



“Education & Sport” volunteering model implemented with tool kit and materials

Project: P.L.A.Y. - Peer education, Leadership, Action, Youth –promoting grassroots sport for educational success and social inclusion

Project number: 2016-2768 (579831-EPP-1-2016-2-FI-SPO-SCP)

This project is funded by the Erasmus+ programme of the European Union





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Background

Project P.L.A.Y. has been developed to support children and youngsters with low school outcomes, to migrant or ethnical background, learning difficulties, low social or educational background etc., valorizing volunteering, peer education and mentoring among them. These target group is often used to support social networks and social problems through three factors: economic gap, cultural approaches, language gap.

Throughout P.L.A.Y. project activities youngsters, mentors and trainers got the possibility to meet different and different ways of trainings and learnings; exchange of different methods of learning and trainings of high importance for the intercultural dialogue since they are created on local level and spread throughout Europe. In local community we have the ability to participate in strengthening social and personal skills; project is a great opportunity to develop cooperation among participating countries, non-profit organizations, educational institutions and grassroots sports stakeholders at European level. For this purpose, the integration between organizations and countries is key importance of networking and cooperation.

Introduction

As already explicitly explained in the background, with this toolkit we want to provide useful tools to allow civil society (School, Family, Coaches, Athletes, etc.) and stakeholders to combine application methods with the principles of Education at school and in the family through Sport.

During these two years, MSV has had the task of collecting information and creating elaborates through a targeted local activity among the project partners such as:

1) Develop a revised document on the needs requested by the WP5 of the project extract from the partners in the following way:

- recognition mapping of the type of indoor / outdoor sports facilities used by YAG's members during the January-May 2018 period;
- recognition of statistical data by the YAG's Members Group at the municipal authorities (Sport / Ass. Office) useful for improving the development of sports facilities under construction, suspended, blocked, etc.
- a collection of the most exciting moments of the YAG's activity during the January-May 2018 and April-June 2019 periods realized within each Pilot held between the project partners.

2. Description of the educational model / work plan used by the Coordinators / Members YAG's Members among the participating athletes of the groups of the single partners involved, through the following indications:



- Targets
- Purpose
- Impact
- Spread

3. Description of the results obtained during informal group meetings to discuss difficulties, sharing conflicts, developing strategies, spreading team spirit, Sport's value, etc. organized between:

- the parents of the young athletes involved during the Pilot;
- teachers (one representative) of young athletes to test the skills acquired during the Pilots developed and what didactic approach has led in terms of educational path School;
- Instructors / Coaches of young athletes to test the results obtained in the Pilot reproducible within their respective sports formations (Basketball, Soccer, Volleyball, etc.)

This is exactly what this Toolbox is presenting. It is testifying how many tools mixed at experience have been made and used throughout P.L.A.Y.; activities as few organizations from various countries gathered together and how many stories, activities, experiences, contents are incorporated for the existence of creating a common story. This is the evidence that interconnection between organizations and countries can make better practice for all.

The P.L.A.Y. project shows that with such connections, cooperation and networking we receive priceless experiences; this toolkit described in this document will be alive and hold many tools, results and effects for all trainers and youngsters.

Purpose of the Study

In the first quarter of 2017, at behalf of WP5 Leader, MSV staff started to analyze and implement the analysis of structural and statistical needs related to the following fields:

1. Search for indoor / outdoor sports facilities in the 3 provinces of the Puglia region: Bari / BAT / Foggia.
2. Statistical research on a territorial sample, developed by the YAGs members, in collaboration with the local CONI and the municipal offices (Sports and recreational-activity sector) to quantify the number of indoor / outdoor sports facilities that cannot be operated and therefore are unusable due to technical problems due to lack of funds, certifications, etc.

Regard to the second point, the data developed by the last data carried out by the Sports Observatory - Culture and Sport Department, at the end of 31/12/2017, confirmed there are 95 sports facilities (35 indoor and 65 outdoor). This analysis was carried out through the portal of the "Sport per Tutti" Regional Observatory in collaboration with the municipal offices (Sports Sector and recreational-

activities) representing the 10 YAGs selected by the P.L.A.Y. project; these data have been crossed through a meticulous and careful work with the following result:

- The percentage of youth population interviewed between the ages of 11 and 15 who practice sports in general is 35% of the total population in the three provinces interviewed.

MSV participated in a research study as Full partner for the **BONDS** project within the Erasmus + Sport 2016 program; in this study it was found (displayed at the following [link](#)), that in the Puglia's region, the number of participants in sports within primary schools of first and second grade, is 10% lower than the national average (CONI 2017 data); national percentage shows a poor participation in less and less decrease of little sporting practice inside schools especially in the disability sector.

