



ERASMUS + project JOY in SPORTS

“Strengthening inclusion and joy in sports clubs in Europe”

Deliverable 2.1:

Coaches’ Educational Pack 1.0

WP 2 leader: Cister Sport de Alcobaça

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Introduction

1. Welcome Note

- Purpose and objectives of the educational pack.
- Importance of developing teamwork, communication, and inclusion skills in sports and educational settings.

We are delighted to present to you the inclusive sports coaches educational pack 1.0 as a result of our consortium exploration of needs and best practices of the stakeholders we had reached through questionnaires and interviews. We thank those who invited us to their sessions to share some of the activities or even document them. The purpose of this publication is to equip professionals in educational tools to pilot its content in diverse inclusive environments in which sports coaches want to give children and youth an experience of JOY, sense of belonging and achievement.

JOY in Sports as a concept in the project encompasses a fun, welcoming, positive, friendly, non-threatening environment, where people feel respected and that they belong and are supported. The consortium has adopted the European Sports Charter definition, according to which "sport" means all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels^[1].

The term 'inclusive sport' is characterized as: friendly, welcoming environments to all regardless of sex, ethnicity, religion, intellectual/physical ability and sexual orientation; where everyone is included, everyone is treated equal and made to feel part of organisations. In essence, inclusion refers to proactive behaviors that make each person feel welcome and a part of an organisation. Inclusion is about ensuring that sport caters for the range of backgrounds, cultures, ages, abilities or socio-economic circumstances of people in the community who may wish to participate in various activities or roles in a club

Based on the feedback from the professionals we researched and dialogued with we identified 5 main areas for supporting their work with children and youth: Sports coaches can create a more inclusive environment for diverse kids in a few key ways:

- **Sustaining a Culture of Teamwork:** This is the foundation of sportsmanship and respect for all players, regardless of skill level, background, or identity. Orientation towards being a good team member is vital for self-regulatory skills and compassion.

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This means leading by example, accepting everyone's right to contribute their strengths, treating all with dignity, and stopping any bullying or discriminatory behavior through the team spirit. It also involves building the sense of solidarity, acknowledging or even celebrating the different backgrounds and experiences that players bring to the team. This can help create a sense of belonging and community.

- Embracing Diverse Communication Styles: Not all kids learn or respond the same way. Some might be more visual learners, while others prefer hands-on instruction. Varying communication styles can help ensure all kids understand the drills and feel engaged. Some kids might need modifications to drills or equipment due to physical limitations. Coaches and team members need to be open to finding ways to include everyone in the activity and celebrate their effort and participation.
- Promoting inclusive ways of being, thinking and acting. This means to become aware of unconscious bias: We all have biases and specific experience of power relations based on obsolete unjust hierarchies, but it's important to be aware of them so they don't affect our coaching. Coaches seek new ways of avoiding assumptions they might make about players based on background or ability and engaging them as co-designers of practices leading to the sense of achievement.
- Engaging in meaningful reflection: Experiential learning requires a great deal of sense making, sharing understandings, marking progress etc. In sports it is necessary to go beyond typical cognitive practices of reflection adding the diversity of expressions.
- Seeking out resources: There are many resources available to help coaches create inclusive environments. Coaches need some clear guidance on choosing the right opportunities for training like workshops, online materials, or mentorship programs from organizations focused on diversity and inclusion in sports.

What was also clear from our research was that coaches understand that working on the above areas is NOT an extra voluntary job they may do but preferably outside training time and the clubs' facilities. The approaches, tools and specific activities are minimum investment into JOY in Sports. We know from a wide range of studies that experience of flow facilitated by inclusive coaches rewires young brains to be able to focus on achieving, exceeding in own capacities rather than constantly avoiding failure or even uncertainty. The included are able to include themselves and VIP mentoring is an example of systemic change where everybody learns and benefits from the system rather than count on the coach is the only model and guard of inclusion.

The proposed activities are all based on personal experience and best practices offered from a sporting and artistic point of view. All the activities have, at some point, been developed and put into practice in different contexts: professional, leisure, artistic, educational and sports. The combination of the two dimensions, artistic and sports, appears to be innovative, not only in concept, but also in form. Something very important to take into account in the applicability of these activities is the context in which they take place. Since the activities are the result of the dialogical relationship between two areas, which naturally cross paths at various times

but rarely truly merge, with the aim of fulfilling a common goal, it should bear in mind that the natural execution and implementation of artistic and sports activities have specific spaces that are in themselves very different from each other (physical space).

Another issue to consider is the willingness of participants to take part in activities that come from artistic expressions and which, again, naturally foresees greater exposure for the participants. (Individuality - Exposure - Vulnerability). This issue can cause difficulties and obstacles to participation and have the opposite effect, i.e. instead of welcoming, it can alienate and isolate.

Whoever will pilot the pack, i.e. coaches must, first of all, be well aware of the importance, benefits and difficulties of art-based expression for children. Secondly, they must realize that the exercises and dynamics proposed are not just sports or pre-sports exercises. They are exercises based on the performing and dramatic arts, as well as other expressions that may arise, almost at random, as a complement and as fundamental tools for the best development of the activities. In order to develop them, it is necessary to have basic notions of dramatic expression. Notions such as time, pause, silence, listening, creativity, posture, are fundamental to the implementation of these activities because you cannot just look at the physical and sports aspects. They have a different time, intensity and dynamic regarding sports. There is a time for understanding, assimilation, active listening, involvement and execution, which often come after a long wait. The word that best defines the suggested activities is acceptance.

Since artistic expressions are very dependent on the aesthetic and emotional sensibilities of those who develop them, which is sufficient justification for the personal exposure mentioned above, and since art and artistic expressions are often very distant concepts and realities for many children and young people, there is a great need in this project to reflect on "how to introduce artistic dynamics to children and young people who often find it difficult to express themselves, physically and verbally in their everyday contexts, when exposed to something they don't know". After all, we are talking about artistic expressions, artistic elements inserted into a space that is not their usual place.

As for the activities themselves, these should be thought of in three distinct groups: activities based on dramatic expression, activities based on bodily expression and activities based on circus arts. Currently, the activities are presented in no particular order. They are not divided into areas, so we encourage the coaches to create variations, adaptations or alternatives for each activity for different age groups, kind of educational or physical challenge/disability as the same exercises can be applied to different groups, in different conditions and at different ages. This is a work in progress. We hope you will join us on the journey of testing these resources. Please feel free to share your experience with us, your modified versions of the exercises or new resources you will come across while improving your inclusive ways of working for JOY.

Section 1: Understanding Teamwork

1. The Importance of Teamwork

- Benefits of teamwork in sports and education.

Teamwork in sports is the first skill to be worked, especially in group sports. In individual sports, this skill is also worked but in a different perspective. Team conscience is defined between the coach, athlete and club or the group represented. This last relationship is institutional though it can go further, into an emotional one.

In this sense, our main aim is collective sports because these are the ones that highlight the importance of teamwork and in these we also find the issues that we want to approach: bullying, inclusion, equality. Thereby, teamwork is fundamental to understand for the project development, as joy and fun in sports, mainly in children and youngsters, is deeply connected to coherence, team spirit and common goals/aims. Only in a group that defines and recognizes itself as a whole, can we promote wellbeing and approach such sensitive issues mentioned before. Therefore, the suggested activities focus on fortifying the sense of belonging, building a collective based on each one's individuality.

Csikszentmihalyi's foundational work on flow emphasizes the intrinsic rewards of deeply engaging activities, exploring physiological and social factors that enhance group performance and creativity through synchronized collective experiences. The role of team dynamics and shared goals in facilitating team flow offers a detailed framework for understanding and fostering optimal team performance. Flow is a state of deep immersion and enjoyment in activities. Happiness, according to Csikszentmihalyi, is a state that must be cultivated internally, not something that can be achieved through external rewards like medals, trophies or rankings in sports. "Optimal experience" refers to moments of intense focus and achievement when individuals are fully engaged in activities that challenge their skills and abilities. Key characteristics of flow includes a balance between challenges and skills, clear goals, and immediate feedback. Activities that induce flow are intrinsically rewarding and autotelic, meaning that they are done for their own sake.

