participants the opportunity to experience privileges and various forms of discrimination in a playful way. This game helps understanding others and also addresses ways of discussing and handling stereotypes.

The participants will play a football game while playing a role. The coach needs to create two teams of an equal number of players and give each player a role card (using the same set of cards for both teams). Both teams get bibs in two different colors. Before the game starts, the coach instructs the participants about the rules. Every player will get a role on a small piece of paper which he/she is not allowed to show to anyone else, not even the own teammates. The educator now asks the participants to imagine the person described on their card. The participants get 3-5 minutes to study and try to put themselves into the role. In this phase, each participant needs to be alone and concentrate on the role. If necessary, the coach has to explain the football rules.

The coach explains that in every 1-2 minutes during the game, one situation will be shown and described to

all players during the football game and all players should then decide how that situation (or how they would answer the question in their role) would affect their role. If any player feels that the situation described is fully applicable to the role from their card, they can continue to play on without any restrictions.

At the same time, if any player feels that the situation described is not applicable at all to the role on their card or they have to deny the question, they then must stop playing. During this minute, they have to freeze and are not allowed to participate in the game. If there is a goal on whatever side, all players are allowed to move and play again. The coach can ask the questions/situations every 1-2 minutes. The two teams can play together for 10 minutes in total with a short break in between. This creates room for some situations to be described every 1 to 2 minutes. It is recommendable to play a “normal” football game without any situations or questions for the last 3-5min at the end of the exercise.

### Reflection of Activity

*Describe any reflection associated with the activity. If the activity is applicable to multiple Units, provide guidance on how to ask specific questions in relation to each Unit.*

All Participants and the coach should stand/sit in a circle at the debriefing. The educator should ask the following questions one by one and let the players talk and react to each other. Keep the discussion on the level of trust, openness and respect.

**Debriefing questions:**

1. How did you feel during the game?
2. What do you think of your role person (on the role card)?
3. How did the game go? What happened?
4. What did you observe during the game?
5. What do you think of your role person's level of access to sport?
6. What relevance do you see to reality? Why is it important to be inclusive (e.g of LGBTI people)?
7. Do you think your sport group is inclusive? Why?
8. What could you do to improve the inclusion of your team?
9. Do you think that LGBTI people currently have the right to participate in sports? And do they really have access?
10. Were there any other barriers to participation in the exercise?
11. What did you learn?

**Notes on Presenting or Adapting this activity**

*Include any notes, comments or tips on how to present – or potentially adapt - this activity to children, youth or ToT Participants.*

The Coach can ask the players to say goodbye to the imaginary role that played in their own way, perhaps waving to them as they leave or in any other way suitable to them. After the debriefing it is possible for the group to share their roles with each other. It is not mandatory to do that if one doesn't feel comfortable. It is of importance not to share the roles an earlier point of the exercise. In that way the group can see how each person interpreted their role.

**Notes for Physical Educators and Coaches**

*Include notes on specific points and elements that should be emphasised when training Physical Educators and Coaches*

The coach needs to write down the roles and cut them out of a short piece of paper. Then the educator counts how many participants he/she will need role cards for and then select which cards to give to the participants. It is easier to have two teams with two roles in each team but not necessary. After the two teams are selected and both have two different bibs on, every participant gets a role (on the piece of paper) out of a cap or a hat. It is important to keep the role a secret.

The coach can offer the participants to change their role if it is too close to their own personality. The aim of the game is trying to experience the life of another person. If there are intolerant or homophobic players, the coach can approach them and have a private discussion about their fears or their needs. If necessary, the coach

can also facilitate an introductory discussion on gender identity and sexual orientation to help team members to have a better understanding of what those terms mean. Variations: The educator can create other situations and sets of role cards, depending on what you would like to focus on with the exercise.

**THE ROLES****1. Iranian basketball player – a female muslim with headscarf**

You are an Iranian basketball player (18). You are a devout Muslim and wear a sports headscarf while playing. In your country, it is believed that women should not play basketball, but you love it. You will receive a sports scholarship for an American university and can study there and practice your sport. All teammates at this university must use uniform sportswear from the sponsor and you should therefore remove your headgear. That makes you unhappy, but you want to belong to the team.

