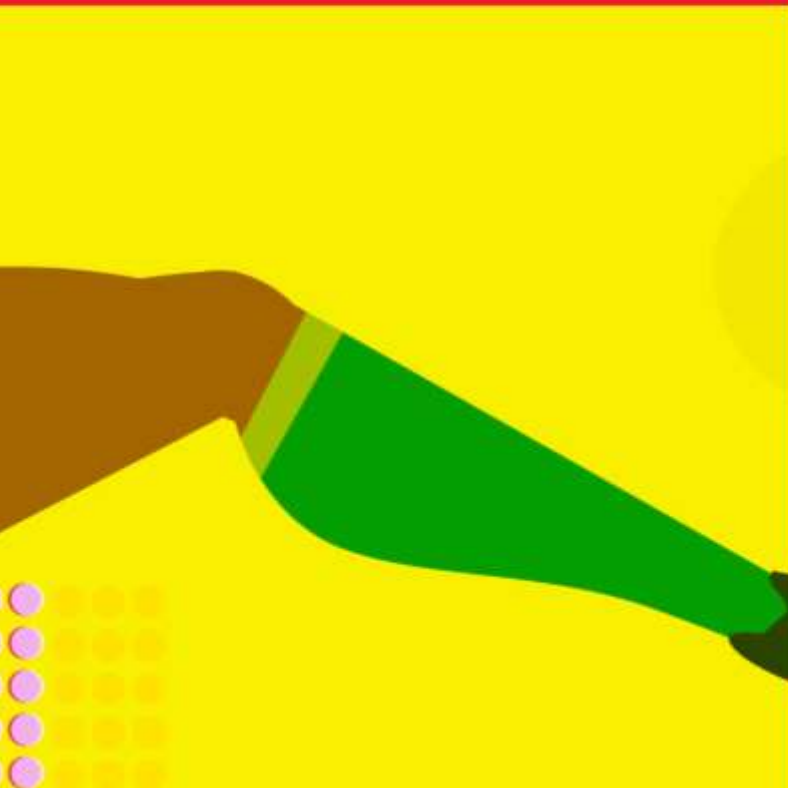


Blended Learning Toolkit for Coaches





Co-funded by
the European Union



This work is published under the responsibility of the INCLUDE Project Consortium. The opinions expressed and arguments employed herein do not necessarily reflect the official views of European Commission.

Please cite this publication as:

INCLUDE project (2022). Blended Learning Toolkit for Coaches. Available at <https://include-project.com/about/>



Blended Learning Toolkit for Coaches © 2022 by INCLUDE project is licensed under CC BY-NC-SA 4.0. To view a copy of this license, visit <http://creativecommons.org/licenses/by-ncsa/4.0/>

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project Number: 101050474

Partners

[CARDET](#), Cyprus (Coordinator)

[Institute of Development “N. Charalambous”](#), Cyprus

[European Network of Sport Education](#), Austria

[CESIE](#), Italy

[The Rural Hub](#), Ireland

[KMOP – Social Action & Innovation Centre](#), Greece



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]

Table of Contents

<i>Introduction</i>	3
<i>MODULE 1: Introduction to sport discrimination</i>	4
<i>MODULE 2: The role of coaches</i>	12
<i>MODULE 3: Discrimination in your sports club</i>	21
<i>MODULE 4: Create a workshop training session</i>	40
<i>References</i>	55

Introduction

INCLUDE project puts forward a comprehensive program involving research, direct action and the development of learning resources to educate and support coaches, executives and staff of sports academies working with young athletes (12-18 years old) so that they can actively contribute to tackling discrimination in youth sports. INCLUDE focuses on promoting inclusion and diversity by taking concrete action to tackle existing barriers linked to discrimination in the field of youth sports.

The Blended Learning Toolkit for Coaches consists of four modules, each including two to three units. The final assessment, as well as step-by-step activities, will be presented in the Coaches Toolkit. The content will not explain how prejudice affects society in general but instead focus on how it affects their job as coaches. This will help the participants provide them with context and enable them to see the value of the training. The training programme has been developed as an online course and thoroughly presents key notions and concepts on discrimination in youth sports.

The structure of the toolkit is the following:



MODULE 1: Introduction to sport discrimination

The assessment below can be used by trainers or users of the toolkit as an introductory activity to assess the level for each module and to help learners think about the module.

Assessment

1. What is discrimination?
 - a. **Making a distinction based on illegitimate or illegal criteria**
 - b. Underlining the differences between people
 - c. Creating unbalanced communities

2. Is there any discrimination in sport?
 - a. No, sport is a way to integrate people and create a community
 - b. **Yes**
 - c. It depends; discrimination is a subjective perception

3. Which of the following statements about discrimination in sports is false?
 - a. Most of the time discriminated people drop out and/or just “hide.”
 - b. **In sports, the only discrimination done is about external characteristics (i.e., visible/physical ones)**
 - c. Forcing a team to use the same uniform could represent a form of discrimination.

4. Age, look, class: can they be considered discrimination factors in sports?
 - a. Only ‘age’
 - b. Normally, yes, but not in sport
 - c. **Yes, for all three, some form of discrimination in sport**

5. Do we need to change social norms or attitudes to make sports more inclusive?
 - a. Attitudes: there is a need to be more welcoming and accepting
 - b. None of the two, there is the need to educate more in school
 - c. **Both – changes in attitudes need to be followed by changes in social norms and habits**

Step by Step Activities

Activity 1.

Activity Title	A Step to understand
Duration of activity in minutes	1 hour
Learning Outcome	<p>Through this activity, participants will learn how to:</p> <ul style="list-style-type: none"> ● Embrace and respect diversity ● Be more inclusive ● Put themselves in others' shoes and develop empathy for others' situations ● Not exclude people for who they are, their stories, their backgrounds, etc
Aim of activity	<ul style="list-style-type: none"> ● To spur awareness about the inequalities of opportunities among people ● To develop empathy with others ● To spur imagination and critical thinking ● To improve the sense of inclusiveness
Materials Required for Activity	<ul style="list-style-type: none"> ● Role Sheets ● An ample space (indoor or outdoor) ● A bowl



**Step-by-
step
instructions**

Step 1.

Prepare the role sheet by choosing different “roles” according to the topics you want to address (i.e., gender, LGBTQI+, cultural, social, etc. or multiple) and put them in a bowl.

Step 2.

Ask participants to pick up from the bowl one role sheet and give them a few minutes to read it and to think about the story of the “role” they picked up. The participants can be helped by giving them some questions to spur their imagination about the story of their role (i.e., how was your childhood? In which neighbourhood/social conditions you used to live? What do you do during your daily life? What is your lifestyle? What do you do in your free time? Where do you go on holiday? etc.).

Step 3.

Now ask participants to stand up side by side in the same line and explain to them that you are going to read a list of different situations and, according to each one’s role, if the answer is yes, they have to do a step forward, if it is no, they have to stay on the same position.

Step 4.

Start reading situations one by one, pausing between one another and giving participants time to look around and see if the other participants are moving.

Step 5.

Once you read all the situations, give some minutes to participants



to see where each of them arrived and to reflect on the different positions each one has reached.

Step 6.