Flow experiences contribute to personal growth and a sense of achievement, making life more fulfilling. Team flow is characterized by collective immersion and peak performance, where group members synchronize their actions and thoughts spontaneously. The studies identify ten conditions that foster group flow, including having a clear group goal, shared knowledge and assumptions among members, and a compelling vision or mission.

The "team flow" is a shared experience of flow among team members during the execution of interdependent tasks. This experience arises from an optimized team dynamic and is characterized by simultaneous and collective individual flow experiences.

The prerequisites for team flow include a collective ambition, a common goal, and aligned personal goals, among others. The presence of these prerequisites facilitates the emergence of team flow, leading to enhanced team performance and satisfaction. Team

flow theory bridges the gap between individual and group flow by emphasizing the role of team dynamics and shared goals in creating flow experiences.

- Real-life examples and case studies.

Summary of interview and survey results in TuTo, Finland
by TUAS, Anu Granberg & Anna Hellstén

Interview (six coaches) and survey (35 coaches):

What additional tools should be offered to coaches (needs → goals):

- Anything that strengthens team spirit (1), such as group cohesion exercises. Methods to connect players who might not otherwise pair up, various team-building exercises suitable for different ages, would be effective. Need: purely team-building activities (to tackle and prevent bullying, discrimination).
- Tools for dealing with competition anxiety (2) would be very welcome, including both recognition and handling of it.
- Emotional skills training tools (3) are needed, recognition and handling emotions.
- Mental coaching tools (4) are needed. In addition there is a need to recognize mental health issues and have a process, how to react in these cases as a coach. (for eg. this could be done in collaboration with Mieli ry. in Turku for TuTo coaches)
- VIP -model (5). VIP person is peer to peer to other team members. Useful tool and process when trying to affect drop-out. The captain chosen in the future will act as a so-called VIP person who informs the coaches about the team spirit and helps the coaches as a discussion partner for the team. Respecting others has been highlighted. Captains/VIPs ensure that common rules and values are maintained in the team. Goal to craft a process model for VIP.
- Creating posters (or otherwise) to clarify what kind of team we want to be (6). Ensuring quieter members are heard is important, and addressing the passivity of some parents by encouraging them to be more active and committed. For example, having something common to do on trips, like a music coordinator with a playlist where everyone can select a song, can help level the team's hierarchy subtly.
- Need during the project to develop a "Parent's Role" poster (7).

Not all players and families remain involved for various reasons. It's noted that a child is rarely dissatisfied without internal family talk or criticism towards the club or coach. The language barrier is also a significant challenge. What the letters for TuTo stand for:

Tunnelma (Atmosphere)

Uskollisuus (Loyalty)

Tasavertaisuus (Equality)

Onnistuminen (Success)

These values are cherished. We strive to ensure that everyone experiences success, especially young players. A high level of demand does not affect this; there can be high demands while still adhering to these values. Another key factor is caring. Everyone is cared for and acknowledged, whether in practices, on the sidelines, or in other situations. We know the players so that we can individually support them on their journey to achieve success experiences.

2. Exercises for developing Teamwork

Exercises for Teamwork

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Exercise 1.2.1	
General Theme	Teamwork
Activity	Breathing and listening exercise
Age	For all ages
Material	N/A. Only space from the floor.
Duration	3 to 5 min
Goal	Goal is to have a calming effect on competitive tension.
Specific Target Area	Breath listening exercise is good to do before competition performance or game. Diaphragmatic breathing helps the body and mind to relax
Activity description	
<p>The exercise can be done either sitting or lying down. Take a comfortable position and place your hands on the diaphragm. Start listening to your own breath. Listen to how your breath feels. Is your breathing rhythm slow or fast? Is your breathing deep or shallow? When you breathe in and out, how much do your hands rise and fall? Does your breathing change as the exercise progresses? Breathe this way for a few minutes or as long as feels good. Focus on listening to your feelings.</p> <p>Variation Listening Exercise: Develop listening skills; Participants move around the space. The instructor assigns tasks to the group that they must perform together without speaking. For example, "Freeze at the same time, jump at the same time, form a statue on topic X." Speaking is prohibited, so participants must listen to each other and communicate in other ways.</p>	
<p>References: Nieminen S. & Tulppo O. Psykofyysisen fysioterapian keinot kilpailuun valmistautuessa. Viitattu 16.4.2024. https://www.theseus.fi/bitstream/handle/10024/510305/Nieminen_Tulppo.pdf?sequence=2&isAllowed=y</p> <p>SAMK. Hengitysharjoitteet. Viitattu 16.4.2024. https://somebody.samk.fi/hengitysharjoitteet/</p>	
Reflection:	
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Exercise 1.2.2	
General Theme	TaamWork
Activity	Clapping or patting exercise
Age	For all ages
Material	Music
Duration	3 to 5 min
Goal	The goal is to increase body awareness and increase alertness.
Specific Target Area	Being aware of your own body and recognizing your body increases your vigilance
Activity description	
<p>You can do the exercise to the beat of someone's mood-boosting music, if the team has, for example, pep-up music. The purpose is to pat the whole body through, so that body awareness increases, and the state of alertness rises.</p> <p>The patting should start from top to bottom, patting the head, shoulders, arms, stomach, buttocks, hamstrings, knees, calves, lower legs, and feet. After clapping the whole body, do the same upwards. This can be repeated about five times.</p> <p>The patting should start from top to bottom, patting the head, shoulders, arms, stomach, buttocks, hamstrings, knees, calves, lower legs, and feet. After clapping the whole body, do the same upwards. This can be repeated about five times.</p>	
References: Lähteet / References:	
<p>Ahola, S., Skjaerven, L. H., & Piirainen, A. 2022. Physiotherapists' conceptions of movement awareness : a phenomenographic study. Physiotherapy Theory and Practice, 38(10), 1438-1452. Viitattu 30.4.2024. https://doi.org/10.1080/09593985.2020.1868028 HTTPS://JYX.JYU.FI/BITSTREAM/HANDLE/123456789/73881/PHYSIOTHERAPISTS%20CONCEPTIONS%20OF%20MOVEMENT%20AWARENESS%20A%20PHENOMENOGRAPHIC%20STUDY.PDF?SEQUENCE=1&ISALL%20OWED=Y</p> <p>Ilottu E. Kroonisen epäspesifin alaselkä kivun hoito BBTA- menetelmää hyödyntäen. Basic Body Awareness. 2023. Viitattu 24.4.2024. https://www.theseus.fi/bitstream/handle/10024/810076/Ilottu_Elisa_Klemi_lina.pdf?sequence=3&isAll%20owed=y</p> <p>Isoherranen S. & Lehtonen K. Psykofyysisen fysioterapian keinoja vireystilan säätelyyn 5.-6.-luokkalaisille. 2023. Viitattu 23.4.2024. https://www.theseus.fi/bitstream/handle/10024/807842/Isoherranen_Lehtonen.pdf?sequence=2</p>	
Reflection:	
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Exercise 1.2.3	
General Theme	TeamWork
Activity	Cohesion exercise
Age	For all ages
Material	N/A
Duration	5 to 15 min
Goal	The goal of the exercise is to increase equality and make every group member feel safe in the group, regardless of who they are or where they come from. Through the exercise, everyone in the group gets to be seen and heard with a low threshold while still challenging themselves
Specific Target Area	The group learns to work together while also learning things about each other
Activity description	
The group is walking in the room. Everyone try to stop and start moving at the same time. Look into the eyes of passersby. Greet passersby. Stop at every new pair, where you answer the question given by the teacher. The questions can be for example: Favorite food? Favorite animal? Favorite day of the week? Or what time did you wake up today? What hobbies do you have? Who is in your family?	
References: https://www.agendrix.com/blog/14-team-building-games-to-foster-team-cohesion https://www.learn2.com/fun-exercises-build-cohesive-team/	
Reflection:	
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Exercise 1.2.4	
General Theme	TeamWork
Activity	Wordless scenes
Age	For all ages
Material	N/A
Duration	15 to 20 min
Goal	The goal of the exercise is to increase equality and make every group member feel safe in the group, regardless of who they are or where they come from. Through the exercise, everyone in the group gets to be seen and heard with a low threshold while still challenging themselves
Specific Target Area	Everyone gets to reflect on the topic and then have fun while making art out of it.
Activity description	
<p>First, every member of the group writes a stream of consciousness text for 3 minutes on the topic of equality. After this, everyone finds a partner and sits back to back in their own space. First, one reads their text calmly to their partner while the other writes down a few thoughts/words. Then, roles are switched and finally, both go through each other's writings with their partner. Based on the discussions, pairs create a physical wordless, small performance. Each pair's performance is watched and the audience can comment on what they saw. The performers can also briefly explain</p>	
<p>References: https://www.ombreeluci.it/en/1994/06/23/14-interactive-games-for-unforgettable-group-fun/?gad_source=1&gclid=CjwKCAjw1K-zBhBIEiAwEwCOF3lu_OUTqCdQ3Jza7wUs3yUKAwRm4eQZ3EwLh0khp68p9yOldysLSRoCWFEQAvD_BwE</p>	
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Exercise 1.2.5	
General Theme	TeamWork
Activity	Crossing The River
Age	For all ages
Material	N/A
Duration	5 to 10 min
Goal	Improve Teamwork
Specific Target Area	Working as a team may incite group flow. "Shared joy is a double joy."
Activity description	
<p>Participants are split into teams of 3-5. Each of the teams then come up with a name and a battle cry. Once the teams have been formed, they are brought into starting line and shown the finish line (preferably on the edge of play area). The space between starting and finish lines is called "The River". Teams are then given platforms (see Resources needed below), one per player. Using only these platforms, each of the teams must cross The River. Players may only step on the platforms and may not touch the ground (i.e. The River). If that happens, team must return to the starting line and start again. The first team to cross The River wins. This game may be made easier/harder by increasing/decreasing the number of platforms given. For extra difficulty, the platforms must also be brought to the finish line.</p>	
<p>References: https://management.org/blogs/facilitation/2012/11/20/crossing-the-river-my-favorite-team-building-activity/</p>	
Reflection:	
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Exercise 1.2.6	
General Theme	TeamWork
Activity	Web of friendship
Age	For all ages
Material	N/A
Duration	15-20 min
Goal	The goal is to get to know each other and to learn names
Specific Target Area	This is a creative way to get to know each other. It is also a valid memory exercise.
Activity description	
<p>The players sit together in a circle. The one running the exercise holds a ball of yarn in their hands. They will then tell their name and one fact about them. They will then pass the ball of yarn to someone else in the ring – however they will hold on to the thread. The new person then repeats this process. This will continue until each of the players have told their names and are holding a thread in their hands. This will create a web of yarn into middle of the ring. The web must now be disentangled by doing the previous process in reverse: the last player tells the name and one fact about the previous player and passes the ball of yarn to them. This will continue until the web has been disentangled. For extra difficulty: this can be played with a regular small ball. In this version players can't rely on following the thread. Instead, they must remember themselves for whom they threw the ball.</p>	
References: https://thegeniusofplay.org/genius/play-ideas-tips/play-ideas/friendship-web.aspx	
Reflection:	
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Exercise 1.2.7	
General Theme	TeamWork
Activity	First impression
Age	For all ages
Material	N/A
Duration	15-20 min
Goal	The goal is to lighten the mood and bring joy to the group
Specific Target Area	In a group that already knows themselves this can really bring laughter and bring out surprising observations about members of the group
Activity description	
<p>Each of the players are given two pieces of paper. To the first one each player writes their name. To the second one they write an allegorical first impression about the person sitting next to them (e.g. “He is wild like a cat”, “She is angry like a bull”). The papers are then shuffled and players are given new papers: one with a name and one with a first impression. Players then take turns and read their papers one after another. For instance: “When I met Jeffrey Dahmer, I thought: he is jumpy like a camel.”</p>	
References: https://www.icebreakerspot.com/activities/first-impressions	
Reflection:	
Illustration:	