**2. Horse woman from Germany – married & wealthy – interest in politics**

You are the daughter (24) of a rich German lawyer. You have been riding horses since you were 5 years old and you are very successful. You have your own riding horse, a riding stable and participate in international tournaments. Your husband and family support you. You can fully dedicate yourself to your riding career. You work in a political group in your spare time and therefore various people insult and offend you on the Internet. In spite of your very good athletic achievements, you are not invited to some competitions abroad due to your political opinion.

**3. Hungarian Water polo player – poor – married**

You are a professional water polo player from Hungary. Your sport is not very popular in your country and you can only live very poorly on your salary. You're married to a dark-skinned woman, but no one on your team knows that and you never take your wife to events. Often people talk disparagingly about black people in the locker room and make silly jokes. You can not talk to anyone about it, because otherwise you will be excluded or even threatened.

**4. South African wheelchair dancer – poor**

You are a 45-year-old South African wheelchair tournament dancer. You love your sport, which is more a hobby than a profession. You also drive to international tournaments but you have to pay almost all of your travel expenses, accommodation, equipment etc. yourself. It is very often problematic to find suitable dance rooms to train, as many are not suitable for wheelchair users (No Disability Access). You also want to watch dance

competitions from dancers who are not sitting in a wheelchair, but it is not always easy to get in the sports facilities by wheelchair.

**5. Female Runner from Thailand – successful – “body like a man”**

You are a successful middle distance runner (27 years old) and win the Asian Championships at an unprecedented time. After the victory, there are doubts about your performance because your appearance is considered “too masculine” (muscular, physical). It’s hard to find a suitable relationship partner because you have such a muscular - not female - body. For the many muscles, however, you have trained very hard, given every free minute and worked hard. You notice how your trainers and opponents whisper behind your back and avoid you. On the Internet, they write about the “man woman”, you are verbally abused and it is discussed that you should run with the men.

**6. Black male Wrestler – successful – gay**

You are an African-American wrestler (34 years old). You have a very good income and many recognized sponsors. Due to your physique (muscles, size, stature) you are regarded as a showpiece and are popular with the fans. When you casually identify yourself as a gay, there are some - unexpectedly - negative fan reactions, bad reports in newspapers, and even death threats on the Internet. The other wrestlers avoid you and do not want to be with you in the locker room at the same time.

**7. Italian Handball player – male – unsatisfied with your body**

You come to a new handball club and are in the dressing room for the first time. You are shy and you feel bad because everyone has a very athletic (muscular, thin) body. You are a bit overweight and have burns on your body from an accident. You are ashamed of the others and do not want to take a shower with them or move in front of them. Because of that fact your colleagues look at you funny.

**8. Hungarian Roma Football player – female - muslim**

You are a good football player born in Hungary. Because of your affiliation to the ethnic group of the Roma and because of your religion you are insulted and excluded in your team. You don't wear a headscarf anymore because of the insults. But at a point you had to leave the club. It's hard to find a suitable football club because women's football is not very popular in your country. You want to find a new team, but can not find a suitable one. You would like to go abroad, but because you are Roma, you don't get a passport and you can't leave your country.

**9. Female Austrian Golf player – wealthy – born as a man**

You (woman, from Austria, 41 years) come from a wealthy family. Now you play golf on an amateur level and would like to switch to the professionals and therefore hire one of the best coaches. You have many resources (money, time, flexibility) to achieve your goal. You were born a man, but now live as a woman. Many people around you know about your change and have no problem with it. Also in the Austrian Golf Association, this is not a problem. For international tournaments in certain countries, of course, because the laws are different there. You are afraid to travel in some countries because of the insults and attacks from the fans and opponents. In some countries, you may not even enter to participate in the competitions.

**10. Nigerian Football player – playing in Italy highest league - unhappy**

In your first station as a professional, you come (man, 20 years old) to an Italian football club. This club is known for its wild and discriminatory fans. They insult you because of your skin color and make a monkey sounds. You earn a lot of money, play at a well-known club, you are successful but you also feel more “different” than your teammates. Your wife and family are very supportive.