Let participants sit in a circle and start a discussion about the problems that arose and what they learned. It is essential to guide the discussion by asking them some questions, such as:

- How do you feel about stepping forward or standing still?
- If you took a lot of steps forward, how do you feel?
- Have you ever felt that you had less opportunities than others?
- Have you felt that some of your human rights were violated when moving forward?
- Did you feel inequalities in seeing some moving and others not? If so, how would you solve these inequalities?

Add or modify questions according to the roles, the topics, the diversity issues addressed, the aim of your activity, etc....

Finally, ask participants if they understood some of the other roles and only at the end tell everybody to say which was their role.

Examples of roles (to be adapted according to the topics to be addressed):

1. You are a young man/woman in a wheelchair
2. You are a young single woman/man with a child
3. You are a drug-addicted artist
4. You are an 18 years old gay man/lesbian woman
5. You are a transgender person



6. You are a Muslim girl wearing a burqa
7. You are the son/daughter of a rich politician
8. You are the son/daughter of a farmer, and you live in a rural area
9. You are the son/daughter of a banker
10. You are a deaf young man/woman

Examples of situations (to be adapted according to the roles):

1. You have never had a financial difficulty in your life
2. Your parents bring you to school every day with the car
3. You go shopping every time you want/need
4. You have clear in mind what you will do in future/which job you will do
5. You have never had a fear of walking alone at night
6. You have never been discriminated against for who you are or for your origins
7. You can easily join any sports activity
8. You can invite your friends to your house
9. You can travel whenever you want
10. You have never felt excluded from a group/or treated differently.”

**Further
resources**

Adapted from: “take a step forward”

<https://www.coe.int/it/web/compass/take-a-step-forward>

Activity 2.

Activity Title	Let's play together!
Duration of activity in minutes	90 minutes
Learning Outcome	<p>Through this activity, participants will:</p> <ul style="list-style-type: none"> ● Develop group cooperation and group spirit ● Increase their knowledge about different types of exclusion ● Know about how inclusion is a key issue in sport
Aim of activity	<ul style="list-style-type: none"> ● To raise awareness on exclusion in sport ● To better up a sense of inclusiveness ● To raise awareness of the difficulties faced by some people ● To build cooperation and inclusion inside the group (group building)
Materials Required for Activity	<ul style="list-style-type: none"> ● Big open space ● Role cards ● A bowl ● Equipment for role cards (optional in case of role cards about physical disabilities)



**Step-by-
step
instructions**

Step 1.

Prepare role sheets, put them in a bowl, divide participants into small groups, and ask them to invent a new sport/game involving physical activity.

Step 2.

Ask participants to pick up a role card from the bowl and give them a few minutes to read their roles and to tell each other's roles inside each group.

Step 3.

Give each group 20-30 minutes to invent a sport/game with its own rules that can be played by each group participant according to each one's role.

Step 4.

Once all groups have invented the sport/game, let them play all the invented sports/games together.

Step 5.

Let participants sit in a circle and start a discussion/debriefing to let participants reflect on the activity; help them by asking some questions, such as:

- Was it difficult to invent a sport/game with rules that let everyone in your group participate?
- Was it challenging to play the sport you invented?
- Do you think the sport you invented is totally inclusive, or someone may be excluded?



- It is clearer how some people's rights are violated now that you put yourselves in others' shoes.

Examples of roles (to be adapted according to the topics to be addressed):

1. You are a Muslim girl wearing a burqa
2. You are a deaf person
3. You use a wheelchair
4. You only have one arm
5. You are a transgender person
6. You speak another language
7. You have financial problems in your family
8. You are blind

Further resources

Adapted from: "sports for all"

<https://www.coe.int/en/web/compass/sports-for-all>

MODULE 2: The role of coaches

The assessment below can be used by trainers or users of the toolkit as an introductory activity to assess the level for each module and to help learners think about the module.

Assessment

Q1. What are the learning objectives of this module on the role of coaches?

- a. To equip coaches with the skills to excel in youth sports.
- b. To promote equality and diversity in sports clubs.
- c. To teach coaches about various sports scenarios.

d. To understand the impact of discrimination on athletes.

Q2. Why is it important for coaches to reflect on the current situation regarding discrimination within their club?

- a. To identify potential areas of improvement in club management.
- b. To understand the challenges faced by athletes and the club's culture.**
- c. To assess the effectiveness of the coaching staff.
- d. To improve the club's financial situation.

Q3. What does “Safe Sport” mean?

- a. Providing a safe environment for athletes to practice sports.
- b. Ensuring that sports are accessible to everyone.
- c. Creating a sports culture free from discrimination and violence.**



- d. Offering support and training to athletes from marginalised backgrounds.

Q4. How can coaches mitigate the impact of racial stereotypes and prejudice on athletes' performance?

- a. Implementing strict disciplinary actions against discriminatory athletes.
- b. Providing opportunities for cultural exchange among athletes.
- c. Offering educational sessions on racism and cultural sensitivity.
- d. Creating an inclusive and supportive environment for athletes.**

Q5. Which of these is a part of one of the roles and responsibilities of coaches in combating discrimination in sports?

- a. Organising fundraisers to support athletes from diverse backgrounds.
- b. Encouraging athletes to participate in various sports activities.
- c. Providing educational sessions on prejudice and discrimination.
- d. Leading by example and demonstrating inclusive behaviour.**

Q6. Which real-life scenario illustrates the impact of racism and discrimination in youth sports?

- a. Lee Chin facing racist abuse during a charity hurling match.**
- b. Republic of Ireland women's football team going on strike for better treatment.
- c. Coaches organising cultural exchange programs for athletes.
- d. Conducting anonymous surveys to gather perspectives on discrimination.



Activity 1

Activity Title	Intersectionality: Beyond the Bibs
Duration of activity in minutes	20 minutes
Learning Outcome	Experiencing real-life scenarios on discrimination in a training situation
Aim of activity	This activity aims to help coaches raise awareness of discrimination in sports and promote understanding of intersectionality among young athletes.
Materials Required for Activity	Sets of different coloured bibs (e.g., red, blue, green, yellow) List of thought-provoking questions
Step-by-step instructions	<p>Step 1: Introduction and Explanation</p> <ul style="list-style-type: none"> -Gather all the participants in a suitable area. -Start by explaining the purpose of the activity: to explore the idea of intersectionality and promote empathy, understanding, and inclusivity in sports. -Define intersectionality (see link below for a definition) to the participants. -Describe the activity: Participants will be asked a series of questions, and they will put on a specific-coloured bib if the question relates to them. The bibs will represent different aspects of their identity. <p>Step 2: Preparing the Bibs</p>



- Arrange the sets of different coloured bibs in a visible and easily accessible area.
- Assign each colour to represent a specific aspect of identity (e.g., red for gender, blue for ethnicity, green for hobbies, and yellow for family background).
- Ensure there are enough bibs for each colour for all the participants.

Step 3: Facilitating the Activity

- Start by asking a series of thought-provoking questions about different identity and discrimination aspects. Allow participants some time to reflect on each question before responding.
- For each question, announce the colour of the bib that corresponds to the specific aspect of identity being addressed in the question.