Exercise 1.2.8	
General Theme	TeamWork
Activity	Toothless animals
Age	For all ages
Material	N/A
Duration	5-15 min
Goal	The goal is to lighten the mood and bring joy to the group
Specific Target Area	In addition to making players laugh, this exercise also teaches the basics of comedy (i.e. how to make people laugh).
Activity description	
<p>Players form a circle. The game master says a name of an animal to the player on their left side. This must be spoken so that the speaker's teeth are not showing. Speaker and the listener are not allowed to laugh (or smile, for extra challenge), others in the ring are allowed to do so freely. If the person speaking or listening starts to laugh, they are out of the game. This game continues until only one player remains or remaining players get fed up.</p>	
References:	
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Exercise 1.2.9	
General Theme	TeamWork
Activity	Act it Out!
Age	For all ages
Material	N/A
Duration	5-10 min
Goal	Express thoughts through drama
Specific Target Area	N/A
Activity description	
<p>The group can form a circle, for example. Each participant takes turns answering a question posed by the instructor and incorporates a dramatic gesture into their response. For example, "What was enjoyable about this morning?" "Drinking a cup of coffee." And the participant mimes taking a sip from a coffee cup.</p>	
<p>References: chrome-extension://efaidnbmninnnibpcajpcglclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf</p>	
<p>Reflection: To be inserted</p>	
<p>Illustration: To be inserted</p>	

Exercise 1.2.10	
General Theme	TeamWork
Activity	Line Exercise
Age	For all ages
Material	N/A
Duration	5-10 min
Goal	Reflect on one's own state of mind
Specific Target Area	N/A
Activity description	
A hypothetical line runs across the room. One end of the line can be labelled "Yes" and the other "No." Participants position themselves along the line based on how they feel and what they want to answer to a given question. For example, "This week, I feel energetic." "I like coffee."	
References: chrome-extension://efaidnbmninnnibpcajpcglclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 1.2.11	
General Theme	TeamWork
Activity	Cards
Age	For all ages
Material	Pictures/Cards
Duration	5-10 min
Goal	Reflect on one's own state of mind using object
Specific Target Area	N/A
Activity description	
The instructor provides the group with pictures/cards. Each participant chooses one or more cards and responds to the instructor's question using them. For example, "Which of these cards represents your current state of mind?"	
References: chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 1.2.12	
General Theme	TeamWork
Activity	Statue Exercise
Age	For all ages
Material	N/A
Duration	5-10 min
Goal	Form a statue according to specific instructions
Specific Target Area	N/A
Activity description	
The group's task is to create a statue according to a given guideline. For example, "X number of feet can touch the floor. X number of hands can touch the floor." The instructor approves the finished statue before it can be dismantled	
References: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 1.2.13	
General Theme	Teamwork
Activity	Snakes I
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Building trust and developing a sense of responsibility
Specific Target Area	TBD
Activity description	
<p>Description: Athletes work in pairs. One stands behind the other and navigates them using non-verbal signals while the one in front has their eyes closed.</p> <p>Instructions: After navigating for a while, the students switch roles.</p>	
<p>References: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf</p>	
<p>Reflection:</p>	
<p>Illustration: To be inserted</p>	

Exercise 1.2.14	
General Theme	Teamwork
Activity	Snakes II
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Building trust and developing a sense of responsibility
Specific Target Area	TBD
Activity description	
<p>Description: Athletes work in small groups forming a line (a snake). The last person in the line (navigator) guides the rest of the group to collect balls and place them in a box using non-verbal signals.</p> <p>Instructions: After collecting and placing the balls, they switch navigators.</p>	
<p>References: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf</p>	
<p>Reflection:</p>	
<p>Illustration: To be inserted</p>	

Exercise 1.2.15	
General Theme	Teamwork
Activity	Above the River of Crocodiles I
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Improving communication and encouraging cooperation.
Specific Target Area	TBD
Activity description	
<p>Description: Athletes must arrange themselves by specific criteria (e.g., birthdates, height) while standing in a line made of masking tape without stepping off it.</p> <p>Instructions: In version II, divide students into groups and ask them to arrange themselves using other criteria like hair length or palm size.</p>	
<p>References: chrome-extension://efaidnbmnnnibpcajpcgicfindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf</p>	
Reflection:	
Illustration: To be inserted	

Exercise 1.2.16	
General Theme	Teamwork
Activity	Blindfolded Maze
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Enhancing team coordination and trust
Specific Target Area	TBD
Activity description	
<p>Description: One student is blindfolded while their team guides them verbally through a maze.</p> <p>Instructions: The maze can be set up in an open area using cones or other markers. Team members can only use verbal instructions to guide the blindfolded person.</p> <p>References: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf</p> <p>Reflection:</p> <p>Illustration: To be inserted</p>	

Section 2: Enhancing Communication and Emotional Skills

1. The Role of Communication

- Importance of clear and effective communication in team settings.

