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SSCP**

Sport for Support project

Personal and Professional Development Toolkit



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1. General information

Main goal of the document: Sport is an outstanding tool that has the power to create meaningful values, to contribute to the personal development and professional realization of each the practical sports activities. Sport is an accessible tool for acquiring different skills and competencies that influence young people's attitudes and behavior by making them more responsible and adaptable to the environment in which they live and work and to society. However, in order to increase the potential of sport as a tool of educating values, promoting positive behavior and building social skills, it is necessary to combine the efforts of the representatives of sport organizations. In order to promote physical activity the existence of adequate and useful educational tools is a key factor of success. Under these conditions, sport would contribute to an overcoming social bump and the transfer of values such as tolerance and empathy of the playing field in real life. Another reason is the need to promote values and to create practical tools for achieving better results in sport, to protect and support athletes with direct attention to young people who are actively engaged in sport and those who remains passive and have low physical activity.

Promoting the personal and professional development of young athletes and youth and illustrating sport as a major tool to overcome social inequality and promoting core values through networking, sharing good practices and developing relevant tools.

Key words: Entrepreneurship, self – development, Skills, Youth work, Education, Sport, Training for trainers, toolkit

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I. General information, deficits and needs

Promoting the personal and professional development of young athletes and youth and illustrating sport as a major tool to overcome social inequality and promoting core values through networking, sharing good practices and developing relevant tools.

Deficits and needs:

From the perspective of sport organization:

- there is a lack of operational and partner networks in sport organizations who cooperate and exchange practices for working with athletes and youth;
- the existence of unreliable and morally obsolete documents that don't reflect the values of sport and don't provoke positive attitudes and behaviors;
- misunderstanding and lack of support at all levels (athletes, sports organizations, educational institutions, employers and state authorities);
- lack of capacity for stimulating the personal and professional development of athletes and to encourage their willingness for further education;
- lack of practical tools for supporting the staff of the sport organizations;

From the perspective of athletes:

- lack of motivation for education, basic skills and competencies
- drop out of talented and promising young athletes
- realization difficulties in the labor market in the end of the sports career due to lack of education, skills, competences and clear career opportunities.
- lack of support from managers, coaches, employers and the educational system for combining sports and professional careers
- lack of attractive methods and tools for upskilling knowledge and attitudes in more sustainable way.
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From the perspective of the young community:

- lack of motivation for practicing physical activity
- lack of sufficient opportunities for participation in personal and professional development activities;

- lack of interest in sports organizations due to their focus only in sports activities.

What were the target groups:

1. Direct Target Groups

- Coaches and representatives of the applicant and partner organizations that directly work and train athletes and youth;
- Coaches of the organizations;
- Young athletes and youth who need skills for personal and professional development.

2. Indirect Target Groups

- Representatives of other sports organizations who are interested in integrating new methods into their work;
- Organizations of managerial sports teams and youth workers;
- Business representatives;

3. Stakeholders

- Media;
- Educational Institutions;
- Career Centers;
- The Youth Community;
- Employers and employers' organizations;
- Government organizations and institutions in the field of sport
- Youth NGO sector
- Communities

Relevance to European and national priorities and policies:

The project proposal is consistent with the general and specific objectives of European commission in the field of sport as it will:

- Increase knowledge and awareness regarding sport and physical activity as tool for skill acquisition fostering the well-being and employability of young people;
- Increase stakeholders awareness of as regards the role of sport in promoting health enhancing physical and mental activity;

- Strengthen the international cooperation between grassroots organisations active in the field of sport and youth and create a core of a transnational network promoting the same ideas;
- Improve sharing of good practices and transfer of know-how not only between the participating organisations but also on national level in Bulgaria as the Bulgarian Ministry of youth and sport will provide support for the dissemination of the project results.
- Foster cross-sectorial synergy with non-formal and lifelong learning policies to promote sport and physical activity as tool to address youth-related challenges.

Innovative aspects of the methodology:

Sport is an universal means of communication and, as such, it has the power to gather and develop people, in particular young people, and to give them skills and competences beyond the sporting and racing activities that are applicable in their everyday life and support personal and professional development and realization that makes young people secure in their own strengths and more successful.

2. Context and rationale for the development of a training program

The **Personal and Professional Development Toolkit (PPDT)** is developed in the framework of the Erasmus+ funded project “Sport **for support**”. The project involves and brings together a group of four organizations actively engaged in sports, Personal and Professional Development and youth sector. Starting from the concept that the sport can be used as tool for fostering **Personal and Professional Development**, promoting dual careers of athletes and supporting good governance in sport, the projects aims to collect all the partners’ good practices in the sphere of sport as a tool that has the power to create meaningful values, to contribute to the personal development and professional realization of each the practical sports activities. Our goal was to design and develop an innovative **training module combining sport training and acquisition of basic entrepreneurship and personal development skills**. The training module consists of general principles to be followed when designing training programs for athletes and young people involved in sport, based on the integrative approach of combining sport activities with entrepreneurial tools, frameworks and thinking. The Personal and Professional Development Toolkit – PPDT training module contains innovative tools and techniques especially created to accompany training activities in order to foster entrepreneurship thinking and skills acquisition and to create an innovative and much needed model for transition to the post-sport careers. It includes high quality pre-designed training techniques complemented with case studies and best practices examples for trainers and coaches ready to be used in different sport activities.

This methodology is **designed for progressive coaches, athletes and youth workers** who are motivated to adjust their coaching or training programs so that they are making the most of current research on optimal training. Although the journey to expertise is a long one, we hope this documents can provide some shortcuts and excitement along the way.

Ensuring continuity and building on already achieved good results, sharing, discussing and promoting them led us to the expansion and refinement of the SY2S methodology created by a previous project of the applicant organization. What is new in this process is the inclusion of organizations that have not been familiar with the methodology so far. Their important role is also due to the fact that they will be

used on the "mirror principle" in order to clarify and reflect the details and interventions that need to be supplemented through the prism of the personal and professional development and realization of the young people and the expansion of the acquired specific skills through sporting activities in order to achieve even greater applicability and efficiency of the methodology at national, partner and European level and to improve its impact on all stakeholders. The methodology was upgraded and supplemented with new techniques and methods for the development of specific skills in young people aimed at their career development and realization. Basic skills included in the SY2S methodology were also focused on business communication skills, presentation skills, time management skills and stressful work, stress management skills, and more to be achieved through the new tool "PPDT".

According to the Council Recommendation on HEPA across sectors the long term viability of sport and sports bodies depends on future generations of participants being attracted to sport as competitors, match officials, volunteers and administrators. In developing sports policy and promotional initiatives it is good practice for sports bodies to engage and consult with representative youth groups and young athletes as a form of future proofing for the sport to minimize generational disconnects. The PPDT Methodology and project not only provide incentive for better cross-sectoral dialogue between youth and sport, but especially focuses on young athletes and sportspersons, their trainers and coaches and youth-sport policy-makers in order to create vertical line of communication ensuring better engagement of all mentioned stakeholders(Council of the European Union, 2013).

The Methodology also addresses the link between sport and employment as presented in the **“The European model of sport. Consultation document of Directorate-general X Information, Communication, Culture, Audiovisual Media”(European Commission)**. Sport has developed into a major source of employment, already identified as such by the Commission in its **White Paper on growth, competitiveness and employment**. The Commission suggests that “Member States should address existing barriers to maximising the job creation potential of ... areas of new employment growth and activity by a range of measures aimed at anticipating and accelerating ... new jobs growth.” Measures could include those which “promote the development of new employment opportunities through the use of public-private partnerships at all levels, and notably in potential growth areas such as ... sport” Originally sport was mainly organised by unpaid amateurs but now the sport sector provide numerous opportunities for creation of jobs and growth of employment. The project foresees to gather good practices in that particular field and to share them in order to make the link between sport and employment more visible and to generate new ideas how to create jobs in the sport sector. In addition, the Sport for support project is endorsing the **EU’ White paper on sport** in particular the view on the societal role of sport.

The Methodology module is also consistent the recommendations 5-8 from the **‘Recommendations to encourage physical education in schools (2015)’**:

- ➔ The integrative training module applies sport training together with European sport values such as fair play, cooperation, equity, equality, integrity, and respect of others' capabilities. It promotes the model of sport participation, developing relevant transversal skills such as teamwork, decision-making, adaptability, social inclusion and leadership.
- ➔ The Methodology proposes training activities with differentiated and adapted approach and techniques, in order to tailor the entrepreneurship training to individual personal development needs of the young sportspeople and athletes.