Example Questions:

1. *Have you ever felt excluded or discriminated against in sports because of your gender? (Wear a **red** bib if yes.)*
2. *Have you ever experienced racial or ethnic discrimination in sports? (Wear a **blue** bib if yes.)*
3. *Have you ever faced challenges or stereotypes based on your hobbies or interests in sports? (Wear a **green** bib if yes.)*
4. *Have you ever had to overcome obstacles related to your family background or socioeconomic status in sports? (Wear a **yellow** bib if yes.)*

Step 4: Reflection and Debrief

- After reviewing the questions, gather the participants for a debriefing session.
- Encourage participants to share their experiences and feelings throughout the activity.
- Facilitate a discussion on how intersectionality plays a role in shaping individuals' experiences in sports and how these experiences can be different and unique for everyone.



	<p>-Highlight the importance of empathy, respect, and inclusivity in creating a supportive and welcoming sports environment for all athletes.</p> <p>-Summarise the main takeaways from the activity and encourage participants to apply these lessons in their sports clubs and communities.</p> <p>Step 5: Closing Remarks</p> <p>Thank the participants for their engagement and willingness to explore the topic of intersectionality.</p> <ul style="list-style-type: none"> ● Remind them of their role as ambassadors for inclusivity in sports and encourage them to spread the message to their peers and coaches. ● Conclude the activity on a positive note, highlighting that understanding each other’s unique experiences can create a stronger and more united sports community.
<p>Further resources</p>	<ul style="list-style-type: none"> ● Intersectionality 101: what is it and why is it important? ● What is intersectionality in sport?

Activity 2

<p>Activity Title</p>	<p>Soccer Bibs – Understanding Discrimination</p>
<p>Duration of activity in minutes</p>	<p>40 minutes</p>
<p>Learning Outcome</p>	<p>-Experiencing real-life scenarios of discrimination in a training situation</p>



<p>Aim of activity</p>	<p>This activity aims to support coaches in helping young soccer players understand discrimination and the impact of preferential treatment based on superficial characteristics such as the colour of their bibs.</p>
<p>Materials Required for Activity</p>	<p>-Sets of different coloured bibs (e.g., red, blue, green, yellow) -Soccer field or suitable play area</p>
<p>Step-by-step instructions</p>	<p>Step 1: Introduction and Explanation</p> <ul style="list-style-type: none"> ● Gather all the young soccer players in a circle or a designated area. ● Start by explaining the purpose of the activity: to explore discrimination in a soccer context and promote empathy and inclusivity among players. ● Introduce the concept of discrimination and how it can affect players' experiences on and off the field. ● Explain the activity: Players will be divided into groups based on the colour of their bibs. Each group will be given different treatment throughout the activity. <p>Step 2: Preparing the Bibs</p> <ul style="list-style-type: none"> ● Arrange the sets of different coloured bibs in a visible and easily accessible area. ● Assign each colour to represent a specific team or group (e.g., red, blue, green, yellow). ● Ensure enough bibs of each colour to form multiple teams or groups. <p>Step 3: Forming Teams and Playing</p>



- Divide the players into teams or groups based on the colour of their bibs.
- Instruct the coaches to provide preferential treatment to one team (e.g., the red team) during the first half of the soccer match. This could include giving them extra advantages or praising them more.
- At halftime, please discuss with the players how preferential treatment affected the game and how it made them feel.

Step 4: Changing Perspectives

- For the match's second half, have the coaches switch the preferential treatment to a different team (e.g., the blue team).
- After the match, gather the players again to discuss their experiences and feelings during the second half of the game.

Step 5: Reflection and Debrief

- Facilitate a discussion about the impact of preferential treatment on players' performance, emotions, and team dynamics.
- Connect the experiences in the soccer activity to real-life situations where discrimination and preferential treatment may occur.
- Emphasise the importance of treating all players equally and respectfully, regardless of the colour of their bibs or any other superficial characteristic.
- Discuss strategies for promoting inclusivity and unity within the team and the larger soccer community.

Step 6: Closing Remarks

- Thank the players for their participation and willingness to learn about discrimination and inclusivity in soccer.

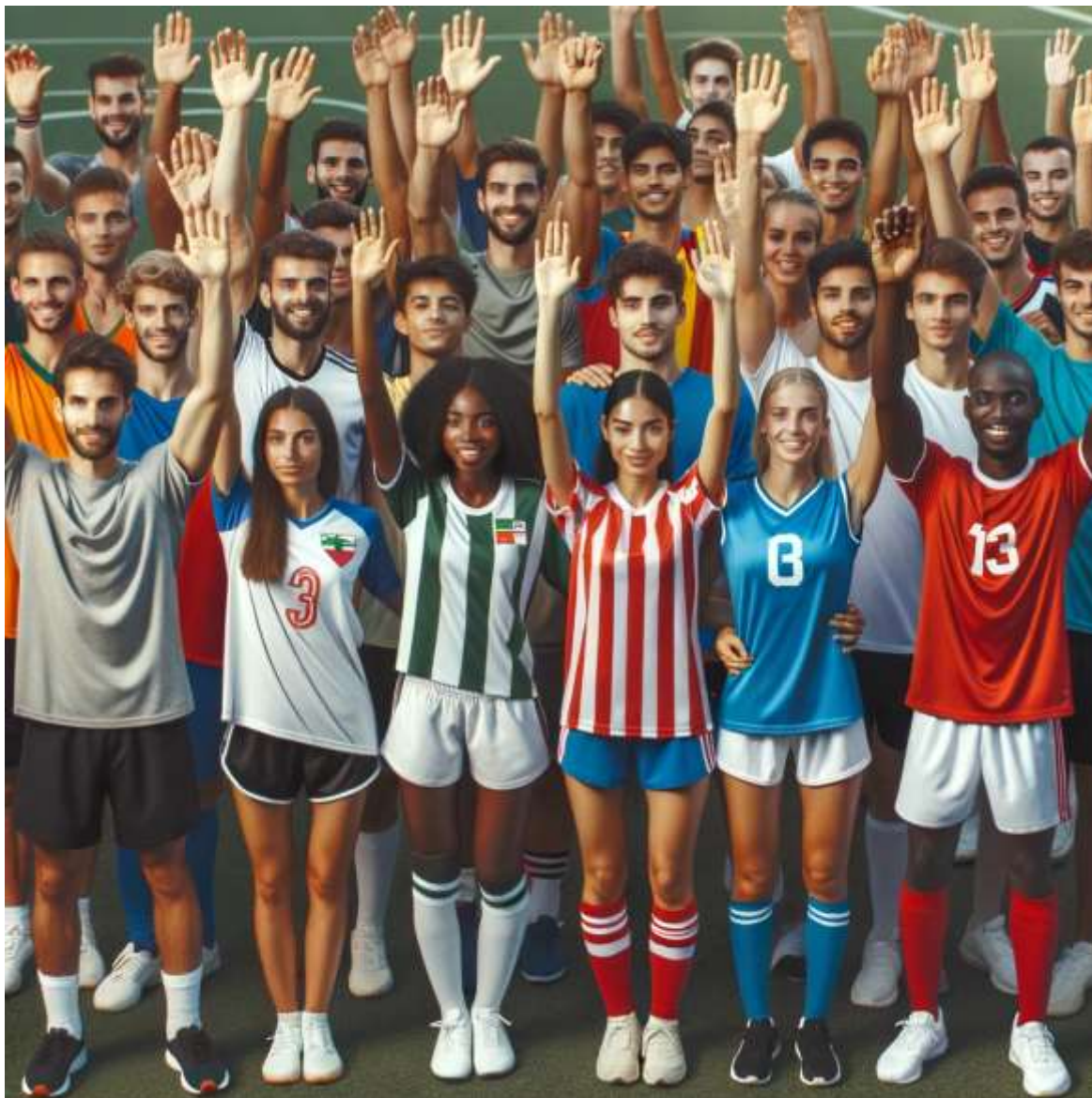


	<ul style="list-style-type: none"> • Encourage them to carry the lessons from the activity into their future games and interactions with others. • Conclude the activity positively, reinforcing the value of teamwork, respect, and fair play in soccer and beyond.
<p>Further resources</p>	<ul style="list-style-type: none"> • Discrimination: What it is and how to cope • How to Play Football/Soccer Rules of Sport • Kick it Out





Co-funded by
the European Union



Source: DALLE 3



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]

MODULE 3: Discrimination in your sports club

The assessment below can be used by trainers or users of the toolkit as an introductory activity to assess the level for each module and to help learners think about the module.