From the analysis needs realized, it is evident that the PLAY project is of absolute importance as it would increase the possibility of exporting new inclusive models through good practices implemented among the project partners, involving school environments and teachers in conveying good practices within the extracurricular programs or after normal class hours at school.

Methodology

Following outcomes emerged and shared from the analysis and set up phase among partners, each partner with a local Youth Active Group will put into practice tools and strategies elaborated during the previous phase and developed concrete actions to reach project aims. This is a key phase, because it will give partners and beneficiaries the chance to test if tools and strategy elaborated for the project can be effective and used into practice to enhance the positive link between volunteering, grassroots sport and positive outcomes in education.

- YAGs Selection phase

After the Padua's meeting in carried out with the partner GEA (Alice) in December 2017, guidelines were defined to start the activities planned in WP4 and WP5.

MSV's staff concentrated the range of action on the provinces of BAT / Foggia / Bari focusing on the target age range of 18 to 35; we have identified in the YAG's Skill profile of the **graduate in Sports Science** with large experience in Sport training groups of athletes from 11 to 15 years; all of them have collaborated like volunteers in Basketball Sport Club or Sport Club Outdoor.

Very important was the collaboration of the **Sport Clubs** that actively participated in the selection processes within their candidate Instructors / YAGs, collaborating with the MSV by hosting the PLAY project and the WP5 activities at the sports gyms/Sport Pavilion made available.

- Selection period and recruitment

In February 2018, MSV gathered his work team to start the selection and activation procedure of the YAGs group; having defined the role of YAG group Coordination (**PhD Felice Carano**), 10 YAGs plan

selection members were initiated as agreements made at the Helsinki meeting, through a no formal selection using a questionnaire and CVs (WP5.2).

The YAG candidate's selection methodology was carried out in two phases:

- compilation of a selection form for the assessment of the cognitive and organizational skills of the YAG candidate (Fig.1) (Fig.2);
- formal meeting through cognitive dialogue and knowledge of English through generic tests.

Fig. 1

Fig.2

- 1st Pilot Edition Programme: Scheduling frontal lessons and Scheduling Basket Music Lessons
 Between PM **Spartaco Grieco** and YAGs Coordinator **PhD Felice Carano**, the guidelines for the Pilot Test training program were defined through different internal sessions. In February 2018 the work plan was developed based on certain evaluative elements useful for receiving the outputs of the Pilot Edition (WP5.3):

- Weekly work plan (1 value at month like discussed at Helsinki's meeting)
- Daily Plan
- Weekly plan

The Pedagogical methodology with YAGs volunteers will developed these goals:

- Active learning
- Athletes will learn by putting themselves on the line through guided discovery.



The training period for the realization of the 1st Test Pilot lasted 3 months through the following weekly program at the Vincenziano's Venue in Trinitapoli (BT) with this calendar:

- Weekly calendars with 4(four) frontal YAGs meetings between YAGs Coordinator and YAGs participant
- + 11 Sport Pilot meetings for demonstration lessons applying Music Basket methodology (Fig. 3)

For every YAGs's Weekly Meeting it been signed the list of participants of all YAGs involved with all their respective information (Email, departure town, Kms and Reimbursement Gasoline activated) (Fig. 4)

Each participating YAG have received a financial reimbursement for the mobility activities from own home location to the place of activity defined by the MSV.

(Fig. 3)

	A	B	C	D	E
1					
2					
3	GIORNO	ORA	YAG's Team	Palestra/Città	ETA'
4					
5	lun 22/01	19:00-20:00	DAVIDE DILEO	CERIGNOLA	AQ/ESO
6	mar 13/02	18:30-20:30	MATTIA	MARGHERITA	AQ/U14
7	sab 17/02	10:00	YAG's	TRINITAPOLI	MEETING
8	lun 19/03	19:30-20:30	UMBERTO	MANFREDONIA	ESO
9	sab 24/03	10:30	YAG's	TRINITAPOLI	MEETING
10	lun 26/03	19:00-20:30	MICHELE	TRANI	AQ/ESO
11	gio 27/03	19:30-20:30	GIUSEPPE	TRINITAPOLI	AQ
12	mer 04/04	17:30-19:00	DANILO	FOGGIA	AQ
13	lun 09/04	18:30-20:00	ELISA	ANDRIA	AQ/ESO
14	lun 16/4	18:00-19:30	ARMANDO	S.G.ROTONDO	SCO/AQ/ESO
15	gio 26/04	16:30-17:30	ROSSELLA	CANOSA	AQ/ESO
16	sab 5/5	17:30	YAG's+Final Lesson	TRINITAPOLI	MEETING+AQ+ESO+SCO+U14
17					
18					
19					
20					
21					

Fig.4_1

Participants_list_YAGsPLAY_weekly_Dec17_May18.pdf - Adobe Acrobat Pro

File Modifica Vista Documento Commenti Moduli Strumenti Avanzate Finestra ?