**11. Austrian Albanian Volleyball player – very talented – not enough money**

You are a 17 year old Albanian from Austria who came to Austria at the age of two. You started playing volleyball at a club early on and you have a good chance of making it into your club's best team. The training camps, the gear, away trips, etc. are always very expensive and your parents can hardly pay. Your teammates also laugh at you sometimes because you do not wear the latest sportswear and you can not afford branded footwear. You start working early and can not go to training as regularly, so your performance is going down.

**12. Austrian Canoeist – black - popular**

As a canoeist from Austria with black skin you often stand out, because in this sport, there are only a few people with dark skin. But you are very successful, have a very good sponsorship contract, a good team and coaches and are very popular with everyone. After all, after all, the athletic achievements and not the skin color count.

## "SOMEONE IS DIFFERENT" SPORT BIOGRAPHIES

*This is an easy and safe exercise to introduce the topic of LGBTI rights in sport with a group, and open up a safe discussion and learning process.*

**Objective:** A practical activity to shine a spotlight on diverse, out LGBTI athletes from all around the world and help tackle stereotypes regarding LGBTI athletes. The activity explores different sexual orientations and gender identities and how they fit in sports spaces, as well as the discrimination and intolerance that can occur in those spaces. The objectives are to reflect on personal stereotypes, prejudice and one's own attitudes and to encourage the deconstruction of fixed categories about gender roles and sexual orientations in sports. The activity does this by sharing the biographies, experiences and achievements of openly LGBTI athletes on the basis of information about their identities which they have shared freely themselves.

**Group size:** 6- 25 people

**Time:** 60 - 75 minutes

**Materials:** 2 photos per sportsperson (one in a "casual outfit" and one "action photo" taken in their respective sporting environment), 1 biography sheet per sportsperson (biographical info, achievements and a quote regarding their LGBTI status - these can be printed on the back of the "action photo"), a sheet of paper and a pen for each small group (3-6 persons), a pinboard and pins (optional) and a wall for hanging.

**Preparation:** One flipchart with the title of the method ("someone is different"). The facilitator should not give any more details than the title. One flipchart with questions: Who are these people? Which sports do they practice? What country do they currently live in? Are they in a relationship, or married? Do they have children? Are they successful in their sport? ...

### INSTRUCTIONS:

**Part 1.** Break into small groups and have each group create a biography (15 minutes). Each group is given 3 "casual" photos without being informed about the identity or profession of the person in each photo. They are asked to imagine fictitious biographies (detailing current age, country of residence, profession and personal relationships) for the three photographed individuals and to find out who is different among them and why. There should be some basic questions (see examples above) about these characteristics and circumstances on the flipchart to help participants. Each group should answer the above questions on the flipchart, writes their answers down and briefly presents their fictitious biographies and findings to the whole group. The written biographies and

"casual" pictures should be pinned on a pinboard or laid out on the floor visibly.

**Part 2.** Presentation and Discussion: after every group has presented their biographies, the facilitator then asks the group which person is different and why they think that person is different. All participants (including those from other groups) can then be encouraged to discuss who they think is different, based on the categories/factors displayed on the flipchart. If the participants are aware that the topic of this workshop/practice is LGBTI-related, they will often try to find out "who is gay and who is not" upon being asked to determine "who is different". This allows discussion specifically around the stereotypes that may have been used by the participants in determining the sexual identity of the featured people. This activity also presents an opportunity to discuss appropriate respect where other people's identities are concerned; for example, it is common for trans and intersex athletes to be discussed in salacious and dehumanising ways in popular media, with little to no regard for their right to privacy or dignity. It can, therefore, help to set the scene for this activity in terms of consideration for those rights, as well as respond appropriately - educationally and in a non-judgemental way - if participants begin to discuss the people in the photos in this way.