Assessment

Question 1. Write down one example which describes each of the following forms of discrimination in sports.

Age	
Disability	
National Origin	
Race/Color	
Religion	
Sexual Harassment	
Equal Pay/Compensation	
Sexual Orientation and Gender Identity	

Question 2. Select true or false for the following statements, considering the desired practices for minimising discrimination and promoting inclusive environments in sports.

Always give the same level of respect to everyone.

- (TRUE / FALSE)

Never tolerate derogatory or belittling language between athletes.

- (TRUE / FALSE)

Listen and display empathy to all athletes.

- (TRUE / FALSE)

A sporting federation requires all athletes to wear a specific type of sporting clothing/uniform and this clothing cannot be used by some athletes because it is prohibited by their religion.

- (TRUE / FALSE)

Respect any assistive devices, such as canes or wheelchairs, and always ask before moving assistive devices.

- (TRUE / FALSE)

Remember that some disabilities may not be easily noticeable and can be hidden, such as dyslexia and Attention-Deficit/Hyperactivity Disorder.

- (TRUE / FALSE)

Be considerate of the modifications to the game or the extra time athletes may need.

- (TRUE / FALSE)

Games, and sports in general, are to be played for fun.

- (TRUE / FALSE)

In certain sport clubs (e.g. in golf or in tennis) one has to apply for membership and have certain references (of status and position) in order to get in.

- (TRUE / FALSE)

Female athletes need to getting paid less than their male counterparts and receive less (or different) media coverage.

- (TRUE / FALSE)

Black-skinned athletes must experience verbal abuse by the audience.

- (TRUE / FALSE)

Sport federations (or the state) must provide less support (e.g. financial support for traveling to international tournaments) to athletes with disabilities compared to other athletes of the same sport.

- (TRUE / FALSE)

Athletes that continue to compete after the 'proper' age, must receive negative media attention and comments.

- (TRUE / FALSE)

Female athletes that fit to the cultural ideals of beauty and femininity must receive more (and more positive) media coverage than other female athletes.

- (TRUE / FALSE)

A child must be avoided by peers and excluded from group sporting activities because of poor motor skills.

- (TRUE / FALSE)

Question 3. Give four examples of coaching practices to create an inclusive environment for you as a coach and your young athletes.

<p>Example 1</p>	<p>Example 2</p>
<p>Example 3</p>	<p>Example 4</p>

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]



Question 4. Discuss the following statement by providing an explanation of the reporting measurements you could developed as a coach.

“As a coach, you have a responsibility to prevent and address discrimination in your sports club.”

Question 5. Read the following scenario and write down your advices to Stacey’s parent after experiencing the following discrimination incident.

Scenario: Stacey’s story

“Fifteen-year-old Stacey tried out for her local under 16”s football team. A fast and skilled player, she impressed the team coach as having what it would take to join the team.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]



The boys in the team seemed less impressed and ignored her through the session. As she left in the car with her Dad, she noticed the boys had cornered the coach and seemed to be talking excitedly. The coach told her a day later that unfortunately, she hadn't made the mark and wouldn't be able to join the team. This was despite the fact that in her previous team she had been the top scorer."

Advices to Stacey's parent:

1. _____

2. _____

3. _____

4. _____

5. _____

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]

Question 6. Explain the responsibilities of a coach in the following real life scenario.



“Australian Olympic legend Dawn Fraser was accused of racism after he told Australian tennis star Nick Kyrgios to “go back to where (his) parents came from.” Kyrgios’ father is Greek, and his mother is Malaysian. The comments were made after outrage spread over Kyrgios’ alleged throwing away of a game during the 2015 Wimbledon. Fraser later apologised for his comments.”

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]

Step by step activities

Activity Title	Brainstorming activity “Discrimination in sports”
Duration of activity in minutes	45 minutes
Learning Outcome	Coaches will understand and empathise with the experiences of their young athletes while they will advocate for their athletes academically, emotionally, and mentally on what discrimination is. Reflect on previous experiences and knowledge young athletes gained on discrimination issues.
Aim of activity	To raise awareness of young athletes’ definition of discrimination and its types in sports by problematising previous experiences or real-life incidents. Also, to discuss discrimination issues with young athletes from an informed perspective.
Materials Required for Activity	Whiteboard, post-it papers, pens, projector, graph.
Step-by-step instructions	<p>Step 1: The coach presents the video “Discrimination is the silent enemy of sport - it’s time to speak up” to the team and asks them to write on paper thoughts and/or feelings that come up while watching the video. The team members then discuss in a circle what they have noted in their list.</p> <p>Step 2: On a whiteboard, the team members complete the following graph with ideas on discrimination in sports based on the video they watched earlier. Team members try to define discrimination in sports using the following graph:</p>

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]

	<div data-bbox="539 331 1241 1025" data-label="Diagram"></div> <p data-bbox="400 1137 1380 1503">Step 3: A discussion follows with the coach to problematise the team members about their perceptions of discrimination in sports. The coach provides a general definition of discrimination to the team by saying, “Discrimination is the unfair or prejudicial treatment of people and groups based on protected characteristics”. The coach further explains that when people are mistreated and discriminated against because of who they are or what they believe in, it can have a harmful and detrimental effect on their mental health, their self-esteem, as performance at school, at work, or in other aspects of their life.</p> <p data-bbox="400 1541 1380 1758">Step 4: The coach asks the team members to discuss in groups and identify protected characteristics that are usually discriminated against in sports. The team members are given 5 minutes to exchange thoughts and note down their ideas. After reporting their answers, the coach refers to the Equality Act (2010), which legally protects people against discrimination based on nine protected</p>
--	---

	<p>characteristics. It is unlawful to discriminate against anybody based on:</p> <ul style="list-style-type: none"> ● Age ● Disability ● Race ● Religion or belief ● Being married or in a civil partnership ● Being pregnant or on maternity leave ● Biological sex ● Sexual orientation ● Gender reassignment <p>Step 5: Each team member is asked to write down in a post-it paper an example of a discrimination incident in any of the above mentioned protected characteristics. The example can be linked to a personal previous experience, a real-life incident or a scenario. Their ideas are presented and discussed in the group, creating a table of all post-it papers.</p>
<p>Further resources</p>	<p>ISCA video “Discrimination is the silent enemy of sport - it’s time to speak up” https://www.youtube.com/watch?v=LaGQ8Q9u_fY&t=52s</p>