Nota Modifiche testo

1 / 4 87,8%

List of participants

S.D. MARGHERITA SPORT E VITA
Via Mascagni, 1
78016 MARGHERITA DI SAVOIA (BT)
Cod. Fisc. 90026630716
Partita IVA 07259610728

List of participants support staff											
Project title:	P.L.A.Y.! Peer education, Leadership, Action, Youth –promoting grassroots sport for educational success and social inclusion										
Venue:	Trinitapoli (BT)										
Event:	1° Weekly Technical Meeting				Dates:	28.12.2017					
N°	Organisation	Family name, first name	Date of arrival	Date of departure	Country of residence	E-mail address	Female (F) or male (M)	Age	Participant (P) WP-Leader (L) Expert (E) or Support Staff (S)	Reimbursement KWE(Lt) From Trinitapoli/return(Final Venue)	Signature
1.	FRASSATI S.GIOVANNI R.	RADEGLIA ARMANDO	28/12/2017	28/12/2017	San Giovanni Rotondo.	armandoradeglia@libero.it	M	45	S	128,8 km/200,00€ 50€	<i>Armando</i>
2.	MSV BASKET	DI PACE MATTIA	28/12/2017	28/12/2017	Margherita	mdpape01@gmail.com	M	16	S	12,2 km/200,00€ 20€	<i>Di Pace Mattia</i>
3.	CANUSIUM BASKET	METTA ROSA	28/12/2017	28/12/2017	Canosa di Puglia Italy	roxloconia@gmail.com	F	33	S	42 km/32,00€ 8€	<i>Metta Rosa</i>
4.	Basket Giuseppe Angel Manfredonia	Gramazio Umberto	28/12/2017	28/12/2017	Manfredonia	jordan_umby95@hotmail.it	M	22	S	84,6 km/132,00€ 33€	<i>Gramazio Umberto</i>
5.	Fortitudo Trani	Di Gennaro Michele	28/12/2017	28/12/2017	Trani	m.dige89@gmail.com	M	28	S	62,2 km/120,00€ 90€	<i>Di Gennaro Michele</i>
6.	ASD UDAS Cerignola	Di Leo Davide	28/12/2017	28/12/2017	Barletta		M	44	S	35 km/60,00€ 15€	<i>Di Leo Davide</i>
7.	Trinitapoli Basket	Casamassima Giuseppe	28/12/2017	28/12/2017	S. Ferdinando di Puglia	giuseppe.casamassima@virgilio.it	M	23	S	13,6 km/200,00€ 20€	<i>Casamassima Giuseppe</i>
8.	FENICE BASKET Foggia	Lamacchia Danilo	28/12/2017	28/12/2017	Foggia	d5lamacchia@yahoo.it	M	33	S	97,2 km/180,00€ 32€	<i>Lamacchia Danilo</i>
9.	ASD Atletica Andria	Elisa Matera	17/02/20018	17/02/20018	Andria	eli.5@tiscali.it	F	34	S	52,2 km/120,00€ 32€	<i>Elisa Matera</i>

Fig. 4_2

Participants_list_YAGsPLAY_weekly_Dec17_May18.pdf - Adobe Acrobat Pro

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Crea Combina Collabora Protezione Firma Moduli Multimedia Commento OK

Nota Modifiche testo Mostra

2 / 4 87,8% Trova

List of participants

A.S.D. MARGHERITA SPORT E VI...
Via Mascagnoli, 1
86066 MARGHERITA DI SAVOIA (BT)
Cod. Fisc. 9 0026630718
Partita IVA 07259610728