In addition, the Methodology is consistent with the **EU Physical Activity Guidelines** and **Council conclusions on maximising the role of grassroots sport in developing transversal skills, especially among young people** because it aims to make physical education meaningful and successful for all through validating the link between sport training and skill acquisition. High-quality tools and techniques are provided to participating trainers and coaches in order to encourage the creation of dual trainings programmes that maximize opportunities for learning and success in and outside the sport sector. Trainers are encouraged to use technology and non-formal education methods in their trainings and to personalize the training modules to a higher extent than before.

Lastly, the Methodology is in line with the latest developments and research related to sport as employability improvement tool. The knowledge, life skills, health and physical abilities generally developed through appropriate professional sport training can actually benefits athletes by improving their chances of creating start-ups in the sport sector, raising their level of income and making them more optimistic and willing to work in the sport sector after the end of their careers. There are two sets of skills which can be gained through sport training;

- ➔ Core' skills are skills that are directly associated with coaching and sport management.
- ➔ 'Soft' skills are skills which are learnt through sport e.g. cooperation, leadership, respect for others, knowing how to win and lose etc. Which are applicable in almost every job?

The Methodology can be used by sport organization, coaches and other experts to:

- ➔ Increase knowledge and awareness regarding sport and physical activity as tool for skill acquisition fostering the employability and dual careers of young sportspeople;

- ➔ Promote and support good governance in sport and dual careers of athletes through innovative model linking sport and entrepreneurship;
- ➔ Increase awareness of as regards the role of sport in promoting social inclusion through social entrepreneurship and innovations in the sport;
- ➔ Increase stakeholders awareness of as regards the balance between sports training and education and, at a later stage of life, the balance between sports training and employment;
- ➔ Promote education in and through sport with special focus on skills development and better employability;

The Personal and Professional Development Toolkit (PPDT) is based on the relevant theories, research, practical experience regarding dual careers in the Member States and the suggestions and guidelines by partner sport organisations in this field. During the preparation of the module the partnership realized a serious needs analysis through primary data collection from the direct targets groups including interviews with young sportspeople, trainers and policy makers completed by a literature review of more than 50 different documents. Therefore, the Sport for support project takes account and combines in one integrated methodology some of the best practices in the field.

2.1 Sport as tool for personal and professional development

From the European Union institutions, to the United Nations to more local national governments there is a growing awareness of and pressure for sport to deliver broader social outcomes. For instance, the new 2030 UN Sustainable Development Goals provides the opportunity to advance not so much sport for sport goals but sport for broader social goals and outcomes. Based upon the fact that sport can engage, motivate and inspire not just marginalised groups, the rise of sport-plus programmes has created a growing sport-for-development sector. An expanding international community exists comprised of sport clubs and institutions, NGOs, private companies and policymakers driven by the role sport can play in social change. As sport is increasingly being used for social change, the opportunities for sport to play a more significant role in education become more and more. A sport-based alternative model of using popular aspects of sport to deliver educational outcomes has proven to be successful in many international contexts.

Nowadays, sport is used as a tool in a vast array of different intervention programmes for development. These sport-based intervention programmes, titled as 'sport for development' or in short 'SFD', often target at-risk youth or marginalised groups of people. SFD programmes can be found in most European countries. Rather than creating stand-alone sport or youth

programmes, these initiatives often address more general cultural, social and educational challenges young people or marginalised people are facing, thereby to a growing extent also attempting to facilitate the transition from education and training to the labour market. At the EU-level, the policy focus on employability and successful integration in the labour market is articulated in the 'Europe 2020 Strategy' (2010) for "smart, inclusive and sustainable growth" .

Definition

We will propose a definition which is based on the definition of ETS in Move and Learn Manual(Denitsa Andonova, Maria Acs, & Douglas Holmes, 2013):

Education through Sport is an educational approach that combines non-formal education with sport and outdoor or physical activities. ETS aims to develop the key competences of individuals and groups in order to contribute to their personal development as well as sustainable social transformation.

In addition, aiming for a better understanding of this process, the Move and Learn authors propose to make the link between ETS and Kolb's experiential learning cycle (Kolb, David, 1984 cited from (Denitsa Andonova et al., 2013)).

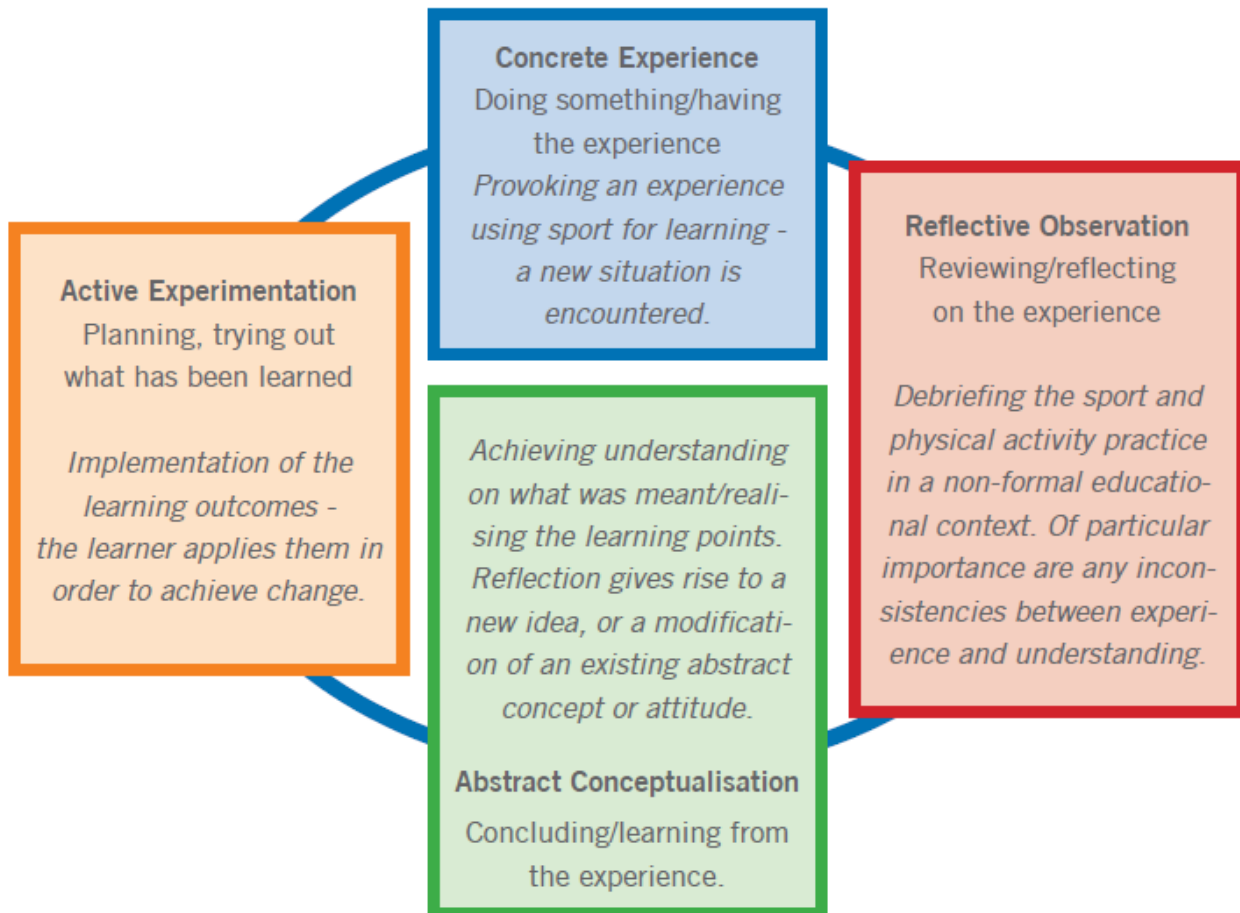


figure 1 Kolb's Experiential learning cycle linked with ETS

Source: Denitsa Andonova, Maria Acs, & Douglas Holmes. (2013). MOVE And LEARN. Manual for Non-Formal Education Through Sport and physical activities with young people L. Foldi (Ed.) Retrieved from <https://www.moveandlearn.org/files/Move&Learn.pdf>

Key competences and sport

The European Commission works with EU countries to strengthen 'key competences' – knowledge, skills, and attitudes needed by all for personal fulfilment and development, employability, social inclusion and active citizenship.

The approach is to promote key competences by:

- Providing high-quality education, training and lifelong learning for all
- Supporting educational staff
- Promoting a variety of learning approaches and contexts, in a lifelong learning perspective
- Exploring approaches to assessment and validation of key competences (European Commission, 2018).