Communication is fundamental for life and society. Without the collective, communication would not exist. When talking about communication, we must not only refer to verbal communication, but to all types of communication which enhances a relationship or interaction between two or more people.

This communicative process is fundamental in the universe. This communicative process is therefore fundamental to transpose into the world of sport, considering it as an alternative socialization space to the common socialization spaces for children and young people, such as school, home and the street.

The sporting arena, the group and each athlete, whether a child or a young person (what changes is their perception and awareness of the importance of that group) are centers for building collective and individual identities that are based on communication and verbal and non-verbal contact between the different members of the group. One of the great external demonstrations of this communication are the group shouts that team sports often use as a mark of group identity.

Another impact of communication in sport is the creation of codes and symbols that only the members of the group or team understand. This is communication as a transformer of a group's identity, in which by mutual agreement a certain language is defined that is exclusive to a restricted circle.

Communication is also often non-verbal and the importance of gesture and gaze is recognized. These are fundamental in creating the relationship and prevalent in the dynamization and implementation of the project, since gesture and gaze are fundamental focuses of attention for art, especially for dramatic expression, body expression and the circus.

- Impact of communication on performance and relationships.

Communication is a fundamental building block for success in sports teams. It directly affects both a team's performance on the field and the relationships between players and coaches. Here's how:

Improved Performance:

- **Clear Strategy & Tactics:** Effective communication ensures everyone understands the game plan, their roles, and each other's positions. This leads to smoother execution of plays, quicker reactions, and better on-court coordination.

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- **Adapting to Situations:** During a game, situations change rapidly. Open communication allows players to call out changes in defense, signal for adjustments, and react collectively to the opponent's moves.
- **Building Trust & Confidence:** When teammates can rely on clear communication, trust blossoms. They become confident in each other's abilities and anticipate each other's moves, leading to a more cohesive and effective unit.

Stronger Relationships:

- **Reduced Misunderstandings:** Open communication minimizes confusion and frustration. Players can express concerns, offer constructive criticism, and work through disagreements constructively.
- **Team Cohesion & Camaraderie:** When teammates communicate effectively, they develop a sense of shared purpose and understanding. This fosters a strong team spirit and camaraderie, which can translate into greater motivation and resilience.
- **Conflict Resolution:** Inevitable conflicts can be addressed maturely through clear communication. Teams can identify problems, discuss solutions, and move forward productively.

The Flip Side: Poor Communication

- **Misplays & Missed Opportunities:** Lack of clarity in communication leads to misplays, missed connections, and a general lack of coordination.
- **Frustration & Low Morale:** When teammates don't understand each other or the coach's instructions, frustration sets in. This can lead to a decline in morale and a negative team atmosphere.
- **Disengagement & Blaming:** Communication breakdowns can cause players to disengage, lose trust, and resort to blaming each other for mistakes.

Overall, effective communication is a cornerstone of success in sports teams. It strengthens performance, fosters positive relationships, and creates a winning environment.

2. Exercises for Communication

Exercise 2.2.1	
General Theme	Communication
Activity	Mirror of mine
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Improve balance, coordination, attention
Specific Target Area	With this activity it is intended from a sporting point of view to work at the speed of reaction balance, concentration. From the point of view of personal and social development, children through permanent eye contact work on issues related to observation, empathy and cooperation. From a performative view, children develop creativity and their body expressiveness.
Activity description	
<p>Description: Athletes place themselves in pairs and face to face and develop a dynamic based on imitation. One of the athletes is the mirror and the other the movement. What makes a mirror should imitate all the movements of the other. They should change roles to the coach's signal.</p> <p>Dynamisation: throughout the activity the coach should promote some indications that guide the good execution of the activity in order for it to achieve its goal, should encourage children to make movements that promote balance, reaction speed and concentration. It should also stimulate and encourage children to experience different things, from using facial and body expression. It is important not to forget that this activity is also associated with physical exercise (varying depending on the modality)</p> <p>Variations: It can be asked by the coach to use the word. For more variations, sports materials such as balls of various sizes, weights and textures can be used. External objects can be used and foreign to the sports context, objects that can be manipulated and that promote movements that are not usually made in the sport in question, nor in the daily lives of children.</p>	
References: N/A	
Reflection: https://drive.google.com/file/d/1Q9HSQJKk10-MoHSGn56jVLwOi4ptnHwl/view?usp=drive_link	
Illustration: https://drive.google.com/drive/u/0/folders/10DfV1FVuxObdUX5oQVr7WQkpU2hnWL18 https://drive.google.com/file/d/1RaxjyTH74oVBirqfdmXhjtMX6z4qsq2/view?usp=drive_link	

Exercise 2.2.2	
General Theme	Communication
Activity	Move and react
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Improve reaction, coordination, decision
Specific Target Area	This activity allows body exploration and creativity in movements. It is an exercise in body expression. From a performative point of view, children gain the notion of space and time. From a sporting point of view, motor coordination, reaction and decision-making are worked on, especially applied to collective games
Activity description	
Description: children in pairs should now do the opposite they do in the mirror game, instead of imitating the colleague they should react to the movement he makes but without ever touching each other. For example, if one simulates a shot of a ball with the hand or with the foot the other, for example, can make the movement of a defense as if it were a netkeeper, can simulate a cut of the ball, can simulate a defensive control. The main rule of this exercise is to always stay ahead of each other, but this time moving through space	
References: N/A	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 2.2.3	
General Theme	Communication
Activity	Self-talk
Age	For all ages
Material	N/A
Duration	3 to 5 min
Goal	The goal is to influence the competitive tension by raising the mood.
Specific Target Area	Self-talk before performance has been found to improve concentration.
Activity description	
<p>You can complete the self-talk alone or under the guidance of a coach. The speech should be encouraging and increase the self-confidence of the person entering the competition or game situation. In connection with the speech, it is good to pat the whole-body parts through to raise the body's state of alertness</p> <p>Variation: Positive Self-talk The facilitator asks participants to think of 5-10 things, qualities, or skills about themselves that they perceive as positive. The task can be discussed in small groups or as a whole group. Together, they can discuss how it feels to talk positively about themselves.</p> <p>References: Olisola, D. R.& Olaitan, J. R. (2021). The Influence of Self-Talk on Athletes' Performance in National Youth Games Competitions. Indonesian Journal of Sport Management, 1(2), 82-89. Viitattu 23.4.2024 https://ejournal.unma.ac.id/index.php/ijsm/article/view/1106/929</p> <p>Riittinen A. Psykkinen valmennusohjelma kilpa-aerobic- joukkueelle. Itsepuhelu. Viitattu 16.4.2024. https://jyx.jyu.fi/bitstream/handle/123456789/9431/1/G0000645.pdf</p>	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 2.2.4	
General Theme	Communication
Activity	Spoken Directed Drawing
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Practicing active listening and giving clear instructions
Specific Target Area	Culturally diverse teams
Activity description	
<p>Description: In pairs, one athlete describes a drawing while the other, seated back-to-back, attempts to replicate it based on spoken indications.</p> <p>Instructions: The drawer can ask questions. At the end, they compare their drawings and discuss the process.</p>	
<p>References: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf</p>	
<p>Reflection:</p>	
<p>Illustration: To be inserted</p>	

Exercise 2.2.5	
General Theme	Communication
Activity	Written Directed Drawing
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Improving clear instructions and task oriented feedback.
Specific Target Area	TBD
Activity description	
<p>Description: Each student writes detailed instructions on how to draw a picture they have created. Then, they exchange instructions with a partner and draw based on the written directions.</p> <p>Instructions: After completing the drawings, they compare and discuss the results.</p>	
References: N/A	
Reflection:	
Illustration: To be inserted	

Exercise 2.2.6	
General Theme	Communication
Activity	Story Chain
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Enhancing listening and creative thinking.
Specific Target Area	TBD
Activity description	
<p>Description: Students sit in a circle and create a story one sentence at a time, each adding to what the previous student has said.</p> <p>Instructions: The activity continues until a complete story is formed.</p>	
<p>References: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf</p>	
<p>Reflection:</p>	
<p>Illustration: To be inserted</p>	

Section 3: Promoting Inclusion

1. The Value of Inclusion

- Understanding inclusion and its benefits in sports and education.