List of participants and support staff											
Project title:	P.L.A.Y.! Peer education, Leadership, Action, Youth –promoting grassroots sport for educational success and social inclusion										
Venue:	Trinitapoli (BT)										
Event:	2 ^a Weekly Technical Meeting				Dates:	17.02.2017					
N°	Organisation	Family name, first name	Date of arrival	Date of departure	Country of residence	E-mail address	Female (F) or male (M)	Age	Participant (P) WP-Leader (L) Expert (E) or Support Staff (S)	Reimbursement KM/E(L) From Trinitapoli/return(Final Venue)	Signature
1.	FRASSATI S. GIOVANNI R.	RADEGLIA ARMANDO	28/12/2017	28/12/2017	San Giovanni Rotondo.	armandoradeglia@libero.it	M	45	S	128,8 km/2000€ 1000€ 50€	<i>Armando</i>
2.	MSV BASKET	DI PACE MATTIA	28/12/2017	28/12/2017	Margherita	mdp pace01@gmail.com	M	16	S	12,2 km/2000€ 1000€ 5€	<i>Mattia</i>
3.	CANUSIUM BASKET	METTA ROSA	28/12/2017	28/12/2017	Canosa di Puglia Italy	roxloconia@gmail.com	F	33	S	42 km/2000€ 1000€ 8€	<i>Rosa</i>
4.	Basket Giuseppe Angel Manfredonia	Gramazio Umberto	28/12/2017	28/12/2017	Manfredonia	jordan_umby95@hotmail.it	M	22	S	84,6 km/2000€ 1000€ 33€	<i>Umberto</i>
5.	Fortitudo Trani	Di Gennaro Michele	28/12/2017	28/12/2017	Trani	m.dige89@gmail.com	M	28	S	62,2 km/2000€ 1000€ 30€	<i>Michele</i>
6.	ASD UDAS Cerignola	Di Leo Davide	28/12/2017	28/12/2017	Barietta		M	44	E	35 km/2000€ 1000€ 15€	<i>Davide</i>
7.	Trinitapoli Basket	Casamassima Giuseppe	28/12/2017	28/12/2017	S. Ferdinando di Puglia	giuseppe.casamassima@virgilio.it	M	23	S	13,6 km/2000€ 1000€ 7€	<i>Giuseppe</i>
8.	FENICE BASKET Foggia	Lamacchia Danilo	28/12/2017	28/12/2017	Foggia	d5lamacchia@yahoo.it	M	33	S	97,2 km/2000€ 1000€ 32€	<i>Daniilo</i>
9.	ASD Atletica Andria	Elisa Matera	17/02/20018	17/02/20018	Andria	eli_5@tiscali.it	F	34	S	52,2 km/2000€ 1000€ 32€	<i>Elisa</i>

Fig. 4_3

Participants_list_YAGsPLAY_weekly_Dec17_May18.pdf - Adobe Acrobat Pro

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Crea Combina Collabora Protezione Firma Moduli Multimedia Commento OK

Nota Modifiche testo Mostra

3 / 4 87,8% Trova

List of participants

MARGHERITA SPORT E VITA
 Via Mascagnoli, 1
 76016 MARGHERITA DI SAVOIA (BT)
 Cod. Fisc. 90026630716
 Partita IVA 07259610728

List of participants and support staff											
Project title:		P.L.A.Y.! Peer education, Leadership, Action, Youth –promoting grassroots sport for educational success and social inclusion									
Venue:		Trinitapoli (BT)									
Event:		3° Weekly Technical Meeting			Dates:		24.03.2018				
N°	Organisation	Family name, first name	Date of arrival	Date of departure	Country of residence	E-mail address	Female (F) or male (M)	Age	Participant (P) WP-Leader (L) Expert (E) or Support Staff (S)	Reimbursement (KM/E(L) From Trinitapoli/return(Final Venue)	Signature
1.	FRASSATI S.GIOVANNI R.	RADEGLIA ARMANDO	28/12/2017	28/12/2017	San Giovanni Rotondo.	armandoradeglia@libero.it	M	45	S	128,8 km/1000€ 50€	
2.	MSV BASKET	DI PACE MATTIA	28/12/2017	28/12/2017	Margherita	mdipace01@gmail.com	M	16	S	12,2 km/2000€ 5€	
3.	CANUSIUM BASKET	METTA ROSA	28/12/2017	28/12/2017	Canosa di Puglia Italy	roxloconia@gmail.com	F	33	S	42 km/1000€ 8€	
4.	Basket Giuseppe Angel Manfredonia	Gramazio Umberto	28/12/2017	28/12/2017	Manfredonia	jordan_umby95@hotmail.it	M	22	S	84,6 km/1000€ 15€	
5.	Fortitudo Trani	Di Gennaro Michele	28/12/2017	28/12/2017	Trani	m.dige89@gmail.com	M	28	S	62,2 km/1000€ 30€	
6.	Trinitapoli Basket	Casamassima Giuseppe	28/12/2017	28/12/2017	S. Ferdinando di Puglia	giuseppe.casamassima@virgilio.it	M	23	S	35 km/1000€ 15€	
7.	FENICE BASKET Foggia	Lamacchia Danilo	28/12/2017	28/12/2017	Foggia	d5lamacchia@yahoo.it	M	33	S	13,6 km/1000€ 3€	
8.	ASD Atletica Andria	Elisa Matera	17/02/20018	17/02/20018	Andria	eli.5@tiscali.it	F	34	S	97,2 km/1000€ 35€	