In the table below we match the 8 key competences with different sports and physical activities that could develop potential learning outcomes. The table is developed using the model presented in the Move and Learn Manual but updated with the new key competences from the Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning (Council of the European Union, 2018).

Key Competence	Sports through which it is achievable	Potential learning outcomes
Multilingual competence	All kinds of collective sports, physical exercises played in team, especially activities which need an establishment of a strategy	Ability to understand a message in a foreign language given by another person and to respond accordingly; ability to explain and to be understood; ability to take part in a public debate or the ability to cooperate with others.
Personal, social and learning to learn competence	All sports and physical activities without any exception	<p>Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional wellbeing, to maintain physical and mental health, and to be able to lead a health conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.</p> <p>Every sport practice and physical activity could develop this competence, of course, to a different extent depending on the different practices. Nevertheless it is the most important potential learning outcome as it involves motivation and being able to reflect critically in terms of attitudes, which are extremely important in achieving a successful learning process.</p>

Citizenship competence	Mostly collectively played sports but also some individual sport practices such as, hiking or extreme sports	Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.
Cultural awareness	Collectively played sports and physical activities exercised in a team, traditional national sports, martial arts	<p>The potential learning outcomes concerning the competence of cultural awareness and expression involve having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms.</p> <p>Skills include the ability to express and interpret figurative and abstract ideas, experiences and emotions with empathy, and the ability to do so in a range of arts and other cultural forms.</p> <p>Skills also include the ability to identify and realise opportunities for personal, social or commercial value through the arts and other cultural forms and the ability to engage in creative processes, both as an individual and collectively.</p>
Digital competences	Sport practices which requires strategy	<p>Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), and problem solving</p> <p>Potential educational aspects are the ability to elaborate strategy as well as creative, innovative and critical thinking, involving digital and other technologies, active participation, ability to reflect on the direction and limits of possible action.</p>
Mathematical competence and competence in science, technology, engineering	Chess and strategic outdoor sport practices	Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Skills include the understanding of science as a process for the investigation of nature through controlled experiments, the ability to use and handle technological tools and machines as well as scientific

		<p>data to achieve a goal or to reach an evidence-based decision or conclusion, and the readiness to discard one's own convictions when they contradict new experimental findings.</p> <p>Chess and other strategic outdoor sport practices could develop trust as well as rational way of thinking. In terms of skills, ability for applying mathematical and science principles could arise. In terms of attitudes a potential for curiosity as well as interest and respect for safety, sustainability could be observed.</p>
Entrepreneurship competence	Individual sports as well as team sport practices	<p>Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or commercial value.</p> <p>The potential educational outcomes involve the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity. This includes the ability to make financial decisions relating to cost and value. The ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity and risk as part of making informed decisions is essential.</p>

Sport and Employability

According to the opinion of our expert there are two broad perspectives on the nature of 'employability' – one which focuses on the more narrowly defined 'hard', or job-related, skills such as vocational education; and another that emphasizes on 'soft skills' ('transversal skills'), which are personal attitudinal and behavioural attributes. Although these perspectives are complementary, employers have increasingly identified the lack of soft skills as an obstacle to employment. While not always defined precisely, the soft skills tend to be those traditionally associated with sport – teamwork, communication, time management, problem solving, leadership, commitment and motivation. However, points the study, there is limited evidence as to the success of programmes in developing such skills solely through sport. It is also unlikely that sport alone can address a variety of potential environmental obstacles to increasing employability and employment, such as unsupportive family situations or lack of local employment opportunities. The literature review summarized in the study shows that programmes and intervention based on sport need to be 'Sport Plus', where sport is used to establish positive social relationships and develop certain soft skills. This is complemented by other more formal, educational components which develop and reinforce systematically core elements of employability (Prof. Dr. Marc Theeboom et al., 2017).

This understanding is in the core of the philosophy of the **Sport for Support** project methodology. In order to be successful at combining sport training and development of entrepreneurial skills, the programme should combine traditional sport training with reflective component and additional "entrepreneurial" modules/components.

Improve gender equality in sport

It should be recalled that the gap between male and female sports participation observed even today substantially arises from a stereotyped "masculine" perception of certain sports, sometimes attended by false information. On that score, suffice it to recall that only a short time ago certain sports were not recommended "medically" for women. For example, it was said by medical experts that football caused a predisposition to genu valgum, was dangerous for a woman's body and should be banned in the interests of fertility. (Taken from Mareike Koenig's article, Op. cit., p. 8/9.).

Gender equality is a critical determinant of health and wellbeing. Females remain under-represented in sport – both on and off the field – in participation, media profile and leadership positions.

Generally, women practice sport significantly less than men. The Eurobarometer Sport and Health Survey (2017) found that only 6 % of young women (15-24) compared to 12 % of the

young men are regularly physically active. Surveys conducted in various countries revealed a similar picture and showed a dramatic decline in physical activities among girls starting already at the age of 13 to 15-years. According to the 2010 Eurobarometer Survey, 59% of men say that they engage in sport at least once a week compared to only 47% of women. Some sources claim that all in all approximately 40% of sport and physical activity participants are women - Special Eurobarometer 472 ([https://ec.europa.eu > index.cfm > ResultDoc > download > DocumentKy](https://ec.europa.eu/index.cfm?ResultDoc=download&DocumentKy=)).

The barriers that prevent women from fully participating in sport are the same that prevent them from fully participating in the society: stereotypes, misperceptions, safety risks (such as sexual harassment and violence), inadequate resources, poverty and a lack of role models (<https://www.sportanddev.org/?5417/Discrimination-in-sport-based-on-sexual-orientation-and-gender-identity>). Self-censorship is also an issue, especially among young girls who tend to give up certain sports (e.g. swimming) for the fear of exposing themselves to view. However, research also supports the notion that there is less value placed on women's sports. This leads to unequal wages, awards and media coverage compared to men's sports.

Today, more women and girls are playing sports than ever before, yet this has not corresponded to an increase in coverage of women's sports in sports media. Only around 3% of airtime is dedicated to women's sports. Yet media is a tremendous driving force behind the popularity of any sport, alongside the manner in which the games are reported upon. When women's sports are covered at all, they are usually covered by men who merely go through the motions of reporting (<https://www.socialistalternative.org/2015/07/17/womens-world-cup-exposes-rampant-fifa-sexism-organize-fight/>).

The lack of gender equality in sport could also be seen as a missed opportunity for the sport sector. Research and developments in sport have shown that better skilled and educated women and men could lead to interesting benefits on personal, organisational and societal levels. Instead of considering gender issues to be irrelevant, or even a hindrance to the core policy goals in sport, stakeholders in sport should develop a more comprehensive understanding of the value of gender equality as a condition of social and economic progress.

Gender equality will benefit the position of women, who for a long time did not have the same human rights as men, but at the same time it will improve the diversity of today's sport sector which is needed to attract potential sport participants and clients and keep them as members or participants active in the organisation, ready to fulfil activities or functions.

For many women with a disability or migrant background it is much more, it is also using sport as a tool to empower their lives, to have a job, to have a family and to be accepted as a citizen in their (new) country and not being someone 'different'. It could be expected that as a result of a gender equality approach, the climate of sport will become more attractive and enjoyable to

women and girls, which will lead to an increase in their participation. It will result in a positive effect on the health of women and girls throughout Europe.

Finally it should be strongly stressed that gender equality in sport will be economically beneficial for all stakeholders in sport and related industries, including the media because of higher participation and popularity of sport and a growing workforce.

Equality between women and men is a fundamental principle of the European Union and enshrined in the Treaties. It is a common value of the EU, and a necessary condition for the achievement of the EU objectives of growth, employment and social cohesion. The need for a European approach goes beyond the valuable mutual exchange of learning experiences and good practice and the support for the development of national strategies. The huge gender gap existing in the decision making bodies of European sport, the lack of attention for gender equality and the key positions these organisations could play regarding media and sponsor contracts, crucial for the right coverage of women in sport, justify a European approach. Moreover, an international approach could also be helpful in topics, such as sexualized violence in sport, which could be delicate and sensitive at a national level and faces cross border challenges.