**Part 3.** You can then reveal that all of the people featured are LGBTI athletes, and then show the "action photo" of each athlete alongside their biographies. Some of the actual biographies should be elaborated upon by the facilitator to show the athlete's' successes/struggles. Of particular interest is the story about their coming out, the reactions within their environment and the impact on their careers.

**Debriefing:** The participants should then discuss how sexual orientations, gender identities and other intersecting characteristics often provoke strong reactions and can sometimes have a (negative) impact on careers, in terms of athletes clashing with institutionalised anti-LGBTI attitudes and biases. The participants should think about how guessing someone's sexual orientation or gender identity or holding stereotypical and/or narrow views and preconceptions about other people could influence those people and their lives, as well as the intersecting factors that are often considered 'different'.

**QUESTIONS**

1. How well did you work together in small groups during the exercise?
2. Was everyone involved in the creation of the biographies?
3. How did your group come to the decision as to which person it thought is different?
4. Review the pictures and the biographies. Talk with the group about “being different” can mean and what impact that can have on people’s lives. Did different people choose different categories?
5. Which categories can mark those considered as “the others”? Are there visible or unseen signs that mark people as “different”?
6. Which categories did you choose?
7. What do you think does “being different” mean?
8. What comes with being called out by others as different?
9. Does being “different” generally seem like something more positive, or more negative? Are there any value judgements or degradations?
10. How do you think people feel being called out as “the other”?
11. How do you think LGBTI sportspeople feel being called out as “others” even if they do the same work as other athletes?

*Try to link these examples to other well-known athletes you may know and refer to their story. State that every person is “different” and that there is no person (or group) inherently better than others. After telling the group that all people on the pictures are LGBTI athletes, and ask if the participants were surprised about this and what they think about it.*

1. Do you know any athletes who have come out as an LGBTI person? If yes, which one? If no, why do you think it is?
2. Could you actually recognise people as LGBTI? Do you think there are any signs that a person might be LGBTI?
3. Why do you think a lot of people tend to hold stereotypes about LGBTI identities – for example: “Gay men tend to do ‘soft sports’ or none at all” etc.?
4. What could some reasons be for LGBTI athletes to come out or not to come out during their careers?
5. Should LGBTI athletes come out to their teammates? Is it their duty to do so?
6. Should there be special sports events/leagues/competitions reserved for LGBTIQ people?

**Tips for facilitators:** It is important that the three “casual photos” distributed to each group are as diverse as possible in terms of the characteristics of the featured sportspeople. The facilitators should not explain what is meant by the question “Who is different”. The only information for the participants should be that all of the individuals in the photos are sportspeople. Any other questions apart from this one should not be addressed, so as to ensure that the participants are as open-minded as possible in answering the main question. The facilitator should know some of the biographies and stories of the athletes by heart so that they can pick out some interesting and special stories and share them with participants. They should also have some facts about the lives and careers of all of the depicted people for the same reason. The participants should be encouraged to freely state their opinions and prejudices, however, no participant should feel personally attacked or uncomfortable. It is the duty of the facilitator is to moderate the discussion without letting it get out of hand. The facilitator should be aware that there may be some LGBTI participants within the group who are not “out” yet, therefore it is important that the atmosphere be open and appreciative of everyone in the group.

**VARIATIONS:**

**Variant #1:** The part regarding finding out who is different can be left out and participants are tasked to invent biographies and present them. This can be a helpful variation in more “difficult” groups of participants.

**Variant #2:** The participants are not split into groups. The trainer then shows a “casual” photo and asks the participants what they think this person’s biography is. This allows for a more immediate way to address stereotypes and also requires less time. This variation is especially advisable for smaller groups.

**Variant #3:** The trainer simply presents select sportspeople and their biographies to the participants. This variation is especially advisable if time is extremely limited, or as a small extension of another practice. **HANDOUTS:** You can download and print the photos from here or use your own collection: <http://bit.ly/2QF4NtM>

## Value based sport

**Topic:** Values in sport/as a coach- values in society ?

**Activity:** Group work

**Methodology:** Group Interaction, Reflective/contemplative; Guided learning.

**Key learning outcomes:** Values are often things we know intuitively when we see them in action or when they are not in place or have been broken in a session or club.