Inclusion goes beyond just having people from diverse backgrounds participate. It's about creating an environment where everyone feels welcome, valued, and empowered to reach their full potential. Here's why inclusion is a game-changer in both sports and education:

Benefits in Sports:

- **A Level Playing Field:** Inclusion ensures opportunities are accessible to everyone, regardless of factors like gender, race, ability, or socioeconomic background. This fosters a sense of fairness and allows everyone to compete based on their talent and dedication.
- **Richer Talent Pool:** When you tap into a wider talent pool, you have a greater chance of finding exceptional athletes. Inclusion allows teams to discover hidden gems who might have been overlooked in a less inclusive environment.
- **Stronger Teams & Communities:** Diverse teams learn to appreciate and leverage each other's strengths. This leads to better communication, collaboration, and ultimately, a stronger team spirit. Inclusion also strengthens the bonds within a sports community, promoting acceptance and respect.
- **Social and Emotional Learning:** Inclusion fosters empathy, understanding, and respect for differences. This helps students develop valuable social and emotional skills that benefit them throughout their lives.
- **Increased Confidence & Self-Esteem:** When students feel valued and respected for who they are, their confidence and self-esteem soar. This positive self-image allows them to take risks, embrace challenges, and reach their full potential.
- **Preparation for a Diverse World:** We live in a globalized society, and the ability to work effectively with people from different backgrounds is crucial. Inclusive education equips students with the skills they need to thrive in this diverse world.

Challenges and Solutions:

While inclusion offers tremendous benefits, there can be challenges. Addressing unconscious bias, providing appropriate resources, and adapting teaching or coaching styles are all important aspects of creating a truly inclusive environment. Ongoing training and support can help educators and coaches overcome these challenges and build a culture of inclusivity. Inclusion in sports and education isn't just the right thing to do, it's a recipe for success. By creating a space where everyone feels welcome and supported, we unlock a wealth of talent, build stronger communities, and ultimately, empower individuals to reach their full potential.

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- Art-based strategies for fostering an inclusive environment

Fostering Inclusion in Sports Teams through Art: Creative Strategies

Art can be a powerful tool for building a strong, inclusive team culture. Here are some creative strategies to consider:

Team Building Activities:

- **Team Mural:** Start the season with a collaborative mural project. Choose a theme that represents the team's values (unity, respect, etc.) and have each member contribute their artistic style. This creates a shared visual identity and a sense of ownership within the team.
- **"Blind Contour" Self-Portraits:** In pairs, have teammates draw blind contour portraits of each other. This activity promotes trust, communication, and a deeper appreciation for each other's individuality.
- **Flag Design:** Design a team flag together, incorporating symbols or images that represent the diverse backgrounds and personalities within the team. This can be displayed at games and practices to foster team spirit.

Celebrating Individuality:

- **"My Story in Motion" Project:** Have each player create a short artistic piece (drawing, poem, dance) that reflects their personal journey in sports. Sharing these stories can help teammates understand each other's experiences and build empathy.
- **"We Are One" Collage:** Provide magazines, newspapers, and other materials for players to create a collage representing the team's unity despite individual differences. This can be displayed in the locker room or team meeting space.

Promoting Communication & Expression:

- **"Game Day Emotions" Art Project:** After each game, have players create artwork that reflects the emotions they experienced during the competition. This can be a non-verbal way to communicate and process feelings.
- **Motivational Wall Murals:** Create a designated space where players can contribute artwork or inspirational quotes that motivate them and the team.
- **"Unsportsmanlike Conduct" Graffiti Art:** Flip the script on negativity. Have players create graffiti art depicting the consequences of bad sportsmanship, emphasizing sportsmanship as a key value for inclusion.
- **Focus on the Process, not Perfection:** Art activities should be fun and inclusive, not about artistic expertise.

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- **Provide Materials & Space:** Ensure everyone has access to art supplies and a dedicated space to create freely.
- **Celebrate the Journey:** The focus should be on the team-building experience, not just the final product.

By incorporating these art-based strategies, sports teams can create a more inclusive environment where everyone feels comfortable expressing themselves, building stronger bonds, and ultimately, achieving success together.

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2. Exercises for Inclusion

Exercise 3.2.1	
General Theme	Inclusion
Activity	Tell me who you are!
Age	From 6 to 10 years old
Material	Paper; Markers; Mobile phone/filming camera; Flipchart; Whiteboard;
Duration	5 to 10 min
Goal	Awareness of space and time, attention, concentration.
Specific Target Area	From a performative point of view, the issues of attention, memory, expressiveness and creativity are worked on. From a social and human point of view, children begin to get to know each other better, to share interests.
Activity description	
<p>Two by two athletes must develop the physical activity proposed by the coach. At a moment defined by the coach, it can be a sign of whistle or any other, one of the elements of the pair, he addresses his colleague and tells him something about himself. (it can be something he likes/does not like, a curiosity about himself, something invented, a word, a phrase (...)) After giving the information you have to go back to your place. The colleague who receives the information goes to a previously defined place and says or writes what the colleague told you. Go back to your colleague and continue the exercise, repeating this dynamic a few more times, while the sports exercise is developed. Athletes should make between two and three interventions each.</p>	
<p>References: https://www.spinmaster.com/en-US/brands/spin-master-party-games/tell-me-without-telling-me-game/</p>	
<p>Reflection: Often children, even in a playful and sporting context, since they are structured and oriented activities, sometimes do not have time to get to know each other, especially if they come from many different contexts. That is what we try to address.</p>	
<p>Illustration: To be inserted</p>	