Essential for our new approach are: ☐

- A joint political agenda of the European sports organisations and gender sector to support the implementation of gender equality in sport at national and international level. ☐
- Inclusion of gender equality in the structured dialogue of the European Union with sport stakeholders. ☐
- Monitoring and evaluation of national strategies and European actions based on indicators and defined by output-targets. ☐
- Guidelines supporting the development and updating of national plans and strategies and actions on European level. ☐
- Transnational initiatives (studies, seminars, projects) focussing on the implementation of national and international strategic actions on gender equality in sport with a focus on decision making in sport governing bodies, coaching, and the fight against gender based violence and negative stereotypes in sport. ☐
- Promotion of gender friendly human resource policies of international sports organisations and within the framework of the EU social dialogue between employers and employees in the sector of sport. ☐
- Addressing the multiple discrimination/intersectionality for specific groups of women in sport.

What we need to change and develop in our everyday work.

1. Individual needs assessment

Formal needs assessment helps to provide more insight into participants' personal circumstances and constraints, as well as the nature of their employability/entrepreneurial skills. In order for young people to better understand their own level of employability, a mentoring or guidance approach that stimulates self-reflection, self-awareness and ambition is a critical factor for success. Joint assessment with trainers can improve youth's understanding of the impact of personal and socio-cultural barriers. It can allow them to get a realistic view of how far they are away from successfully entering the labour market and to identify their individual developmental needs.

2. Individual learning plans

A planned and tailored approach is required to give the programme a clear and agreed structure and a set of clear goals related to participants' personal development and employability/entrepreneurial level. The use of an individual learning plan not only helps participants to better understand how and when these goals can be achieved, it makes them more aware of their own role and responsibility in the learning process. A key element for this is the requirement that participants need to be self-reflective regarding their strengths and weaknesses, as well as with regard to the level of progress they are making during the different stages of the programme.

3. Workshops

One of the core elements of a change consists of the delivery of workshops on a range of soft/employability/entrepreneurial skills to small groups of participants. During these workshops, different issues and soft skills are systematically addressed and discussed in relation to such issues as: understanding of others, personal responsibility, teamwork, time management, conflict management, communication skills, perceived self-efficacy, problem solving, focus/direction, ambition, motivation, initiative, entrepreneurial and leadership skills. The approach to learning that is used for the workshops is aimed to develop critical self-reflection and self-development.

4. Validated qualifications

These qualifications, which are often externally reviewed and awarded, are mainly in basic levels of sport leadership and training and mostly develop generic organisational and planning skills. The emphasis is on learning by doing and reflecting on the experience via workbooks. It provides a means to experience a sense of achievement and to show participants' level of planning, organisational and communication skills plus work discipline. Again, critical self-reflection is a key mechanism within this approach. In addition, acquiring validated qualifications contributes to participants' CV building and can, in some cases, also lead to opportunities for employment or provides the basis for volunteering within some organisations.

5. Work experience

To increase participants' understanding of what it means to be employed and to self-assess the extent to which they are equipped with the proper skills to be introduced to the world of work, it is an essential element in programmes to provide opportunities for participants to have work experiences.

6. Outcomes which strengthen employability/entrepreneurial skills

Organisations with an employability-focus will largely emphasise the development of employability-relevant soft skills. These skills relate to perceived self-efficacy; communication skills; conflict management; problem solving; leadership skills; focus and ambition. Again, a key mechanism to this development is the use of a critical self-reflective approach.

7. Preparation for employment/entrepreneurial activity

For those organisations that focus on employment and entrepreneurship for their programme learners, there is a need to go beyond the development of soft/employability skills and to prepare young people for entry into the labour market. This involves training and guidance from a job coach in interview techniques (e.g. through 'mock' job interviews), CV writing, creation of presentation and pitching techniques and assistance in job searching.

8. Employment, entrepreneurial activity or education: ongoing support

While other types of impact remain an option (such as seeking work without assistance; being referred (back) to job agencies or remaining unemployed), organisations adopting the approach

outlined above, will be most likely to find their programme graduates either in employment or further education. As transition to actual employment/entrepreneurial activity remains a challenge for many programme graduates, organisations may need to provide support after obtaining employment.

In addition, there is an emphasis on the delivery of specific mentoring or guidance styles according to the various components and mechanisms of the programmes (i.e. 'direction-setting' or 'coaching').

3. Personal and Professional Development Toolkit and Methodology

After explaining the context and the rationale for the creation of the PPDT as well as the theoretical principles it is built on (Education through sport, Sport approach, the theoretical framework of the personal and professional development through sport framework), in this chapter we will present the implementation process. Toolkit is a broader term that includes not only one exercise, but, in general, the way in which you want to reach your.

The main questions are:

- How can sport contribute to the personal and professional development of young people?
- How can you use sport to improve skills that can be transferred to employment?
- How can sport itself offer employment possibilities?
- How can sport improve the implementation of initiatives for young people?
- How can you make sure the competencies obtained through sport will be transferred to other fields of life?

1. Define explicit learning objectives

A set of realistic learning objectives is what makes the real educational difference in sport programmes.

2. Debriefing, feedback and reflection are crucial.

The debriefing, feedback and reflection part are the most important of the learning process because they provides participants with the opportunity to reflect their own behaviour, their learning needs but also to reflect on the whole situation and connect it to their everyday lives. As stated in the Move and Learn Manual the first important step is to prepare your questions thoughtfully and to discuss them either with your co-trainers or reflect on it in advance to make sure you open and lead the discussion by asking the right questions. The trainer/coach should be flexible enough to be able to react to the given situation in the reflective practice. The debriefing part is not only about asking the right questions, but also about moderating/leading the discussion itself and giving a clear structure to it. It always helps to tell participants what they can expect of this part of the exercise. If they are totally new to debriefing or evaluation, they should be introduced to it properly. You have to tell them what to expect and what role they play in it. You have several tools you might use here. First of all and the most important one is giving and receiving feedback. Participants contribute to the discussion by observing what they saw, what they felt and what they conclude from these experiences. You might add observations as a facilitator during or at the end as well, but the biggest part should come from the participants themselves. This determines the actual degree of active participation and should not be blocked by a facilitator giving too many observations or conclusions. It is absolutely important to stick to the rules of a constructive feedback to create a positive and appreciative atmosphere within the group. It comes with experience to see when it is needed to be a strong and/or strict discussion leader and when it is more helpful to step back and let the flow of the discussion take over. Moderation skills in general will help you to control the situation and the atmosphere within the group. Summing up arguments or observations will support the participants to focus their attention back on the “red thread” of a discussion. Putting down key words or making results visible will support everyone to follow the discussion and to be able to participate as well at any point, even if the participants do not pay attention the whole time. You can also interpret some statements in the direction you want them to be understood. Not with the intention to manipulate, but to open up the discussion in a direction you might want to pursue. To ensure the understanding within the whole group you can repeat statements in your own words and make sure (Denitsa Andonova et al., 2013).

3. Sport values for better learning possibilities

As described in Move and Learn Manual education through sport gives additional benefits to both facilitators within the sport for all context trainers. Sport values (fair play, teamwork, responsibility) give a new dimension of learning possibilities.

4. Sport activities and games for personal and professional development

The philosophy of sport and physical activity being readily available for all youth has a long history. Research suggests that sport is a significant factor in the development of adolescents' self-esteem, identity and feelings of competence. Using sport to promote competence in youth has tremendous benefits and risks. The greatest risk is the belief held by many that we can make a difference by just 'throwing the ball and letting them play.' This paper will focus on the role that sport can play in facilitating positive youth development. We delineate the environments in which sport best contributes to positive youth development and the role schools, and the psychologists who work in these schools, can play in this process. In addition, we will provide examples of several sport-based programs designed to enhance positive development, the components that make these programs successful and issues related to the design, implementation and evaluation of these programs.

Sport as a tool for personal and professional development concept is much deeper in terms of its aims and expected outcomes and should be seen from a holistic perspective compared to the othertwo approaches. The approach itself consists of the integration and implementation of sport elements to be used for an educational purpose to address a social issue, develop social competences and provoke a lasting social transformation. The whole educational process is planned and prepared, and clear, realistic and measurable outcomes are expected after it happens. This is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

THE SNAKE

Skills and Competencies:	<ul style="list-style-type: none"> ▪ Teamwork ▪ Cooperation ▪ Strategic thinking
Group Size	12-20
Age range	12- 40 years old
Duration	90 minutes
Materials	<ul style="list-style-type: none"> ▪ 20 bibs or scarves ▪ A safe space for running the activity according to the size of the group ▪ Flipchart papers ▪ Markers

INSTRUCTIONS

Overview:

The exercise is a three-stage physical activity that aims to be an eye opener for participants into the concept of Education through Sport by showing the difference between education for, by and through sport.