The activity is designed to give participants space to think about, verbalise and discuss key values, and the place of these in the nurturing learning environment/sports sessions that promote participation.

*Comment: Try to ensure that people who are from the same club or organisation are not paired together, if possible.*

**Number of teachers/coaches:** 2-4

**Number of Participants :** 12-24

**Target age group** Coaches, tutors, instructors, community workers

**Time needed:** 15-20 mins

**Space/Materials needed:** Large free space. Benches, Flipchart paper. 6-24 envelopes with laminated value statements inside.

### Values in sport (and society) – steps:

1. Large group sat down in a semi-circle, on benches or on the floor, as appropriate.
2. Go around the group and ask each person to think about and mention 1 personally important value they hold as a coach or person?
3. Do another round, and now ask people to think about and mention 1 value that's important to their club or organisation?
4. Get the group to stand up and move to a large space – ask people to walk around randomly. After a while of walking, ask people to get into pairs.
5. Once in pairs, people decide who is number 1 and who is number 2.
6. Hand each person in a pair an envelope with a value statement inside it. They must not open their envelopes right now!
7. After everyone in the large group has an envelope, ask each pair to stand back to back and opens their envelopes privately, reading silently what's inside and without letting their partner see the statement!
8. Now ask each pair to face each other and exchange envelopes – after the exchange, each person again turns back to back and reads privately the contents of the new envelop to themselves!
9. Pairs face each other now – the first person (whoever wants to be number 1 and go first) explains the value they now have in the new envelope But without ever saying the vale (e.g. this is about having people behaviour well to each other ...).
10. Number 2 tries to guess the value.
11. Repeat 9 and 10 with number 2's

### Debrief and ask participants/trainee coaches:

- Was it hard or easy to describe the value? Did you have to use many words to get to describe the value.
- Values or value statements can be easy or hard to describe – but often they are easier to observe when seen in actions or in reverse easy to see and feel when they are broken...(lack of respect, unfair treatment, lack of honesty etc).
- Who sets and more importantly models and communicates the values in a session, club, organisation?

## No Rules Game

**Topic:** Key learning outcomes

**Comment** Build up Rules & framework for inclusion

**Activity:** Group work

**Methodology:** Interactive, contemplative, Guide discovery/learning

Experience confusion brought about when no rules are clearly defined.

How to develop and build collaboration.

Experience structured and unstructured play and critique both.

**Fun** Stand back and observe interaction before stepping to make a teachable point - don't wait too long as the moment can easily pass.

**Number of teachers/coaches** 2

**Number of Participants** 12–24

**Target age group** Coaches, tutors, instructors, community workers

**Time needed** 20–25 mins

**Space/materials needed** Large free area – could be a sports hall or any large space where people can spread and move or run around. Cones, bibs, various ball types, flipchart and paper, benches to sit on for debrief

### **NNo Rules game steps:**

1. Bring large group together in a large space/sport area.
2. Have some sports equipment to the side of the large area but a bit away from the group.
3. Either put a ball on the floor and Say the word PLAY or just say PLAY-see what happens.
4. Usually one or two people start the play and dictate what is being played, stop the game and ask does everyone know what's being played, what are the rules, is everyone involved?
5. Ask the group to come up with 2 rules that everyone agrees on and includes everyone in the game.
6. Stop the game again after a few minutes and ask if everyone knows the boundaries of the game?
7. Ask the group to set up some boundaries for their game.
8. After a few minutes, ask the group to make the game so there are two teams playing against each other, with an end point/objective (first team to get everyone in their team to touch the ball, or cross a specific line or put a the ball into a specific place etc.)

### **Debrief and ask participants/trainee coaches:**

- What was it like when they had the opportunity for free plays (prompt questions might be, did everyone feel included, was it a bit confusing at the start?)
- What they thought the point of the activity was? (The activity is designed to allow coaches/sports instructors to think about free play vs structured play, how much responsibility to take to control free play or let the play develop by itself, what's preferable, is a mix possible, who sets the boundaries and rules?)