Exercise 3.2.2	
General Theme	Inclusion
Activity	Who is who?
Age	For all ages
Material	Paper; Pencil; Rubbers; Stopwatch; Box to store the drawings, Scoreboard to post the papers.
Duration	5 to 10 min
Goal	Enhance group spirit
Specific Target Area	This activity does not develop sports skills, only human and social skills enabling a greater group spirit. It promotes the observation of the other and the ability to let yourself be observed. This activity can be done in the first contacts of the group and with new elements that reach the groups.
Activity description	
<p>Description: Children two by two chosen randomly should stand face to face and draw each other. These drawings should be only from the face and should be made on a sheet of paper with a previously drawn square where the children draw inside the other's face. They should put the name of the colleague they drew on the back of the paper so that they remember who it is. In the end they should put the drawing in a box without anyone seeing it. At the end of the activity or another day you can start the activity trying to find out who it is without the one who drew says who it is before everyone tries to find out who it is.</p> <p>Variations: The drawings can be placed on the wall or on a scoreboard for some time and the children give guesses about who is who. The drawings when they are made instead of being made two by two are made in a circle all at the same time without realizing who draws who. In the end these can be transformed into badges or even a game of who is who for each one,</p>	
References: N/A	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 3.2.3	
General Theme	Inclusion
Activity	Stop the Music
Age	For all ages
Material	Speaker for sound, Mobile phone with music, arches in smaller quantities than athletes.
Duration	5 to 7 min
Goal	Improve reaction, coordination, decision
Specific Target Area	This activity from a sporting point of view, in addition to the motor skills it develops, promotes the speed of reaction and decision-making, especially in team sports. It promotes skills such as attention and concentration. From a performative point of view, it promotes body expression and the notion of rhythm. Because it is an activity with a very well-planned playful component, it promotes the group spirit and the strengthening of personal relationships.
Activity description	
Description: Based on the game of chairs, while children develop a sports game there is music playing. When the music for them have to leave the place where they are and enter an arc, those who do not arrive in time have to dance a song while everyone claps their hands.	
References: https://www.playworks.org/game-library/musical-chairs/	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 3.2.4	
General Theme	Inclusion
Activity	Protect the burrow
Age	For all ages
Material	Arcos. Props that can be placed inside the arches to be removed (balls, flags, vests, other objects)
Duration	10 to 15 min
Goal	Improve reaction, coordination, decision
Specific Target Area	This activity allows children to have a contact with dramatic expression, thus also developing their creativity and body expression. Relate the body with space and with the other. From a sporting point of view, motor skills are developed, especially with regard to coordination and agility. From a socio-emotional point of view it is a very interesting activity, because it allows children to get closer to each other through an imaginary that they easily recognise and is very close to them.
Activity description	
<p>Description: In this activity, children in groups, one defending the burrow and others trying to steal the objects from inside the burrow, should do so but each one has to represent an animal, not only from a sound point of view but also in body.</p> <p>Variation: Coaches can propose different themes for the characters, such as professions, nationalities, objects, and children have to behave as such during exercise</p>	
<p>References: https://www.parabol.co/random-icebreaker-generator/?utm_term=virtual%20team%20icebreakers&utm_campaign=ET+%7C+Search+-+Branded&utm_source=adwords&utm_medium=ppc&hsa_acc=5979328244&hsa_cam=21013709247&hsa_grp=168385389048&hsa_ad=700310253810&hsa_src=g&hsa_tgt=kwd-355235583746&hsa_kw=virtual%20team%20icebreakers&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gad_source=1&gclid=CjwKCAjw1K-zBhBIEiwAWeCOFyxe_z1X6ehXYj4Ce0MdkNlpqah9TrChFd5-0TcRJ_uDRmLBVaFKWxoCwk8QAvD_BwE</p>	
<p>Reflection: To be inserted</p>	
<p>Illustration: To be inserted</p>	

Exercise 3.2.5	
General Theme	Inclusion
Activity	Name-finding
Age	For all ages
Material	N/A
Duration	5 to 10 min
Goal	Improve reaction, coordination, decision
Specific Target Area	With this exercise, children and young people work on their memory skills and group spirit. They get to know their mates better and develop bonds of affection. They develop their speed of reaction and decision-making.
Activity description	
<p>Description: The children play catch but the only way they can't be caught is to call out a classmate's name. When one of the children's mates is trying to catch him, the child who is the target and is running away says the name of another child so that his mate will stop trying to catch him. As soon as he says the name, the classmate who was called goes on to catch his mates</p> <p>Variation:</p> <p>1st variation: Before starting the game, the children must choose an animal. The whole group must know each child's animal. When the game starts, instead of saying the child's name, they say the animal that corresponds to it.</p> <p>2nd variation: Still with the same animals defined, instead of saying the animal's name they must make its sound.</p> <p>Note: The children's names should be clear when pronounced. There should be no misunderstandings about the chosen child's name.</p>	
References: N/A	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 3.2.6	
General Theme	Inclusion
Activity	The circle of numbers, names and emotions
Age	For all ages
Material	Not compulsory. Props such as balls or bows can be used.
Duration	5 to 10 min
Goal	Improve reaction, coordination, decision
Specific Target Area	This dynamic allows participants to develop social skills. It allows them to get to know each other better. By using variations of the dynamic, for example the participants' ages, favourite activities, curiosities or even physical characteristics, they are developing recognition. From a sporting point of view, it's important to work on concentration and active waiting.
Activity description	
<p>Description: In a circle, the children have to say the name of a classmate and go to that classmate's place. Before they get there, the classmate whose name they said has to choose another classmate so that they can take their place.</p> <p>Variations: They can swap names for numbers. They can also swap names for objects or animals.</p> <p>During the dynamics you can give further instructions, such as when the children change places and call out their partner's name, number, object or animal, they have to make them express an emotion, sadness, joy, tiredness, euphoria, dance, etc.</p> <p>Depending on the sport they are playing, they can also add some sports equipment, for example a ball, and when they call out to their classmate they pass the ball.</p>	
References: N/A	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 3.2.7	
General Theme	Inclusion
Activity	What unites us
Age	For all ages
Material	N/A
Duration	15 min
Goal	Increase equality and make every group member feel safe in the group, regardless of who they are or where they come from. Everyone gets to have fun while learning what they have in common.
Specific Target Area	Through the exercises, everyone in the group gets to be seen and heard with a low threshold while still challenging themselves
Activity description	
<p>Divide the group into smaller groups (e.g., groups of 3-5 people)</p> <p>Each small group is tasked with coming up with something that unites them all. Allow about a minute for this. That something can be anything. Once the groups have come up with something, their next task is to create a statue that reflects this shared element. When all groups have completed their statues, each group takes turns presenting their statue while the others watch. The watchers' task is to try to guess what the statue represents and what the unifying factor was for that particular group. The game ends when all groups have presented their statues and the unifying elements have been guessed. Statues can also start with sound and movement to help guessing.</p>	
References:	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 3.2.8	
General Theme	Inclusion
Activity	Viewing Exercise
Age	For all ages
Material	N/A
Duration	5 to 20 min
Goal	Increase equality and make every group member feel safe in the group, regardless of who they are or where they come from. Everyone gets a chance to just be themselves in front of others, without any pressure to do anything.
Specific Target Area	Through the exercises, everyone in the group gets to be seen and heard with a low threshold while still challenging themselves
Activity description	
All participants line up to sit/stand in a row and, one by one, they leave the line to stand in front of the others. The person standing in front of the others "to be watched" tries not to do anything extra, just stays still and focuses on breathing. The person in front of the others can, in their turn, look everyone in the eyes. It is recommended to keep your eyes open throughout the exercise. The duration can be 1-2 minutes per person being watched.	
References:	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 3.2.9	
General Theme	Inclusion
Activity	Superpowers
Age	For all ages
Material	N/A
Duration	5 to 10 min
Goal	The goal of the exercise is to increase equality and make every group member feel safe in the group, regardless of who they are or where they come from. Through the exercise, everyone in the group gets to be seen and heard with a low threshold while still challenging themselves
Specific Target Area	The group works together to make all its members feel supported and special.
Activity description	
<p>Everyone walks through the space calmly. Any member of the group can tell what kind of superpower they would like. For example, “I would like to be able to fly”. Everyone else’s task is to act as their superpower and help them fly by lifting them up in the air together. If someone wants to stop time, others can freeze like statues. Only imagination is the limit, and superpowers can be silly. The same superpowers can also be used multiple times. Once one superpower has been enacted, everyone continues walking and it's the next person's turn. The most important thing is that everyone gets to experience their moment as a superhero.</p>	
References:	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 3.2.10	
General Theme	Inclusion
Activity	Three things about
Age	For all ages
Material	N/A
Duration	5 min
Goal	The goal is to initially warm up the participants' minds and prepare them for upcoming improvisational exercises or performance
Specific Target Area	This exercise teaches to lower mental restraints and filters. Utter absurdity of some word associations will also bring laughter.
Activity description	
<p>All the players gather around in a circle. They try to find a common rhythm (e.g. by clapping hands or their thighs). Once a rhythm has been found, a following procedure follows: In a rhythm, whole group chants: "Three things about!" Anyone may then choose another player and say to them: "____, three things about ____!" (i.e. "Tom, three things about summer" or "Jerry, three things about Aerosmith") The chosen player then says the first three words that come into mind. They don't need to actually be about the chosen subject, as long as the said words come as fast as possible and as unfiltered as possible. The group once again chants: "Three things about!" The previous player now chooses a new player and new subject to hear three things about. This process is repeated as long as desired. The goal is to keep a steady pace with as few gaps or pauses as possible. If the exercise feels too easy, this can be made harder by doing everything in faster pace.</p>	
References:	
Reflection: To be inserted	
Illustration: To be inserted	