Objectives :

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

Preparation:

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

Realization:

- Tails - Each participant will be given a bib or a scarf and try to get it from the others without losing their own. The bibs are tucked into the trousers or the shorts at the back of each person. The game can be used as the warm up exercise. Explain to the participants that they must have at least half of the bib on show for others to catch it (5 minutes)
- Snake - Separate the group into 3-4 teams (the teams should be of around 4-5 people). Give them the instructions. They are supposed to act as a snake with the aim of stealing the bib/scarf which is attached to the last member of the other team (example tucked into the shorts). Catching the bib/scarf will be awarded points only if the chain of people is not broken. Introduce the referee. Play the activity (15 minutes)
- Second exercise - Stop the game and let the participants know that in order to get better results they are allowed 2-3 minutes to decide on a strategy within their teams. Let them play again (15 minutes)
- Debriefing + Closing – (40 minutes)

DEBRIEF AND EVALUATION

Ask them to describe the activity and their feelings, their learning

- What happened during the game?
- How did you feel during the exercise?
- If any, what were the differences between the three stages/rounds?
- Did you learn anything new about yourself?
- Did you manage to work together?

Help the group analyse how they worked together and what makes good group work.

- What problems did you have getting organised?
- What responsibility did each group member have?
- How could they improve their performance?
- What skills did they need? Responsibility? Listening and responding skills? Cooperation? What else?

Learning outcomes

- Who got the highest score out of all the teams? How did you play to win?
- Who has the lowest score? How do you feel? What happened?
- Where any agreements between teams made to cooperate? Why?

Feedback about the exercise

- Did you enjoy the game? What did you like/dislike about it?
- Is it an activity you would use/adapt for others?

TIPS FOR TRAINERS

- Spend time at the end of the activity talking over what people learned and how they see it relating to their own lives and their communities.
- Make sure everyone gets a chance to speak so that they know that their opinion and participation is valued/ appreciated.

Source: Denitsa Andonova, Maria Acs, & Douglas Holmes. (2013). MOVE And LEARN. Manual for Non-Formal Education Through Sport and physical activities with young people L. Foldi (Ed.) Retrieved from <https://www.moveandlearn.org/files/Move&Learn.pdf>

DRIVING A CAR

Skills and Competencies:	<ul style="list-style-type: none"> ▪ Teamwork ▪ Cooperation ▪ Communication skills
Group Size	6-20
Age range	12- 40 years old
Duration	20-30 minutes
Materials	<ul style="list-style-type: none"> ▪ 4 cones or stones to mark the playing field ▪ Sticks, ropes, empty water bottles or any other materials available on the playing area that can be used as obstacles

INSTRUCTIONS

- Mark the playing field (around 40 x 40 metres) with 4 cones/ stones or lines on the ground
- Divide up the group into teams of two people
- Ask each team to assign one person as 'driver' and one person as 'car'
- Instruct participants who pretend to be 'cars' to close their eyes. Instruct 'drivers' to stand behind them at arm's length
- Explain: If a driver taps the shoulder of a 'car' with his index finger, the 'car' is expected to go straight. The 'driver' can control how fast a car is running by controlling the pace of his taps. Tapping faster will make a 'car' move faster. Touching the shoulder firmly with the palm of the hand means stop! Touching the right shoulder means to turn right (90 degrees). Touching the left shoulder means to turn left.
- Demonstrate different commands with a volunteer
- Instruct 'drivers' to drive their 'car' in the in the designated area. The 'driver' has to make sure that his 'car' doesn't bump into other 'cars'

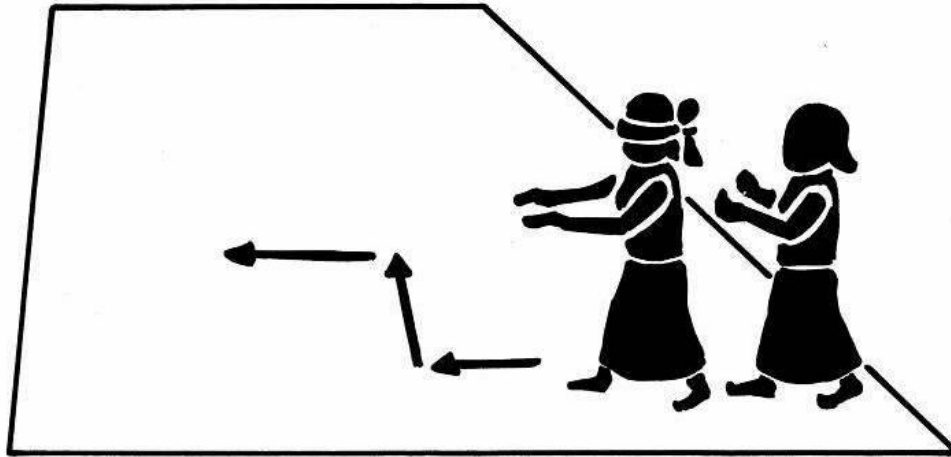


Figure 2 Option 1 - Controlling 'cars' by tapping on participants shoulder

Tips/ Recommendations

- When the game is first introduced, it is possible to allow participants to practice driving 'cars' with their eyes open. This allows them to understand the rules and get used to the game. Once you feel they understood the rules, an instruction to close their eyes can be introduced

Variations

Movement/ Sounds	Ask participants what kind of vehicle they are and accordingly make the engine sound. This variation will enhance participant's imagination
Group	Have 3 people in one group. Same rules apply but you have two people in the front closing their eyes. The person at the back is an 'engine driver' who sends signals to the middle person, who's role is to transfer the signal to the person in front of him. The person at the front will move according to the instructions he receives. This makes the game more difficult.
Rules	One of the most common variations to this game is to ask 'drivers' to control their 'cars' by calling out directions from outside the playing field. 'Drivers' stand outside the playing field facing the field. Rather than providing signals from the back with the index finger, 'drivers' will shout directions: right! Left! Stop! 'Cars' are instructed to still have their eyes closed. They are to receive

	instructions from their owners and move accordingly.
Materials	Different materials can be used to act as obstacles. For example, a rope can be used to represent a lake. The lake becomes a buffer zone that cars are not allowed to enter.
Field	The difficulty of the game varies with the size of the field you allow participants to manoeuvre. The smaller the field the more difficult it gets for them.

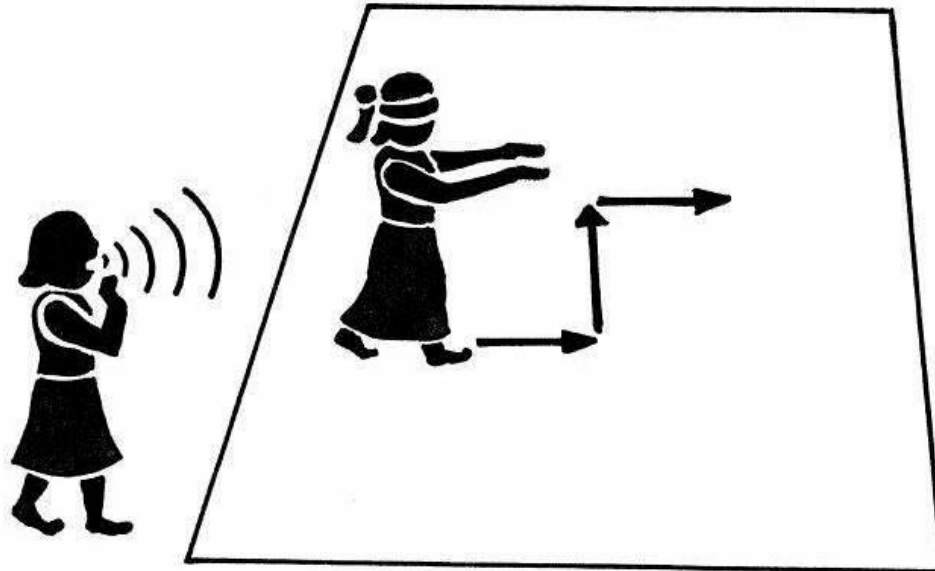


Figure 3 Controlling 'cars' by calling out directions from outside the designated playing

Reflect

- What was the most challenging aspect of being a 'car'? What did your team do to overcome those challenges?
- What was the most challenging part of being a 'driver'? What did your team do to overcome this?
- How easy was it for the 'car' to follow the instructions of the 'driver'?
- What were the consequences for the 'car' of receiving unclear orders and instructions from the 'driver'?
- How many 'cars' hit an obstacle or bumped into each other?

Connect

- In your life, have you ever been pushed into a situation like the blindfolded person (the 'car') where you had to fully trust a person without any reservations? How did you feel in such a situation?