<p>Activity Title</p>	<p>Shaping a safe and inclusive environment in sports</p>
<p>Duration of activity in minutes</p>	<p>45 minutes</p>
<p>Learning Outcome</p>	<p>Reflect on how coaching practices can create safe, supportive environments for our athletes or unintentionally send harmful messages around race, manhood, and aggression.</p>

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]



Aim of activity	This activity aims to help young athletes and coaches understand the impact of racism on their teams, coaching, and sports in general. To achieve this goal, the broader picture of racism worldwide, including examples specific to sports is examined by bringing the discussion back to the young athletes and coaching practices, focusing on practical ways to integrate these lessons into the work of coaches. The ultimate aim is to prevent violence and create safer communities.
Materials Required for Activity	Cards with examples of racism incidents in sports.
Step-by-step instructions	<p>Step 1: Before delving into definitions and discussing the actions coaches can take, it is worth taking a moment to reflect on the history of sports, the current coaching climate, and the reason why we are addressing racism in the first place.</p> <p>Warm-Up Question: What are examples or moments from recent history (say, the last 60 years to present examples) that highlight something about race or racism in sports?</p> <p>Step 2: In groups, discuss the following selected real-life historical examples of racism in sports.</p> <p>Basketball</p> <ul style="list-style-type: none"> • The NBA recently became embroiled in a controversy surrounding racism in sports when former Clippers owner Donald Sterling was caught on tape making racist remarks about African Americans to his mistress, V. Stiviano. A recording released by TMZ featured Sterling chastising Stiviano for bringing African Americans to the games and taking photos with them. Sterling subsequently filed a lawsuit against his ex-girlfriend Stiviano and TMZ, alleging a severe invasion of privacy and significant damage, as reported by the Associated Press.

- Additionally, during the Beijing Olympics, an advertisement featuring the Spanish Basketball team depicted team members in their Olympic attire making offensive slit-eye gestures. This ad, showcasing both the men's and women's teams, occupied a full page in Marca, Spain's daily sports newspaper.

Football

- In March 2015, fans of Chelsea Football Club faced accusations of racism when a video surfaced showing them singing racist chants and refusing to allow a black man onto a train ahead of the Champions League match against Paris St. Germain.
- In January 2013, Kevin Prince Boateng, a player from Ghana representing AC Milan, walked off the field with his teammates due to alleged racist chants and "monkey" gestures from opposing team supporters.
- Nicolas Anelka, a French footballer playing for West Bromwich Albion, made a hand gesture called the quenelle while celebrating a goal in 2013, which some perceived as anti-Semitic. Anelka later clarified that he intended it to be anti-establishment, not anti-Semitic. In another incident,
- Australian Rules Football star Adam Goodes, who is indigenous Australian, took a hiatus from competition due to continuous booing whenever he possessed the ball, sparking concerns that he might retire. However, he returned to practice on August 4, alleviating some fans' fears of his departure.

Rugby/Soccer

- Former South Sydney National Rugby League captain Bryan Fletcher faced allegations of engaging in a racist rant against Indigenous Australian Parramatta player Dean Widders during a 2005 game.
- In the same year, Australian Rugby Union player Justin Harrison was accused of verbally abusing an opposing team's player with racist remarks.

Hockey

	<ul style="list-style-type: none">• In September 2011, a fan threw a banana at Wayne Simmonds, a black winger for the Philadelphia Flyers, during a shootout attempt against the Detroit Red Wings in London, Ontario. Simmonds later expressed that such incidents were unfortunately expected when he, as a black man, played a sport predominantly dominated by white players. <p>Tennis</p> <ul style="list-style-type: none">• Australian Olympic legend Dawn Fraser faced accusations of racism after telling Australian tennis star Nick Kyrgios to “go back to where (his) parents came from.” Kyrgios’s father is Greek, and his mother is Malaysian. Fraser’s comments came in response to outrage over Kyrgios’s alleged tanking of a game during the 2015 Wimbledon. Fraser later issued an apology. <p>Cricket</p> <ul style="list-style-type: none">• In December 2013, the Board of Cricket Australia faced allegations of racism when the organisation tweeted an image of four Sikh men dressed in Teletubby costumes with the caption, “Will the real Monty Panesar please stand up,” even though none of the men pictured were the British cricketer Monty Panesar. The tweet was later deleted, and an apology was issued.• Additionally, according to ESPN, during a 2003 Wetherby League match in Yorkshire between Great Preston and St. Chad’s, four Asian players reportedly endured various racist comments, including being referred to as “al-Qaida members.” <p>Step 3: Based on the examples given answer the following debriefing questions:</p> <ol style="list-style-type: none">1. What do these examples illustrate about what racism is?2. What do these examples illustrate about why we need to discuss racism? <p>During the discussion, the following debriefing points need to be highlighted.</p> <ul style="list-style-type: none">• The intertwining of race and sports is a longstanding relationship, evident not only in athletes using sports as a platform to address racism but also in the pervasive presence of racism within the entire realm of sports, encompassing
--	---

	<p>commentary, ownership of professional teams, and perpetuation of stereotypes.</p> <ul style="list-style-type: none"> • Failing to engage in discussions about race and racism as mentors and coaches means overlooking a crucial dimension of our athletes’ experiences and their connection to contemporary events. • Racism has far-reaching effects on our athletes, influencing their mental well-being, academic progress, opportunities, and safety. As mentors and adults guiding young individuals, we bear the responsibility of comprehending the repercussions of racism and taking action to aid our athletes. This entails a reevaluation of the role of coaches, especially those who are White. <p>Step 4: Expanding upon the conversation regarding racial justice, let’s delve into the actions coaches can take with their teams. As we delve into particular strategies, we must remember that the goal is to establish more nurturing, trauma-aware settings for our athletes, enabling them to flourish, express themselves openly, and foster a culture of mutual growth and communal responsibility. Many athletes and adults may not fully grasp the significance of racism, and it’s incumbent upon all of us to play a part in altering that perception.</p> <p>Coaching Practices to Address Racism - Brainstorm</p> <ol style="list-style-type: none"> 1. How can coaches promote healthy, trauma-informed environments for athletes that address, interrupt, and educate about racism? 2. What are ways that coaches may promote harmful environments for athletes that perpetuate racism? <p>The answers to these questions need to be summarised in a table like the example given bellow:</p> <table border="1"> <thead> <tr> <th>Healthy Coaching Practices to Address Racism</th> <th>Harmful Coaching Practices that Reinforce Racism</th> </tr> </thead> <tbody> <tr> <td>1. Take responsibility for harmful, racist language and behaviours on your team.</td> <td>1. Overlooking or downplaying racist language or behaviours. Whether from</td> </tr> </tbody> </table>	Healthy Coaching Practices to Address Racism	Harmful Coaching Practices that Reinforce Racism	1. Take responsibility for harmful, racist language and behaviours on your team.	1. Overlooking or downplaying racist language or behaviours. Whether from
Healthy Coaching Practices to Address Racism	Harmful Coaching Practices that Reinforce Racism				
1. Take responsibility for harmful, racist language and behaviours on your team.	1. Overlooking or downplaying racist language or behaviours. Whether from				