Fig. 4_4

Participants_list_YAGsPLAY_weekly_Dec17_May18.pdf - Adobe Acrobat Pro

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Nota Modifiche testo Mostra

4 / 4 87,8% Trova

List of participants

List of participants, experts and support staff

Project title:	P.L.A.Y.! Peer education, Leadership, Action, Youth –promoting grassroots sport for educational success and social inclusion										
Venue:	Trinitapoli (BT)										
Event:	4* Weekly Technical Meeting					Dates:	05.05.2018				
N°	Organisation	Family name, first name	Date of arrival	Date of departure	Country of residence	E-mail address	Female (F) or male (M)	Age	Participant (P) WP-Leader (L) Expert (E) or Support Staff (S)	Reimbursement KM/€(L)	Signature
1.	FRASSATI S.GIOVANNI R.	RADEGLIA ARMANDO	28/12/2017	28/12/2017	San Giovanni Rotondo.	armandoradealia@libero.it	M	45	S	128,8 km/500€	<i>[Signature]</i>
2.	MSV BASKET	DI PACE MATTIA	28/12/2017	28/12/2017	Margherita	mdipace01@gmail.com	M	16	S	12,2/50€	<i>[Signature]</i>
3.	CANUSIUM BASKET	METTA ROSA	28/12/2017	28/12/2017	Canosa di Puglia Italy	roxloconia@gmail.com	F	33	S	42,8/50€	<i>[Signature]</i>
4.	Basket Giuseppe Angel Manfredonia	Gramazio Umberto	28/12/2017	28/12/2017	Manfredonia	jordan_umby95@hotmail.it	M	22	S	84,6/50€	<i>[Signature]</i>
5.	Fortitudo Trani	Di Gennaro Michele	28/12/2017	28/12/2017	Trani	m.dige89@gmail.com	M	28	S	62,2/50€	<i>[Signature]</i>
6.	ASD UDAS Cerignola	Di Leo Davide	28/12/2017	28/12/2017	Barletta		M	44	E	35/50€	<i>[Signature]</i>
7.	Trinitapoli Basket	Casamassima Giuseppe	28/12/2017	28/12/2017	S. Ferdinando di Puglia	giuseppe.casamassima@virgilio.it	M	23	S	13,6/75€	<i>[Signature]</i>
8.	FENICE BASKET Foggia	Lamacchia Danilo	28/12/2017	28/12/2017	Foggia	d5lamacchia@yahoo.it	M	33	S	97,2/30€	<i>[Signature]</i>
9.	ASD Atletica Andria	Elisa Matera	17/02/20018	17/02/20018	Andria	eli.5@tiscali.it	F	34	S	52,2/50€	<i>[Signature]</i>

A.S.D. MARGHERITA SPORT E.V.
Via Mascagni, 1
05016 MARGHERITA DI SAVOIA (BT)
Cod. Fisc. 90026630718
Partita IVA 07259610728

- 2nd Pilot Edition Program : Upgrade Communication Module

The training period for the realization of the 2nd Test Pilot lasted 2 months through 5 weekly programs at the Palazzo Beltrani's Meeting Venue in Trani (BT). This new Pilot edition was based on the implementation of the communication module to be integrated into the first Pilot program realized in the 2018; this experience has enabled an improvement in the capacity of each YAG by strengthening



communication techniques as a basic tool among children / coaches / teachers / parents with the following schedule

- Weekly calendars with 5 (five) frontal meetings between YAGs Coordinator and YAGs participant through power point presentation, survey, social games, etc.

For every YAGs Weekly Meeting has been signed up the list of participants of all the related projects (Email, departure town, Kms and Reimbursement Gasoline activated) (Fig. 5_1/5_2/5_3/5_4/5_5/5_6/5_7/5_8)

Each participating YAG has received financial reimbursement for mobility activities from its own home location to place of activity defined by the MSV.