Apply

- What do you think the 'car' in this activity could represent in a business environment? What could the 'driver' represent? Similar to the instructions the driver provided to the 'car', a budget helps you to guide spending and saving in your business. If the budget has been well-prepared, it helps you to keep focused on your business goals, provides clear guidance for spending decisions to avoid unnecessary expenses that do not contribute to attaining your business goals

Source: Katharina Wespi, Daniel Matter, & Malika Kons. (2015). Business knowledge & vision manual. Promoting Employability and Entrepreneurship through Experiential Learning and Sport Retrieved from http://sad.ch/wp-content/uploads/2016/09/Business_Knowledge_and_Vision_Manual_2015.pdf

CROSSING A MINEFIELD

Skills and Competencies:	<ul style="list-style-type: none"> Teamwork Cooperation Collaborative problem-solving Communication skills
Group Size	5-20
Age range	12- 40 years old
Duration	15-30 minutes
Materials	<ul style="list-style-type: none"> Blind folds Open space around 5 metres wide and 10 metres long. A long rope or chalk to indicate the boundaries of the minefield (the field can be smaller if the game is conducted indoors) Sticks, bricks, stones, balls, cones or any other objects to represent the 'mines'

INSTRUCTIONS

- Distribute 'mines' on the field

- Ask participants to operate in pairs. One person is blind-folded (or keeps eyes closed) and cannot talk (optional). The other person can see and talk, but cannot enter the field or touch the person
- Explain that the challenge for each blind-folded person is to walk from one side of the field to the other, avoiding the 'mines', by listening to the verbal instructions of their partner. If the blind-folded person hits a 'mine', he/she has to restart the journey at the boundary of the minefield
- Allow participants a short period (e.g., 3 minutes) of planning time to decide on their communication commands then begin the activity
- Ask participants to swap roles and give them some time to review and refine their communication method

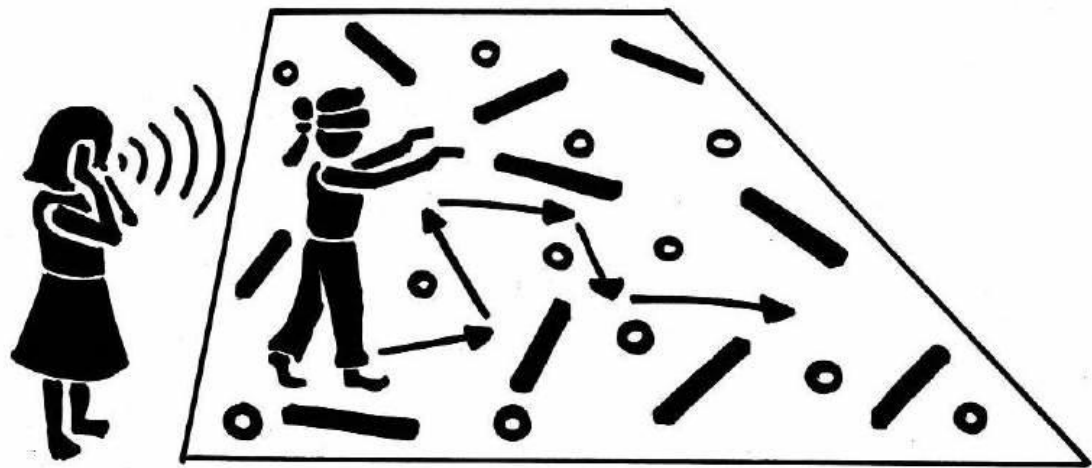


figure 1 Crossing a minefield

Variations

Group	The activity can be conducted one pair at a time or with all pairs at once (creates a more demanding exercise due to the extra noise/ confusion created by different commands).
Rules	The game can be conducted as a competitive task - e.g. which pair is the quickest or has the fewest hits?
Field	Add or remove 'mines' to create an optimal level of challenge.

Reflect

Ask participants:

- To rate how much they trusted their partner (out of 10) at the start and how much they trusted their partner (out of 10) at the end

- To explain what their partner did to help them feel safe and secure. Ask them to indicate what else their partner could have done to make them feel more safe/ secure

Connect

- In your life, have you ever been pushed into a situation like a blindfolded person where you had to fully trust a person without any doubt? How did you feel in this situation?

Apply

- Ask participants to share what the 'mines' could mean if the minefield represented their journey in finding the most appropriate way to earn a living and the type of assistance they would need to avoid 'mines' (e.g. mentoring from a person who is carrying out the profession they would be interested in)

Source: Katharina Wespi, Daniel Matter, & Malika Kons. (2015). Business knowledge & vision manual. Promoting Employability and Entrepreneurship through Experiential Learning and Sport Retrieved from [http://sad.ch/wp-content/uploads/2016/09/Business Knowledge and Vision Manual 2015.pdf](http://sad.ch/wp-content/uploads/2016/09/Business_Knowledge_and_Vision_Manual_2015.pdf)

Adapted from: Wilderdom Project (2013): Team Building Activities, Initiative Games, & Problem-solving Exercises

CHASING THE BALL

Skills and Competencies:	<ul style="list-style-type: none"> ▪ Teamwork ▪ Communication skills
Group Size	8-20
Age range	12- 40 years old
Duration	10-15 minutes
Materials	<ul style="list-style-type: none"> ▪ Two balls (preferable footballs or volleyballs)

INSTRUCTIONS

- Ask participants to form a circle
- Split them into two groups by asking them to count “1, 2, 1, 2, [...]”. You should now have two teams with equal numbers. Make sure that participants with the same number don’t stand next to each another
- Give one ball to any random person from team 1. Give the other ball to a player from team 2. Ideally it should be given to the person who is standing opposite of the person you gave the first ball
- Instruct participants to start passing the ball around in the circle. They are only allowed to pass the ball to their team members
- Instruct participants that the team whose ball has passed the one of the opposite team will win the game

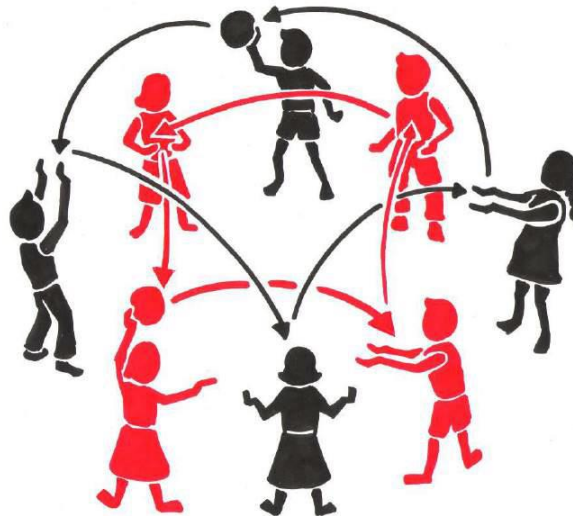


figure 2 Chasing the ball

Tips/ Recommendations

Participants may become very competitive when playing this game. You may see people starting to cheat by skipping certain individuals, or blocking the other team from passing the ball around. These behaviours are part of the game. Make sure you take note of each incident and reflect on them during the debriefing.

Variations

Movement/ Sounds	Ask participants to only use their left or right hand to pass the ball. Ask them to stand on one foot.
Group	You can have three teams rather than two. This will make this game more

	difficult.
Rules	You can add a rule that they can only pass by bouncing the ball on the floor before it reaches the next person.
Roles	It is possible to nominate one individual from each team to become an 'obstructor'. This means that they are allowed to come out of a circle and obstruct the other team from passing the ball around. They will not be allowed to make body contact.
Materials	In a large group the game can be played using two or three balls for each team. Give the teams a ball of a different colour so that they are easy to distinguish. Any ball that is overtaken is removed from the game. The team that can keep their ball moving for the longest is the winner.
Field	You can ask participants to take few steps backwards so there are more gaps between them. Since the field gets bigger, and distance between people is longer, passing the ball will be more difficult.

Reflect

- What was challenging about the game and why?
- Did your group take any risks in this game? If yes, what kind of risks did you take?

Connect

- Have you ever been in a situation where you had to take a risk in order to achieve something or get something? If yes, what kind of risks did you take?
- Was it worth taking that risk? Please explain

Apply

- What type of risks do business people have to take?
- Explanation: This was a competitive game. Businesses operate in a competitive environment. Business owners have to take manageable risks in order to be successful. However, taking high risk does not always lead to more success. In the game we have learned that the attempt to accomplish a task very quickly poses many risks. If the game is played too fast, the ball can drop and in consequence the team might lose a lot of time trying to regain control of it. For businessmen it is important to be aware of risks, of their consequences and ways to reduce them to an acceptable level.