	<p>Whether it is a coach, athlete, or other who says something wrong, stating that this behaviour is unacceptable sends a key message to your team</p>	<p>athletes, refs, or parents, ignoring racism sends a message that racism--and its impact on your team--are acceptable.</p>
	<p>2. Offering care, support and acknowledgement to your athletes on racism-related issues. Being aware of local/national news and regularly checking in with our athletes who are experiencing trauma can go a long way.</p>	<p>2. Yelling consistently, shouting at, or demeaning athletes. This can be retraumatizing and does not support a positive self-image. Note: this does not mean never raising one's voice or holding players accountable.</p>
	<p>3. Listening to your athletes on issues of racism. Young people are leaders on social issues. Being open to learning with your athletes about racism can support our development as trusted adults.</p>	<p>3. Being defensive and unreceptive around racism. If a player or coach says that something is racist, believe them and take action. Defensiveness builds distrust.</p>
	<p>4. Avoiding shame, prioritising learning and accountability. We all internalise racist ideas from our systems and culture. We can take meaningful action as individuals while not blaming individuals.</p>	<p>4. Making statements or decisions based on racial assumptions of aggressiveness or intelligence. Assigning positions or punishments through unconscious bias exacerbates racist messages and impacts athletes.</p>
	<p>5. Supporting your athletes' advocacy. Talk to your athletes about social movements and provide opportunities to speak up. Do they want to say anything/send a message?</p>	<p>5. Blaming victims of racism for racist abuse. Similar to blaming rape on what women wear, racist violence or abuse on what people of colour wear places responsibility on victims</p>

	<p>6. Advocating at the local level for positive actions and policies to address racism, such as those that push for equitable funding for schools and Advocating for anti-racist policies and funding within schools and coaches associations.</p>	<p>rather than those with power to create real change.</p> <p>6. Assuming deficit amongst athletes & and referring to sports as the “out.” Even if sports are an avenue for advancement, holistically supporting athletes’ intellectual and emotional growth is essential to counteract the systemic barriers of racism and prevent a dynamic of “white saviorism.”</p>
<p>Further resources</p>	<p>Websites:</p> <ol style="list-style-type: none"> 1. NPR, “Legendary Boxer Jack Johnson Gets Pardon, 105 Years After Baseless Conviction” https://www.npr.org/sections/thetwo-way/2018/05/24/614114966/legendary-boxer-jack-johnson-gets-pardon-105-years-after-baseless-conviction 2. VOX, “The story behind this iconic Olympics protest” https://www.youtube.com/watch?v=1ACXn-BDog8 3. The Quint world, “Serena Williams’ Glory And Wounds of Racism” https://www.thequint.com/sports/tennis/serena-williams-activist-voice-against-racism 4. The Washington Post, “A timeline of Colin Kaepernick’s protests against police brutality, four years after they began” https://www.washingtonpost.com/sports/2020/06/01/colin-kaepernick-kneeling-history/ 5. NBC news, “How LeBron James has become a leading voice for social justice in a racially divided nation” https://www.nbcnews.com/news/nbcblk/how-lebron-james-has-become-leading-voice-social-justice-rationally-n1231391 6. GGTN America, “ Examples of racism in sports” https://america.cgtn.com/2015/08/11/examples-of-racism-in-sports 	

	7. Coaching Practices to Address Racism in Sports, https://www.coachescorner.org/wp-content/uploads/2022/03/3.-Advanced-Clinic-Coaching-Practices-to-Address-Racism-in-Sports.pdf
--	---

Activity Title	Rules & guidelines for promoting an inclusive environment in sports
Duration of activity in minutes	25 minutes
Learning Outcome	Coaches and administrators lead in creating this environment to support athletes of all abilities, races, backgrounds, and identities. Through this activity, coaches understand how to help their young athletes learn and grow through open, age-appropriate conversations on topics of fairness and oppression, such as racism, homophobia, and ableism. Also, be aware of natural power imbalances between coaches and athletes, and do not manipulate or exploit them. Moreover, coaches will teach athletes to be sensitive to stress or trauma and not let harmful behaviour linger while being alert to any team rules they may set (such as on personal grooming, behaviour, or schedule) that may reflect cultural bias.
Aim of activity	Identify and set effective rules and guidelines to promote athletes' agency and autonomy, communicate openly and respectfully, communicate using simple, clear language, and ensure policies, schedules, rules, and other important information are easy to access and absorb, model respect, equity, and integrity.
Materials Required for Activity	Pen, blank book/ handbook.

<p>Step-by-step instructions</p>	<p>Step 1: In two groups, discuss the following arguments and write down your ideas by trying to identify why these arguments are correct.</p>	
	<p>Discrimination makes playing sports feel like climbing a mountain. You can see the top but give up because it's too hard.</p>	<p>Discrimination is the silent enemy of sports clubs worldwide.</p>
<p>Step 2: Create a list of significant reasons justifying the abovementioned arguments.</p> <p><i>Example of list:</i></p> <ul style="list-style-type: none"> ● <i>It destroys confidence, motivation and enjoyment, causing victims to drop out of their sport</i> ● <i>It discourages other participants who witness discrimination and harassment</i> ● <i>It costs sport clubs in terms of lost members, helping another enemy of grassroots sport grow: lack of money</i> <p>Step 3: In small groups, create a set of ground rules and guidelines that would help a coach to create a welcoming environment where coaches and young athletes are both encouraged to take risks and consider others' experiences. Note these rules and guidelines in a personal handbook. Examples of such guidelines could be the following:</p> <ol style="list-style-type: none"> 1. <i>No shaming or blaming. We're not here to create an environment where "you know it or you don't." We're here to learn how to be the best coaches we can be.</i> 2. <i>Take personal responsibility for learning and respect. Because we are not blaming one another, it is important that we take responsibility for our impact on others and when we have done wrong.</i> 		



	<ol style="list-style-type: none"> 3. <i>Speak from personal experience and avoid generalisation. Use “I” statements to prevent assuming what others are thinking and feeling.</i> 4. <i>Acknowledgement of how personal this topic is. We will respect and listen openly to others, not be defensive, and speak as openly as possible about our own experiences.</i> 5. <i>Finally, we will start from the place of acknowledging that racism and discrimination exist. We can come from different experiences and amount of time spent discussing this topic, but this is a space where we will work constructively towards how we, as coaches, can address racism.</i> 6. <i>Maintain control (e.g., don’t lose your temper, harass or bully others).</i> 7. <i>Balance competition with participation, particularly in junior sport.</i> 8. <i>Follow fair and consistent team selection processes.</i> 9. <i>Consider flexible coaching practices (e.g., to include people with a disability).</i> 10. <i>Make sure you use appropriate coaching techniques (e.g., do not use punishment or over training to improve performance).</i> 11. <i>Maintain appropriate boundaries (e.g., avoiding intimate relationships with athletes and never with children).</i> 12. <i>Avoid being alone with a child or young person (e.g., in the changes rooms).</i> 13. <i>Maintain appropriate physical contact (e.g., when demonstrating a skill).</i> 14. <i>Avoid transporting players, particularly children and not without parental consent.</i> 15. <i>Make sure any electronic communication with players is about team matters.</i> 16. <i>Do not provide players with alcohol or drugs.</i> 17. <i>Seek permission when taking images of players, particularly children.</i> 18. <i>Take action over any inappropriate behaviours (e.g., harassment or suspicions of harm against a child).</i>
<p>Further resources</p>	<p>US CENTER FOR SAFESPORT, “TIPS TO HELP SPORT LEADERS BUILD INCLUSIVE ENVIRONMENTS” https://uscenterforsafesport.org/build-inclusive-environments/</p>



MODULE 4: Create a workshop training session

The assessment below can be used by trainers or users of the toolkit as an introductory activity to assess the level for each module and to help learners think about the module.