Exercise 3.2.11	
General Theme	Inclusion
Activity	Snakes I & II
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Building trust and fostering inclusion through group activities.
Specific Target Area	TBD
Activity description	
<p>Description: These activities also serve to include every athlete in the task, ensuring that everyone is involved and engaged.</p> <p>Instructions: See teamwork section.</p>	
<p>References: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf</p>	
<p>Reflection:</p>	
<p>Illustration: To be inserted</p>	

Exercise 3.2.12	
General Theme	Inclusion
Activity	Emotion Clock I
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Identifying and expressing emotions, developing empathy
Specific Target Area	TBD
Activity description	
<p>Description: Athletes spin a wheel of emotions and express the indicated emotion through facial expressions and body language.</p> <p>Instructions: In version II, after expressing the emotion, other athletes suggest reasons why the athlete might feel that way, fostering empathy and understanding.</p>	
<p>References: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf</p>	
Reflection:	
Illustration: To be inserted	

Exercise 3.2.13	
General Theme	Inclusion
Activity	Emotion Clock II
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Empathy and understanding emotions.
Specific Target Area	TBD
Activity description	
<p>Description: Group activity with emotion expression and discussion</p> <p>Instructions: After expressing the emotion, other athletes suggest reasons why the athlete might feel that way, fostering empathy and understanding.</p> <p>.</p>	
<p>References: chrome-extension://efaidnbmnnnibpcajpcgiclfindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf</p>	
<p>Reflection:</p>	
<p>Illustration: To be inserted</p>	

Exercise 3.2.14	
General Theme	Inclusion
Activity	The Indefinite Object I
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Encouraging imagination and inclusion through creative use of objects.
Specific Target Area	TBD
Activity description	
<p>Description: Athletes use a given object in unconventional ways, either individually or in pairs, to encourage creative thinking and collaboration.</p> <p>Instructions: Each student or pair presents their creative use of the object to the group.</p>	
<p>References: chrome-extension://efaidnbnmnibpcajpcgclclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf</p>	
Reflection:	
Illustration: To be inserted	

Exercise 3.2.15	
General Theme	Inclusion
Activity	The Indefinite Object II
Age	From 6 to 10 years old
Material	N/A
Duration	5 to 10 min
Goal	Encouraging imagination and inclusion through creative use of objects.
Specific Target Area	TBD
Activity description	
<p>Description: Group activity with different object uses.</p> <p>Instructions: The group discusses various uses of the object, focusing on inclusion and diverse perspectives.</p> <p>References: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://6ed41e2d-06ee-420e-84c3-b37f47527b16.filesusr.com/ugd/03f8e0_1f8cfe41596944259424e670a429671c.pdf</p> <p>Reflection:</p> <p>Illustration: To be inserted</p>	

Section 4: Reflective Practices

1. Debriefing Sessions

- Importance of debriefing after exercises.
- Guidelines for effective debriefing sessions.
- Suggested questions and prompts to facilitate reflection and discussion.

2. Feedback and Evaluation

- Methods for providing and receiving constructive feedback.

Constructive feedback is crucial for young athletes to develop their skills and confidence. Here are some methods to ensure both giving and receiving feedback is a positive and productive experience:

For Coaches and Parents Providing Feedback:

- **Focus on the "How" not the "What":** Instead of saying "You threw a bad pass," explain "Focus on following through with your arm motion on your next throw." This helps them understand what to improve.
- **The Positive Sandwich:** Start with specific praise, then offer constructive criticism, and end with another positive note. This keeps motivation high and allows for easier digestion of feedback.
- **Use "I" Statements:** Instead of accusatory statements, phrase feedback in terms of your observations. For example, "I noticed you seemed frustrated during the game. Is there anything I can help you with?"
- **Focus on Effort and Improvement:** Emphasize the effort the athlete put in and highlight areas for improvement. This fosters a growth mindset where mistakes are seen as learning opportunities.
- **Be Specific and Timely:** Offer specific, actionable feedback soon after the performance for better recall and application.
- **Body Language Matters:** Maintain a calm and encouraging tone. Use open body language and positive facial expressions.
- **Ask Questions, Don't Dictate:** Encourage athletes to reflect on their performance by asking open-ended questions. This helps them develop self-awareness and problem-solving skills.

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For Young Athletes Receiving Feedback:

- **Listen Actively:** Pay attention to the feedback being given and avoid interrupting.
- **Ask Clarifying Questions:** If something is unclear, don't hesitate to ask for clarification.
- **Focus on Learning, not Defensiveness:** Approach feedback with an open mind. See it as an opportunity to learn and improve.
- **Develop a Growth Mindset:** Believe that skills can be developed through effort and practice. Celebrate improvement, not just perfect performance.
- **Ask Follow-Up Questions:** Ask for specific suggestions on how to implement the feedback.
- **Practice gratitude:** Show appreciation for everyone's time and effort in helping you improve.
- **Set SMART Goals Together:** Work with coaches or parents to establish Specific, Measurable, Achievable, Relevant, and Time-bound goals to track progress and provide a framework for feedback.
- **Create a Safe Space for Feedback:** Make sure young athletes feel comfortable offering feedback to coaches or teammates in a respectful manner.
- **Role-Playing Exercises:** Practice giving and receiving feedback in a low-pressure setting to build confidence and communication skills.
 - Evaluating the effectiveness of the exercises and overall progress.

Here's a framework to assess the effectiveness of your inclusion exercises and the overall progress of your athletes, considering both individual and team development.

Evaluating Inclusion Exercises:

- **Pre- and Post-Surveys:** Conduct surveys before and after inclusion activities to gauge participant comfort levels, sense of belonging, and understanding of diversity within the team.
- **Focus Group Discussions:** Organize discussions after inclusion activities to gather qualitative feedback on participants' experiences, what worked well, and any suggestions for improvement.
- **Observations:** Coaches and team leaders can observe team interactions during and after inclusion exercises, looking for signs of increased collaboration, communication, and respect for individual differences.

- **Participation Rates:** Track participation rates in inclusion activities. Increasing participation can indicate a growing sense of comfort and engagement.

Evaluating Athlete Progress - Individual:

- **Skill Development:** Monitor individual skill development through drills, practices, and game performance data.
- **Goal Setting & Achievement:** Track progress towards individual goals set using the SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound).
- **Self-Reported Progress:** Conduct periodic self-assessments where athletes reflect on their own skill improvements, confidence levels, and enjoyment of the sport.

Evaluating Athlete Progress - Team:

- **Teamwork and Communication:** Observe improvements in communication, collaboration, and problem-solving abilities during practices and games.
- **Well-being Record:** Track well-being records (e.g. by e-portfolio) alongside other metrics to see if a more inclusive environment translates to improved team members well-being as well as performance.
- **Team Surveys:** Conduct team surveys to assess team spirit, morale, and overall sentiment towards inclusion within the team.
- **Leadership Development:** Monitor the emergence of strong leadership qualities and a supportive team environment.
- **Long-Term Impact:** Inclusion is an ongoing process. Evaluate the program's effectiveness not just in the short term but also track its long-term impact on athlete retention, team culture, and overall success.
- **Adapting Activities:** Be willing to adapt and adjust inclusion activities based on the feedback received and the specific needs of your team.
- **Data & Measurement Tools:** Utilize appropriate data collection methods (surveys, observations, performance metrics) suited to your specific program and goals.

By implementing this framework, you can gain valuable insights into the effectiveness of your inclusion initiatives and track the overall development of your athletes as individuals and as a team. Remember, a successful program continuously strives to improve by learning from data and feedback.

- Peer mentorship.

We think that the VIP-model is kind of cross-cutting and can target several needs/goals.