Source: Katharina Wespi, Daniel Matter, & Malika Kons. (2015). Business knowledge & vision manual. Promoting Employability and Entrepreneurship through Experiential Learning and Sport Retrieved from http://sad.ch/wp-content/uploads/2016/09/Business_Knowledge_and_Vision_Manual_2015.pdf

Adapted from: Wiertsema, H. (2002): 101 movement games for children: fun and learning with playful moving

ROPE KNOTS

Skills and Competencies:	<ul style="list-style-type: none"> ▪ Problem-solving ▪ Decision-making, ▪ Cooperation
Group Size	6-20
Age range	12- 40 years old
Duration	20-30 minutes
Materials	<ul style="list-style-type: none"> ▪ Thick and long rope

INSTRUCTIONS

- Tie one overhand knot with the rope for each person in the group. Space the knots at least 50 cm apart
- Instruct participants to select a knot on the rope and stand by it on either side of the rope
- Then tell them to grab the rope on either side of the knot with one hand. Some people will grab further out from their knot than others, which is OK
- Now challenge the group to untie all of the knots without anyone letting go of the rope or without moving the hand that is on the rope. Participants may use only their free hand to untie knots



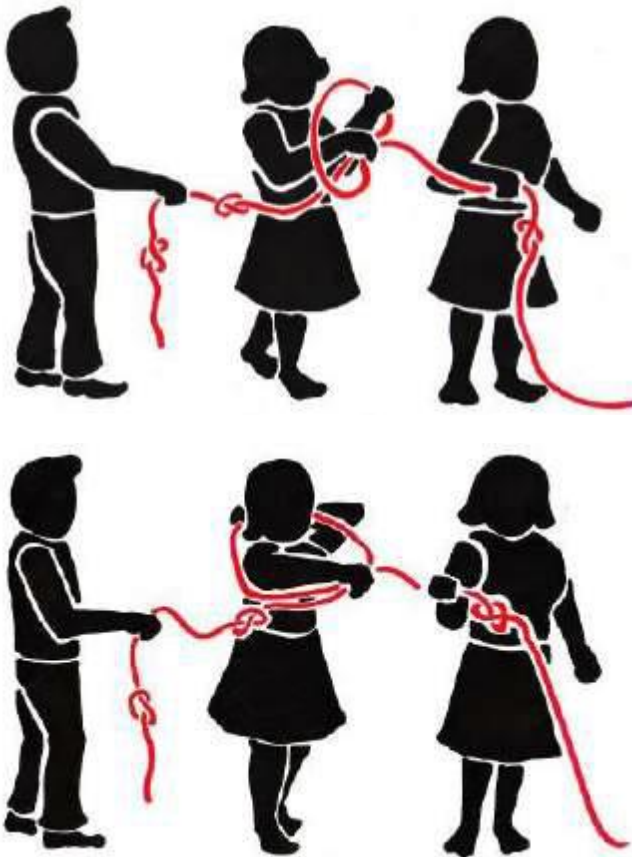


figure 3 Untying knots without letting go of the rope

Tips/ Recommendations

In this game, it is important that the facilitator observes the group dynamic. It can be expected that certain people take a leadership role and start to give instructions while others will be quiet and listen. You may see some people challenging the leader. It could be interesting to jot down these observations and discuss them during the debriefing session.

Variations

Group	If you have two ropes, you can split the group into two and make it a competition.
Rules	You can ask participants to play the game without communicating verbally.

Reflect

- What process did the team go through to untie the knots in the rope? Did the team reach consensus on a plan of action? Did anybody take the lead in this activity and provide instructions to other participants?
- How do you feel your team communicated during this activity?

Connect

- Did you ever experience a real life situation where you had to solve a problem as a group?
- What steps did you take to engage in effective group problem-solving?

Apply

- What could the rope in the game represent in the life of a business person? What could the knots stand for?
- What personal qualities, abilities, and skills were required to successfully untie all the knots on the rope? How can those skills become important when working with a business partner, employer or customer?

Source: Katharina Wespi, Daniel Matter, & Malika Kons. (2015). Business knowledge & vision manual. Promoting Employability and Entrepreneurship through Experiential Learning and Sport Retrieved from [http://sad.ch/wp-content/uploads/2016/09/Business Knowledge and Vision Manual 2015.pdf](http://sad.ch/wp-content/uploads/2016/09/Business_Knowledge_and_Vision_Manual_2015.pdf)

LABYRINTH

Skills and Competencies:	<ul style="list-style-type: none"> ▪ Problem-solving ▪ Decision-making, ▪ Teamwork
Group Size	14 and more participants
Age range	12- 40 years old
Duration	30-45 minutes
Materials	No materials required

Instructions

- Ask for one volunteer to play the cat and another volunteer to play the mouse
- Ask all remaining participants to form a human grid. For example, if you have 14 participants, and the cat and a mouse have already been selected, the remaining 12 participants will form a 4 by 3 grid. This means you have three lines with four people standing next to each other. You want to keep about a metre between your participants, both horizontally and vertically. Once the grid has been formed, the labyrinth is ready to function. When the facilitator says “Change”, the grid is supposed to change its direction by having each individual pivoting 90 degrees and holding the hands of the person next to them
- When participants fully understand how to change the direction of the grid, you have to instruct the cat to stand at one side of the grid, and the mouse at the opposite side
- The game can start. The player who is the cat has to chase the mouse within the grid without passing under the arms of participants forming the grid. The facilitator has to try to block the cat's attempts to grab the mouse by changing the direction of the grid. Participants in the grid have to respond to the orders of the facilitator as quickly as possible to save the mouse from the cat
- The game ends when the mouse is caught. Then, two other players become cat and mouse



figure 4 Labyrinth

Variations	
Movement/ Sounds	Ask the person who plays the mouse to skip on one foot if the mouse is too fast for the cat or vice versa
Rules	Have two mice and one cat. Have two mice and two cats.
Roles	Rather than the facilitator signalling the change of the grid, you can ask one of the participants in the grid to take this role.

Reflect

- Ask the person who pretended to be the cat (= young entrepreneur) to explain the strategy he/she employed when chasing the mouse/ mice
- Ask those who pretended to be a mouse (= customers) to explain their strategy for escaping the cat and what the cat could have improved to get the mouse/ mice
- Ask those who acted as facilitator and could observe the cat as well as the mice to reflect on strengths and weaknesses in the behaviour of the cat and mice

Connect

- Have you ever been in a situation where you had to constantly adapt to changing circumstances in order to achieve a target/ goal? What did you do? How did you feel?

Apply

- What could the cat and mouse represent in a business environment? What could the grid stand for?
- How could the strategy of the person who pretended to be a cat be applied in a competitive business environment?
- How could the strategy developed by those who pretended to be a mouse be translated to a business environment?
- Explanation: Within a market, vocational training graduates are faced with direct competitors, no matter whether they are going to be employed or start their own business. For example, businesses are in fierce competition with each other to provide the best possible value for goods, and to offer the most suitable range of products for their customers. As a future employee, one will have to compete for good jobs and job promotions. To get as many mice (= customers) as possible, one must be competitive; a cat (= young entrepreneur) has to understand the facilitator (= the business environment) and how mice (= customers) behave in a changing environment (= changing direction of the grid)

Source: Katharina Wespi, Daniel Matter, & Malika Kons. (2015). Business knowledge & vision manual. Promoting Employability and Entrepreneurship through Experiential Learning and Sport Retrieved from http://sad.ch/wp-content/uploads/2016/09/Business_Knowledge_and_Vision_Manual_2015.pdf

PASS BALL

Skills and Competencies:	<ul style="list-style-type: none"> ▪ Goal-setting ▪ Planning ▪ Concentration ▪ Alertness
Group Size	8 and more participants
Age range	12- 40 years old
Duration	15-20 minutes

Materials	A medium-large sized ball (volleyball, football, handball, etc.)
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Instructions

1. Give a clear indication of the marked area of the field that you have prepared
2. Separate group into two teams of 4-6 players
3. Tell them that the goal of this exercise is to score a point by making five passes (or more) without the other team intercepting the ball or the ball being dropped
4. When a point has been scored the ball is passed to the other team
5. If the ball is dropped, the number of passes starts from zero, and the ball is passed to the other team
6. Tell them that they are not allowed to move (walk or run) with the ball, that there is no physical contact, and they are not allowed to pass the ball to the same player twice in succession



figure 4 5 pass ball

Tips/ Recommendations

For the first timers, it is likely that they break some rules. If this is the case, it is important that you stop the game early on and re-explain the rules. The game has to be practised several times before the youths understand the basic moves that will improve the quality of the whole game. You could also stop the game in between and ask participants to get together and discuss as a

team how they can play better. How should they pass the ball? What is the best way to mark an opponent?