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Erasmus +

List of participants

List of participants, experts and support staff

List of participants, experts and support staff											
Project title:	P.L.A.Y.I: Peer education, Leadership, Action, Youth –promoting grassroots sport for educational success and social inclusion										
Venue:	Trani										
Event:	Technical Meeting										
	Dates: 28.04.2019										
N°	Organisation	Family name, first name	Start Meeting	Finish Meeting	Country of residence	E-mail address	Female (F) or male (M)	Age (5-15, 15-20, 20-30, 30-40, 40-50, 50-60, 60-)	Participant (P) WP- Leader (L) Expert (E) or Support Staff (S)	Reimbursement KME/Daily presence From Trani / Final Venue	Signature
1.	FRASSATI S GIOVANNI R.	RADEGLIA ARMANDO	28/04/2019	28/04/2019	San Giovanni R.	armandoradeqlia@libero.it	M	46	S	183,4 Km/40,00€ /20,00 € → 60,00	<i>Armando</i>
2.	MSV BASKET	DI PACE MATTIA	28/04/2019	28/04/2019		mpace01@gmail.com	M	18	S	52,4 Km/with Spartaco/20,00 € → 20,00	<i>Mattia Pace</i>
3.	Basket Giuseppe Angel Mantredonia	Gramazio Umberto	28/04/2019	28/04/2019	Mantredonia	jordan_umby95@hotmail.it	M	23	S	137,2 Km/20,00€ /20,00 € → 40,00	<i>Umberto</i>
4.	Fortitudo Trani	Di Gennaro Michele	28/04/2019	28/04/2019	Trani	m.dice89@gmail.com	M	29	S	0 Km/0,00€ /20,00 € → 20,00€	<i>Michele</i>
5.	UDAS Young Cerignola	Carraro Felice	28/04/2019	28/04/2019	Trani/poli	felicecarraro@gmail.com	M	46	E	67,4€ /0,00€ /SP artaco/10,00€	<i>Felice Carraro</i>
6.	MSV BASKET	Grieco Spartaco	28/04/2019	28/04/2019	Margherita di Savoia	info@msvbasket.it	M	49	L	52,4 Km/20,00€ /0,00 € → 20,00	<i>Spartaco</i>
7.	UDAS Youngs Cerignola	Di Leo Davide	28/04/2019	28/04/2019	Barietta	giuseppe.casamassima@vignilio.it	M	45	S	30,00 Km/10,00€ /20,00 € → 20,00€	<i>Davide</i>



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List of participants

8.	Trintapoli Basket	Casamassima Giuseppe	28/04/2019	28/04/2019	S. Ferdinando di Puglia	giuseppe.casamassima@virgilio.it	M	26	S	0,00 Km/0,00€ / 20,00€	<i>Giuseppe Casamassima</i>
9.	Action Now Monopoli	Claudio Centrone	28/04/2019	28/04/2019	Monopoli	claudio.centrone@gmail.com	M	29	S	186,6Km/30,00€ / 25,00€ → 55,00€	<i>Claudio Centrone</i>
10.	Volley Trani	Federica Leonetti	28/04/2019	28/04/2019	Trani	fede.leonetti@live.it	F	24	S	0,00Km/0,00€ / 20,00€ → 20,00€	<i>Fede Leonetti</i>
11.	Juve Canape Trani	Stefano Liso	28/04/2019	28/04/2019	Trani	stefanoliso95@gmail.com	M	24	S	0,00Km/0,00€ / 20,00€ → 20,00€	<i>Stefano Liso</i>
12.	Matteotti Corato	Simona Gatta	28/04/2019	28/04/2019	Corato	simonagatta22@gmail.com	F	18	S	0,00Km/0,00€ / 20,00€ → 20,00€	<i>Simona Gatta</i>
13.	Fortitudo Trani	Francesco Samele	28/04/2019	28/04/2019	Trani	francescosamele1997@gmail.com	M	22	S	0,00Km/0,00€ / 20,00€ → 20,00€	<i>Francesco Samele</i>
14.	Frassati	Angela Pia Aquilante	28/04/2019	28/04/2019	S. Giovanni Rotondo	apaquilante@gmail.com	F	19	S	183,4 Km con Radaglia/0,00€ / 20,00 → 20,00	<i>Angela Pia Aquilante</i>
15.	Asd Atletica Andria	Elisa Matera	28/04/2019	28/04/2019	Andria	elli5@tiscali.it	F	36	S	30Km/1,0,00€ / 20,00€ → 20,00€	<i>Elisa Matera</i>
16.	FENICE Basket Foggia	Daniilo Lamacchia	28/04/2019	28/04/2019	Foggia	dslamacchia@yahoo.it	M	34	S	183,8Km/0,00€ / 30,00€ → 20,00€	<i>Daniilo Lamacchia</i>





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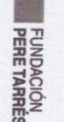
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List of participants