VIP -model: VIP person in a team is peer to peer to other team members. VIP -model can be a useful tool and process when trying to affect drop-out. The captain chosen in the future will act as a so-called VIP person who informs the coaches about the team spirit and helps the coaches as a discussion partner for the team. Captains/VIPs ensure that common rules and values are maintained in the team. Goal to craft a process model for VIP.

Section 5: Additional Resources

1. Further Reading

ABOUT FLOW AND GROUP FLOW

Summary of the Articles

The documents collectively highlight the importance of flow, both at the individual and group levels, in achieving optimal performance and satisfaction. Csikszentmihalyi's foundational work on flow emphasizes the intrinsic rewards of deeply engaging activities, while the subsequent studies expand on this by exploring physiological and social factors that enhance group performance and creativity through synchronized collective experiences. The Conceptualization of Team Flow further emphasizes the role of team dynamics and shared goals in facilitating team flow, offering a detailed framework for understanding and fostering optimal team performance.

Flow: The Psychology of Optimal Experience by Mihaly Csikszentmihalyi

Mihaly Csikszentmihalyi writes about the concept of "flow," a state of deep immersion and enjoyment in activities. Happiness, according to Csikszentmihalyi, is a state that must be cultivated internally, not something that can be achieved through external means like money or power. "Optimal experience" refers to moments of intense focus and achievement when individuals are fully engaged in activities that challenge their skills and abilities. Key characteristics of flow includes a balance between challenges and skills, clear goals, and immediate feedback. Activities that induce flow are intrinsically rewarding and autotelic, meaning that they are done for their own sake.

Building Inner Harmony

Mihaly Csikszentmihalyi discusses how creating order in consciousness and focusing on meaningful goals leads to optimal experiences. Flow experiences contribute to personal growth and a sense of achievement, making life more fulfilling.

Group-Based Flow: The Influence of Cardiovascular Synchronization and Identifiability

The study investigates the relationship between physiological synchronization among group members and the experience of group-based flow during a three-person online gaming task. Cardiovascular measures like Heart Rate (HR), Pre-Ejection Period (PEP), and Cardiac Output (CO) are used to assess task engagement and motivational states (challenge vs. threat).

Key Findings

Synchronization in PEP among group members predicts the experience of flow and mediates the relationship between group performance and flow. The study found no significant impact of anonymity versus identifiability on the experience of flow. The findings suggest that physiological synchrony plays a critical role in group dynamics and the emergence of flow in group settings.

Group Flow and Group Genius by Keith Sawyer

The concept of "group flow" is examined, drawing parallels with individual flow experiences in group settings like jazz ensembles and improvisational theater. Group flow is characterized by collective immersion and peak performance, where group members synchronize their actions and thoughts spontaneously. The study identifies ten conditions that foster group flow, including having a clear group goal, shared knowledge and assumptions among members, and a compelling vision or mission.

Practical Applications

Understanding and fostering group flow can lead to higher performance in professional and creative settings. Effective team collaboration, especially in rapidly changing environments, benefits from conditions that promote group flow.

The Conceptualization of Team Flow

The article defines "team flow" as a shared experience of flow among team members during the execution of interdependent tasks. This experience arises from an optimized team dynamic and is characterized by simultaneous and collective individual flow experiences. The theory builds on both individual and group flow concepts, highlighting that team flow is contingent on both individual and collective elements.

Key Findings

The prerequisites for team flow include a collective ambition, a common goal, and aligned personal goals, among others. The presence of these prerequisites facilitates the emergence of team flow, leading to enhanced team performance and satisfaction. Team flow theory bridges the gap between individual and group flow by emphasizing the role of team dynamics and shared goals in creating flow experiences.

Conclusion

The study provides a comprehensive framework for understanding team flow, emphasizing the importance of collective ambition and common goals in achieving optimal team performance. By integrating individual flow experiences into a collective context, the theory offers valuable insights for enhancing team dynamics and performance in various settings.

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2. Templates and Tools

- Printable templates for the exercises.
- Tools for tracking progress and facilitating activities.
- Additional activities and exercises for continued development.

The suggested presentation of the exercises is based on a format often used in sports manuals. These clearly define the methodologies and dynamics to be applied in their development. The option of defining one exercise per page is due to the fact that some of them have extensive explanations and also allow the creation of some variations of exercises, as they can be used in many different contexts and sports, as well as in different age groups. In this respect, the age groups are defined on the basis of the objectives to be worked on, and the exercises are not exclusive to the ages indicated, hence the possibility of adapting them. Thus, the indication of age groups is an indicator of the target audience for which the exercises were devised and created.

We also believe that the suggested exercises should be divided into the thematic areas they are intended to address, such as bullying, inclusion and equality.

They should also have a reference to the artistic discipline on which they are based, dramatic expression, body expression or circus arts. In addition to the necessary fields of time, material, objectives, among others, each exercise should also include sports, socio-cultural and human skills that are being worked on.

We would also indicate that a final reflection section should be included, where possible questions could be asked, small examples and key words and concepts to be addressed. This concern is due to the fact that the project addresses urgent issues and is very much geared towards prevention among children and young people. That is why we think that the final, short, objective reflection should be motivated and facilitated on our part. This serves as a moment of relaxation for the children, allows them to hear what they have to say, assess the execution of the exercise itself and its relevance and, above all, serves to analyze possible risk behaviors.

SUGGESTED ACTIVITY TEMPLATE

JOY ACTIVITY #	
General Theme	Description of the work area we are developing <i>Ex: Bullying, inclusion, diversity</i>
Activity	Name of the activity <i>Eg: Game of thrones</i>
Age	Indicate Target Age <i>Eg: from 6 to 10 years old</i>
Material	List of material <i>Eg: x 1m sticks, y colored hats, z 1kg balls</i>
Duration	Average duration of the exercise <i>Eg: from 5 to 10 min.</i>
Goal	Purpose of the exercise <i>Eg: Bullying prevention</i>
Specific Target Area	Describe a focus area, the benefit for sports and for social skills <i>Eg: Physical threats and shouting elimination creates a sense of belonging in team and society</i>
Activity description	
<p>Detailed explanation and description of the way the activity occurs.</p> <p><i>Eg: In this activity, children form groups of 3 elements. The first element uses the stick, the second element, the hat and the third element, the ball. The one with the ball tries to hit the element wearing the hat, the one with the stick tries to intercept the ball. When hitting the person with the ball the targeted person must laugh, the attacker must clap hands, and the person with the stick must sit on the floor and cry...</i></p>	
<p>References: Bibliography, author, source information</p> <p><i>Eg: The Bible; Jesus Christ 2020, Jerusalem</i></p>	
<p>Reflection: A short reflection about the activity</p> <p><i>Eg: In this exercise the initial movements are strange but, after a few moments, the expected reaction of children will be very positive and joyful</i></p>	
<p>Illustration: A visual illustration of the exercise</p> <p><i>Eg: photos or video link googlephotos.com/example ; youtube.com/example</i></p>	

3.

Conclusion

We hope you have been inspired how art-based activities and creative strategies and exercises can be utilized along sports themselves to break down barriers amongst young people, build trust between them and our coaches and therefore develop trust to then take part in activities they wouldn't normally engage in. Then, once trust is built, we provide more inclusion experiences for our young people, a group that are often overlooked and disregarded, and therefore are rarely engaged in provision that improves their prospects. As we believe that merely offering coaching and mentorship is not enough to address the complex challenges faced by our young people, playing sports and creativity games should be paired with mental health and wellbeing support, qualifications and physical activity opportunities. Therefore, it is important to see this work in the context of a comprehensive support system that acknowledges the multifaceted nature of their struggles, addressing the opportunity inequality faced by excluded young people and maximizing their chances for healthy development. This enables young people to give back to society, whilst drawing them away from criminal activity and improving their mental health and wellbeing, impacts which will have ripple effects throughout communities.

We hope that you have found some uses of the pack and feel encouraged to share some of your experiences and expertise that may add, modify or even completely defy some of this content. Please remember that this is our work in progress, content and approach to be validated by dedicated professionals like you. Please feel free send us your versions of the specific tools or more general thoughts. You can contact us via our website or write to one of the leaders at arusil@innocamp.pl

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