Variations

Group	If there are four teams of 4 – 6 players, have four teams play in two different fields. Make them play at the same time and change the teams around every five to ten minutes
Rules	To facilitate cooperation, the following rules can be added: the point only counts (or counts double) if all the players in the team have touched the ball.
Roles	If there are odd numbers or you feel that teams are struggling to string passes together to score points, it is possible to add a 'joker'. This person is a 'free-man` that is allowed to be a player for both teams. When team A has a ball, the joker is part of team A, and vice versa. This new role makes the game easier for both teams to score points because of the extra man.
Time	As an alternative, you can determine that that team with the highest score after x number of minutes will be the winner.
Materials	Players can be joined in pairs (loosely tied at the ankles, knees or hips), and can play the game as a unit instead of as an individual.
Field	The size of a field makes a difference in the level of difficulty of this game. A larger field makes it easier for teams to pass a ball around, but more difficult for the opposing team to defend. A bigger field requires both teams to have a higher level of physical fitness. The smaller field makes it much easier physically, but it makes it more difficult to string passes together.

Reflect

Ask each team:

- How did having a game plan help you to play the 5 pass game?
- What was your plan for scoring points and preventing the other team from scoring?
- Has your plan proven right?

Ask the winning team:

- How did your game plan help your team to win?

Ask the losing team:

- Why do you think your plan didn't work? (Possible answers: The plan was not well executed, there were unexpected challenges that were not considered when developing the plan)

Connect

- Can you think about a situation in your life when you were successful due to careful planning?
- Can you think of a situation where you weren't successful despite solid planning?

Apply

- Writing a good game plan/ business plan does not guarantee success. There are many ways to lose a game. But playing a game/ running a business without a plan is guaranteed to introduce a high risk of failure. A good plan is always an important prerequisite to success.

Source: Katharina Wespi, Daniel Matter, & Malika Kons. (2015). Business knowledge & vision manual. Promoting Employability and Entrepreneurship through Experiential Learning and Sport Retrieved from http://sad.ch/wp-content/uploads/2016/09/Business_Knowledge_and_Vision_Manual_2015.pdf

WHO IS THE LEADER?

Skills and Competencies:	<ul style="list-style-type: none"> ▪ Leadership ▪ Communication
Group Size	8-20 participants
Age range	12- 40 years old
Duration	10-15 minutes
Materials	Not required

Instructions

1. Have all participants sit in a circle

2. Choose one player to act as police officer and ask him/her to leave the room (If this game is being played outside, instruct the police officer to move away from the circle so that he/she cannot see or hear what is happening in the circle)
3. Once the police officer has left, choose a second player to be the leader. The leader's job is to introduce creative motions other players have to follow as quickly as possible. Motions may include snapping fingers, slapping hands on the knees, clapping hands, swinging arms up and down, etc. The leader starts the motion and all other participants follow. After a while, the leader switches to another motion. The other players must quickly catch on and follow the leader
4. While the leader is introducing different motions, have the person assigned to the police officer role come back into the room and sit in the middle of the circle. The role of the police officer is to observe the circle and figure out who the leader is
5. Give the police officer around 2 minutes to figure it out. If he/she guesses correctly, he/she can leave the room again and a new leader is assigned. If the guess was wrong, another person is assigned to act as the police officer



figure 5 Who is the leader - the leader starts a motion while all other participants follow

Variations

Roles	Ask the leader to introduce sounds. Change of roles. Instead of a leader, you can have a criminal. A criminal can kill participants in the circle by blinking with his eyes. If a criminal blinks at a participant, they must act dead. The police officer must find out who the criminal is before everyone is killed.
Time	Give the police officer more or less than 2 minutes to figure out who the leader is

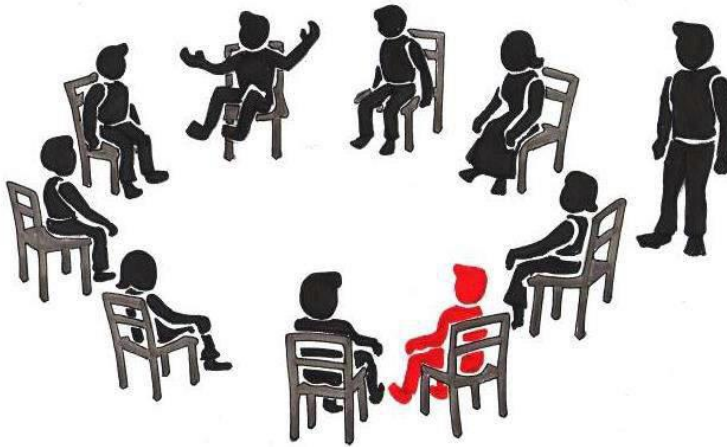


figure 6 Who is the leader - A criminal kills participants in the circle by blinking with his eyes. The police

Reflect

Ask the person who pretended to be the police officer:

- What did you do to identify the “leader” as quickly as possible?

Ask the person who pretended to be the leader:

- What did you do to prevent the police officer from finding out it was you?

Connect

- Have you ever been in a situation where you had to act as an invisible leader and guide people without receiving credit for the work you had done?

Apply

- In your opinion, what are the key qualities that make a good business leader?
- Aside from good leadership skills, what other important skills relevant to a business environment did the “leader” have to demonstrate?

Source: Katharina Wespi, Daniel Matter, & Malika Kons. (2015). Business knowledge & vision manual. Promoting Employability and Entrepreneurship through Experiential Learning and Sport Retrieved from http://sad.ch/wp-content/uploads/2016/09/Business_Knowledge_and_Vision_Manual_2015.pdf

GENERATING NEW IDEAS – BRAINSTORMING FOR SELF – DEVELOPMENT

Objectives

- To stimulate creativity
- To learn how to generate business ideas

Duration: approximately 1 hour

Key messages:

- Creativity is a key to the development of both new and existing businesses
- We should try to think “outside the box”, which helps to come up with new ideas. If a lot of people do the same thing in the same place, the chance of business failure is higher because there is too much competition and there are not enough customers

Materials / Preparation:

- Flip chart paper & marker to collect all business ideas
- Everyday items (such as a spoon, a pen, a book, a stick etc.)

Session plan

- (5’) Summarise the key messages of the previous session. Explain that in this session you are going to look at the first stage of starting a new business, which is generating viable business ideas.
- (5’) Say that creativity is a key to the development of both new businesses and existing businesses. Explain that you are going to learn about different methods which stimulate creativity. The first method is called “brainstorming” and you will look at this method in the current session. The second method is called “going up and down a ladder” which will be the topic of the next session.
- (5’) Start with explaining that the “brainstorming” method is a method for coming up with as many ideas as possible. Emphasise that it is the quantity and not the quality of ideas that is important.
- (10’) Demonstrate with a practical example using two participants at the front of the class. Give them a spoon and instruct them to think about the use of the spoon for something other than eating (e.g. putting on your shoes, making noise to call attention, making music, tying up one’s hair). Make a list of all the ideas without judging. Encourage the participants to keep going even when they think they have run out of ideas.
- (10’) Ask participant to work in pairs. Instruct them to choose an everyday item and to take turns to think of as many uses as possible for the object.
- (5’) Explain that it is creativity that counts, so include uncommon or far-fetched ideas. Point out that for business it is important to have new ideas, because when many people do the same thing in the same place, this creates a lot of competition and there might not be enough customers. Also stress the danger of early judgement.
- (15’) Start the brainstorming with the whole class. Write all business ideas the participants come up with on a sheet of flipchart paper. The exercise is finished when

participants run out of ideas. Don't interrupt the process too early. (You can use a ball game to make the brainstorming more vivid. Participants throw or roll a ball to each other; and the receiver needs to give an idea within three seconds).

- (5') End the session by complimenting the participants on their hard work and all the business ideas they came up with. Say that in the next session you will look at another method of coming up with business ideas.

Remarks:

- Keep the sheet of paper with business ideas for the next session!

Source: Katharina Wespi, Daniel Matter, & Malika Kons. (2015). Business knowledge & vision manual. Promoting Employability and Entrepreneurship through Experiential Learning and Sport Retrieved from <http://sad.ch/wp-content/uploads/2016/09/Business Knowledge and Vision Manual 2015.pdf>

Annex I:

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