List of participants, experts and support staff

List of participants, experts and support staff											
Project title:		P.L.A.Y.: Peer education, Leadership, Action, Youth –promoting grassroots sport for educational success and social inclusion									
Venue:		Trani									
Event:		Technical Meeting									
Dates:		11.05.2019									
N°	Organisation	Family name, first name	Start Meeting	Finish Meeting	Country of residence	E-mail address	Female (F) or male (M)	Age (5-15, 15-20, 20-30, 30-40, 40-50, 50-60, 60-)	Participant (P) WP- Leader (L) Expert (E) or Support Staff (S)	Reimbursement KMW/Daily presence From Trani/ Final Venue	Signature
1.	FRASSATI S.GIOVANNI R.	RADEGLIA ARMANDO	11.05.2019	11.05.2019	San Giovanni R.	armandoradeglia@libero.it	M	45	S	No presence	
2.	MSV BASKET	DI PACE MATTIA	11.05.2019	11.05.2019	Margherita di Savoia	indipace01@gmail.com	M	16	S	52,4 Km/with Spartaco/20,00 →20,00	
4.	Basket Giuseppe Angel Manfredonia	Gramazio Umberto	11.05.2019	11.05.2019	Manfredonia	jordan_umbry95@hotmail.it	M	22	S	137,2 Km/20,00€ /20,00 → 40,00	
5.	Fortitudo Trani	Di Gennaro Michele	11.05.2019	11.05.2019	Trani	m.dige89@gmail.com	M	28	S	No presence	
6.	UDAS Young Cerignola	Carano Felice	11.05.2019	11.05.2019	Trinitapoli	felicecarano@gmail.com	M	45	E	67,4€0,00€(Sp artaco)/0,00€	
7.	MSV BASKET	Grieco Spartaco	11.05.2019	11.05.2019	Marcherita di Savoia	info@msvbasket.it	M	46	L	52,4 Km/20,00€ /0,00 € →20,00	
8.	UDAS Youngs Cerignola	Di Leo Davide	11.05.2019	11.05.2019	Baretta	giuseppe.casamassima@vircilio.it	M	44	S	30,00 Km/10,00€ /20,00 € →20,00€	
9.	Trinitapoli Basket	Casamassima Giuseppe			S. Ferdinando di Puglia		M	25	S	No presence	





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10.	Action Now Monopoli	Claudio Centrone	11.05.2019	11.05.2019	Monopoli	claudio.centrone@gmail.com	M	28	S	186,6km/30,00 €25,00€ →55,00€	<i>Center</i>
11.	Volley Trani	Federica Leonetti	11.05.2019	11.05.2019	Trani	fede.leonetti@live.it	F	23	S	0,00km/0,00 €20,00€ → 20,00€	<i>Federica</i>
12.	Juve Canape Trani	Stefano Liso	11.05.2019	11.05.2019	Trani	stefanoliso95@gmail.com	M	24	S	0,00km/0,00 €20,00€ → 20,00€	<i>Stefano</i>
13.	Matteotti Corato	Simona Gatta	11.05.2019	11.05.2019	Corato	simonagatta22@gmail.com	F	18	S	0,00km/0,00 €20,00€ → 20,00€	<i>Simona</i>
14.	Fortitudo Trani	Francesco Samele			Trani	francescosamele1997@gmail.com	M	22	S	No presence	
15.	Frassati	Angela Pia Aquilante			S Giovanni Rotorondo	apaquilante@gmail.com	F	19	S	No presence	
16.	Asd Atletica Andria	Elisa Matera			Andria	eli.5@tiscali.it	F	35	S	No presence	
16.	FENICE Basket Foggia	Daniilo Lamacchia			Foggia	dslamacchia@yahoo.it	M	34	S	No presence	



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List of participants, experts and support staff

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Project title:		P. L. A. Y. I : Peer education, leadership, Action, Youth –promoting grassroots sport for educational success and social inclusion									
Venue:		Trani									
Event:		Technical Meeting 3 ^a +4 ^a Lezione									
Dates:		07.06.2019									
N°	Organisation	Family name, first name	Start Meeting	Finish Meeting	Country of residence	E-mail address	Female (F) or male (M)	Age (5-15, 15-20, 20-30, 30-40, 40-50, 50-60, 60-)	Participant (P) WP- Leader (L) Expert (E) or Support Staff (S)	Reimbursement KME/Daily presence From Trani / Final Venue	Signature
1.	FRASSATI S.GIOVANNI R.	RADEGLIA ARMANDO	07.06.2019	07.06.2019	San Giovanni R.	armandoradeqlia@libero.it	M	45	S	183,4 Km/40,00€/30,00 → 70,00	
2.	MSV BASKET	DI PACE MATTIA			Margherita di Savoia	mpace01@gmail.com	M	16	S	No Presence	
3.	Basket Giuseppe Angel Manfredonia	Gramazio Umberto	07.06.2019	07.06.2019	Manfredonia	jordan_umbry95@hotmail.it	M	22	S	137,2 Km/20,00€/30,00 → 50,00	
4.	Fortitudo Trani	Di Gennaro Michele	07.06.2019	07.06.2019	Trani	m.dige89@gmail.com	M	28	S	0 Km/0,00€/30,00 → 30,00€	
5.	UDAS Young Cerignola	Carano Felice	07.06.2019	07.06.2019	Trinitapoli	felicecarano@gmail.com	M	45	E	0,00Km/0,00€/S partaco/0,00€	
6.	MSV BASKET	Giileo Spartaco	07.06.2019	07.06.2019	Margherita di Savoia	info@msvbasket.it	M	46	L	52,4 Km/20,00€/0,00€ → 20,00	
7.	UDAS Youngs Cerignola	Di Leo Davide	07.06.2019	07.06.2019	Barietta	giuseppe.casamassima@v.ingilio.it	M	44	S	30,00 Km/10,00€/30,00€ → 40,00€	
8.	Trinitapoli Basket	Casamassima Giuseppe	07.06.2019	07.06.2019	S. Ferdinando di Puglia		M	26	S	0,00 Km/0,00€/30,00€ → 30,00€	