Assessment

1. In an inclusive sports club, what does “**equal opportunities**” mean?

 - a. Providing the same resources and facilities to all participants.
 - b. Limiting participation to individuals with similar abilities.
 - c. Offering specialised programs only for individuals with disabilities.
 - d. Tailoring sports activities to accommodate individual needs and abilities.**

2. What potential challenges may arise in creating an inclusive environment at a sports club?

 - a. Limited resources and financial constraints.**
 - b. Inadequate coaching and training facilities.
 - c. Lack of interest from participants.
 - d. Exclusion of individuals without disabilities

3. What is the purpose of conducting a workshop evaluation?

 - a. To assess the effectiveness of the workshop**
 - b. To determine the number of participants
 - c. To create workshop materials
 - d. To choose a workshop date

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]

4. How can you ensure that the workshop content is relevant and applicable to participants' specific sports contexts?

a. **Conducting a pre-workshop survey to gather information on participants' sports contexts**

b. Ignoring participants' specific sports contexts and focusing on general principles

c. Delivering the same content to all participants regardless of their sports contexts

d. Providing generic examples that may or may not apply to participants' contexts

5. Why is it important to define clear objectives for a workshop?

a. Objectives help in selecting the workshop venue.

b. **Objectives guide the development of workshop materials.**

c. Objectives ensure that the workshop stays on schedule.

6. For whom can coaches organise a workshop to promote the importance of inclusive sports clubs?

a. Coaches from other clubs or organisations

b. Youth sports administrators

c. Athletes' parents

d. Coaches within their club/organisation

e. **All the above**



Activity 1

Activity Title	Random Pairing Challenges
Duration of activity in minutes	40 minutes
Learning Outcomes	<p>This activity aims to</p> <ol style="list-style-type: none"> 1. improve the integration and relationship-building among participants 2. enhance problem-solving and communication skills 3. promote respect and empathy for diverse perspectives
Aim of activity	This activity aims to encourage participants to interact with different individuals, fostering integration and inclusion.
Materials Required for Activity	Depends on the chosen challenges
Step-by-step instructions	<p>Step 1: Random Pairing</p> <ol style="list-style-type: none"> I. Gather all participants and explain the purpose of the activity.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]



	<ul style="list-style-type: none"> II. Instruct participants to find a partner whom they have not interacted with before or are less familiar with. III. Emphasise that the goal is to step out of their comfort zones and engage with someone different to promote integration and diversity. <p>Step 2: Introduce the Challenge</p> <ul style="list-style-type: none"> I. Once participants have paired up, introduce a specific challenge or task they must complete within a set time frame. II. The challenge can be tailored to the objectives of your training session. For example, it could involve solving a problem, building something together, or completing a physical task that requires collaboration, such as navigating an obstacle course tied together with a rope or completing a timed relay race while passing objects between them. <p>Remember to tailor the challenges to the specific goals and objectives of your training session and the capabilities of your participants.</p> <p>Step 3: Rotate the Pairs</p> <ul style="list-style-type: none"> I. After each challenge, instruct participants to find a new partner for the next challenge.
--	---



	<p>II. Encourage participants to interact with as many individuals as possible during the activity.</p> <p>Step 4: Repeat the Process</p> <ul style="list-style-type: none"> Repeat steps 2 and 3, introducing a new challenge or task for each pairing. Ensure the challenges are diverse, allowing participants to showcase different skills and abilities. <p>Step 5: Debrief and Discussion</p> <ul style="list-style-type: none"> Gather all participants for a debriefing session after completing the challenges. Encourage participants to share their experiences and reflections on the activity. <ol style="list-style-type: none"> How did it feel to interact with different individuals and work with someone you were unfamiliar with? What challenges did you encounter during the activity? How did you overcome them? How can you apply the lessons learned from this activity to your future interactions and collaborations within the team? Explore the challenges encountered during the activity and how participants overcame them through collaboration and effective communication. Highlight the importance of
--	--

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]



	<p>integration, inclusion, and the benefits of diverse perspectives within a team.</p> <p>Step 6: Key Takeaways</p> <ul style="list-style-type: none"> • Summarise the key takeaways from the activity, emphasising the importance of stepping out of one’s comfort zone and engaging with individuals from different backgrounds and perspectives. • Discuss how these experiences can be applied to promote integration, diversity, and inclusion within the team’s ongoing activities and interactions.
<p>Further resources</p>	<p>Australian Sports Commission (n.d.) <i>Playing for Life: Fun and active games to develop children’s skills, confidence and lifelong interest in sport.</i> https://www.sportaus.gov.au/p4/</p> <p>Jackson, L. (n.d.) 50 Field Day Ideas, Games and Activities. <i>SignUpGenius.</i> https://www.signupgenius.com/school/field-day-ideas-games-activities.cfm</p>



Activity 2

Activity Title	Football3 Game
Duration of activity in minutes	45 minutes
Learning Outcomes	<p>By the end of this activity, participants will be able to:</p> <ol style="list-style-type: none"> 1. Apply a new methodology adaptable to group sports activities 2. Evaluate groups' composition in terms of diversity 3. Compose creative rules for the game 4. Employ constructive dialogue
Aim of activity	The activity aims to make people from different backgrounds play together and reflect on the value of sports as a tool for inclusion.
Materials Required for Activity	<p>Football</p> <p>Bibs</p> <p>Posters and pens to write down the rules decided by the team</p> <p>Cones</p>

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]



<p>Step-by-step instructions</p>	<p>Football3 methodology was named after its “three-step” approach.</p> <ol style="list-style-type: none"> 1. A pre-game discussion - At this stage, the facilitator transcribes the rules that are chosen 2. A soccer game - At this stage, the facilitator observes, may take notes and intervenes only in cases of difficulty; 3. A post-match discussion - At this stage, the facilitator adds up the scores that the two teams decide on <p>In all three phases, there is the figure of the facilitator who guides the discussion and is familiar with the rules of the game, masters them, but remains in the background promoting the active participation of the participants.</p> <p>The specifics of Football3</p> <ol style="list-style-type: none"> 1. Teams are preferred to be mixed (in terms of gender, abilities, age etc.), and collectively choose the rules of the game before the match. 2. The duration of the matches can be decided by the players (usually the duration is 15 to 20 minutes of play). The rest is devoted to initial and final discussion. 3. At the end of the game, the players reflect on their behaviour and that of their opponents, awarding points for both goals scored and fair play demonstrated. 4. The final score is through the sum of: points made during the match and points awarded for fair play through inter-team scoring.
---	---

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]



5. Football3 has no referees because the players must learn to resolve conflicts through dialogue and compromise. The facilitator intervenes only when difficulties arise to mediate and help resolve conflicts and game stoppages or stimulate the initial and final debate through questions.

Debrief/Evaluation

In the end, people are asked whether the game provided them with new ideas or concepts. In this way, the implementation of the activity can be evaluated.

Type of questions the facilitator may propose:

1. What did you like best about this methodology?
2. How did you feel during the two phases, the first of getting to know the group and deciding the rules and then during the game?
3. Do you think this method has any strengths within it?
4. Do you think this method has within it any weaknesses?
6. How did you solve the situation xxx?
7. How was the teamwork within your team?
8. Did everybody feel included during the match?



Further resources	<p>EU funded <i>ACTIVE - EU Youth through sustainable, inclusive and democratic SPORT</i> project (2022) ACTIVE Sport Session Kit https://active.geacoop.org/sport-and-session-event/</p> <p>Fox, L., Hebel, M., Meijers, B. & Springborg, G. (n.d.) <i>football3 handbook: How to use football for social change.</i> https://ec.europa.eu/programmes/erasmus-plus/project-result-content/09d9b288-9697-44aa-95fa-43ebf540b9fd/f3r%20Original%20football3%20handbook%20ocs%20Compiled.pdf</p>
--------------------------	--

Activity 3

Activity Title	Inclusive Plogging for Unity
Duration of activity in minutes	80 minutes
Learning Outcomes	<p>By the end of this activity, participants will:</p> <ol style="list-style-type: none"> 1. Be able to promote inclusion and diversity within their sports academy; 2. Have developed awareness and understanding of discriminatory attitudes and behaviours;

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]





	<ol style="list-style-type: none"> 3. Be able to encourage teamwork, cooperation, and mutual respect; 4. Have a sense of community and social responsibility; 5. Have developed their physical fitness and environmental awareness.
Aim of activity	<p>The aim of this activity is to bring together sports academy members to engage in a blogging activity that promotes inclusion, unity, and anti-discriminatory attitudes. Through this activity, participants will learn about the importance of inclusivity, respect for diversity, and the impact of discriminatory behaviours. Additionally, they will actively contribute to the cleanliness of their surroundings and promote environmental awareness.</p>
Materials Required for Activity	<ol style="list-style-type: none"> 1. Gloves 2. Garbage bags 3. Reflective vests (optional but recommended for safety) 4. Hand sanitisers/wet wipes (optional but recommended) 5. First aid kit (as a precaution)
Step-by-step instructions	<p>Step 1: Introduction (5 minutes)</p> <ol style="list-style-type: none"> a. Begin by welcoming all participants and explaining the purpose of the activity. b. Emphasise the importance of inclusivity, anti-discrimination, and the positive impact of community engagement.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]



	<p>c. Share the learning outcomes and explain the guidelines for the activity.</p> <p>Step 2: Briefing on Plogging (10 minutes)</p> <p>a. Provide a brief explanation of plogging, which combines jogging or walking with picking up litter.</p> <p>b. Highlight the environmental benefits and physical fitness aspects of plogging.</p> <p>c. Discuss the importance of maintaining a safe and clean environment for everyone.</p> <p>Step 3: Organize Groups (5 minutes)</p> <p>a. Divide participants into smaller groups of 4-6 members, ensuring a mix of different ages, genders, and abilities in each group.</p> <p>b. Encourage participants to introduce themselves and get to know each other within their groups.</p> <p>Step 4: Assign Routes and Roles (10 minutes)</p> <p>a. Designate different routes for each group, considering safety and the areas that require cleaning.</p> <p>b. Assign roles within each group, such as ploggers (collecting litter), record keepers, and safety monitors.</p> <p>Step 5: Plogging Activity (45 minutes)</p>
--	--



- a. Provide gloves, garbage bags, and any other necessary materials to each group.
- b. Instruct participants to jog or walk along their designated routes, collecting litter as they go.
- c. Encourage participants to engage in conversations, build relationships, and share experiences during the activity.
- d. Remind them to be mindful of possible risks and other safety considerations.

Step 6: Debrief and Reflection (10 minutes)

- a. Gather all participants together at the end of the plogging activity.
- b. Discuss their experiences, challenges faced, and observations during the activity.
- c. Encourage participants to reflect on the significance of promoting inclusion and combating discrimination in their daily lives.
 - How did participating in this inclusive plogging activity impact your understanding of inclusion and discrimination?
 - Did you notice any specific instances or examples during the activity that highlighted the importance of promoting inclusion and combating discrimination?



	<ul style="list-style-type: none"> ➤ How do you think the principles of inclusivity and anti-discrimination can be applied beyond this activity, in your daily life and interactions? ➤ What are some specific actions or behaviors you can adopt to promote inclusion and combat discrimination in your sports academy and community? ➤ How do you think promoting inclusion and combating discrimination contribute to a stronger and more supportive sports academy? ➤ What role do you believe sports and physical activities can play in fostering inclusion and breaking down barriers? ➤ How can we collectively work together to create a more inclusive and accepting environment within our sports academy and beyond? ➤ What are some key takeaways from this activity that you can apply to other aspects of your life to promote inclusion and combat discrimination? <p>Step 7: Conclusion and Follow-up (5 minutes)</p> <ol style="list-style-type: none"> a. Express gratitude to all participants for their engagement and commitment. b. Encourage participants to continue promoting inclusivity and anti-discriminatory attitudes beyond the activity.
--	---



	<p>c. Share information about further resources, campaigns, or organisations supporting inclusivity and environmental sustainability in your area.</p>
<p>Further resources</p>	<p>United Nations Sustainable Development Goals (n.d.) https://sdgs.un.org/goals</p> <p>Williamson, G. (April 29, 2022) How Plogging Combines Volunteering, Exercise, And Young Professional Skills. <i>Youth Employment UK</i> https://www.youthemployment.org.uk/how-plogging-combines-volunteering-exercise-and-young-professional-skills/</p> <p>Iberdrola (n.d.). 'Plogging', the running that mixes ecology and sport. https://www.iberdrola.com/social-commitment/what-is-plogging</p>

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]



References

- Australian Sports Commission. (2019). Access and Equity in Sport and Active Recreation: Framework for Action. Retrieved from https://www.clearinghouseforsport.gov.au/research/smi/framework_for_action_2019
- Lirgg, C. D. (2018). The Social Benefits of Inclusion in Sport for People with Intellectual Disabilities: An Integrative Review. *Research Quarterly for Exercise and Sport*, 89(4), 416-434.
- Play by the Rules. (n.d.). Inclusion in Sport. Retrieved from <https://www.playbytherules.net.au/got-an-issue/item/100-inclusion-in-sport>
- The Aspen Institute. (2020). Project Play: State of Play 2020. Retrieved from <https://www.aspenprojectplay.org/state-of-play-2020>
- U.S. Department of Justice. (n.d.). Americans with Disabilities Act. Retrieved from <https://www.ada.gov/>
- UK Government. (2010). Equality Act 2010. Retrieved from <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- UNESCO. (2017). International Charter of Physical Education, Physical Activity and Sport. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000253733>
- World Health Organization. (2021). Physical Activity and Adults. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/physical-activity>
- Kavoura, A (2016). TACKLING DISCRIMINATION IN GRASSROOTS SPORTS: A HANDBOOK FOR TEACHERS AND COACHES. Retrieved from https://ec.europa.eu/programmes/erasmus-plus/project-result-content/4d2f699d-69b9-459d-8767-9a68f734e338/Handbook_EN.pdf
- Gasparini, W and Talleu, C (2010). Sport and discrimination in Europe. Retrieved from <https://rm.coe.int/sport-and-discrimination-in-europe-the-perspectives-of-young-european-/1680734be3>

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project Number: 101050474]