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9.	Action New Monopoli	Claudio Centrone	07.06.2019	07.06.2019	Monopoli	claudio.centrone@gmail.com	M	29	S	186,6Km/30,00 €/35,00€ →65,00€	<i>Claudio Centrone</i>
10.	Volley Trani	Federica Leonetti	07.06.2019	07.06.2019	Trani		F	24	S	0,00Km/0,00 €/30,00€ → 30,00€	<i>Federica Leonetti</i>
11.	Juve Canape Trani	Stefano Liso			Trani	stefanoliso95@gmail.com	M	24	S	No Presence	
12.	Matteotti Corato	Simona Gatta			Corato	simonagatta22@gmail.com	F	18	S	No Presence	
13.	Fortitudo Trani	Francesco Samele	07.06.2019	07.06.2019	Trani	francescosamele1997@gmail.com	M	22	S	0,00Km/0,00 €/30,00€ → 30,00€	<i>Francesco Samele</i>
14.	Frassati	Angela Pia Aquilante	07.06.2019	07.06.2019	S. Giovanni Rotondo	apaquilante@gmail.com	F	19	S	183,4 Km con Radeglia/0,00€/ 30,00 → 30,00	<i>Angela Pia Aquilante</i>
15.	Asd Atletica Andria	Elisa Matera	07.06.2019	07.06.2019	Andria	ell_5@tiscali.it	F	36	S	30Km/10,00 €/30,00€ → 30,00€	<i>Elisa Matera</i>
16.	FENICE Basket Foggia	Danilo Lamacchia	07.06.2019	07.06.2019	Foggia	dflamacchia@yahoo.it	M	34	S	183,8Km/30,00 €/30,00€ → 30,00€	<i>Danilo Lamacchia</i>



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Venue:		Trani										
Event:		Technical Meeting										
		Dates:		28.06.2019								
N°	Organisation	Family name, first name	Start Meeting	Finish Meeting	Country of residence	E-mail address	Female (F) or male (M)	Age (5-15, 15-20, 20-30, 30-40, 40-50, 50-60, 60+)	Participant (P) Wp- Leader (L) Expert (E) or Support Staff (S)	Reimbursement Km/Daily presence From Trani / Final Venue	Signature	
1.	FRASSATI S GIOVANNI R.	RADEGLIA ARMANDO	28.06.2019	28.06.2019	San Giovanni R.	armandoradegli@libero.it	M	46	S	183,4 Km/40,00€/20,00 → 60,00		
2.	MSV BASKET	DI PACE MATTIA			Margherita di Savoia	mdpace01@gmail.com	M	18	S	No Presence		
3.	Basket Giuseppe Angel Manfredonia	Gramazio Umberto			Manfredonia	jordani_umbry95@hotmail.it	M	23	S	No Presence		
4.	Fortitudo Trani	Di Gennaro Michele			Trani	m.dieg99@gmail.com	M	29	S	No Presence		
5.	UDAS Young Cerignola	Caramo Felice	28.06.2019	28.06.2019	Trinitapoli	felicecaramo@gmail.com	M	46	E	67,4€/0,00€/Sp artaco/0,00€		
6.	MSV BASKET	Grieco Spartaco	28.06.2019	28.06.2019	Margherita di Savoia	info@msvbasket.it	M	49	L	52,4 Km/20,00€/0,00€ → 20,00		
7.	UDAS Youngs Cerignola	Di Leo Davide	28.06.2019	28.06.2019	Barietta	giuseppe.casamassina@virgilio.it	M	45	S	30,00 Km/10,00€/20,00€ → 20,00€		
8.	Trinitapoli Basket	Casamassina Giuseppe	28.06.2019	28.06.2019	S. Ferdinando di Puglia	giuseppe.casamassina@virgilio.it	M	26	S	0,00 Km/0,00€/20,00€ → 20,00€		



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List of participants

9.	Action Now Monopoli	Claudio Centrone	28.06.2019	28.06.2019	Monopoli	claudio.centrone@gmail.com	M	29	S	186,6Km/30,00 €/25,00€ →55,00€	
10.	Volley Trani	Federica Leonetti	28.06.2019	28.06.2019	Trani	fede.leonetti@live.it	F	24	S	0,00Km/0,00 €/20,00€ → 20,00€	
11.	Juve Canape Trani	Stefano Liso			Trani	stefanoliso95@gmail.com	M	24	S	No Presence	
12.	Matteotti Corato	Simona Gatta			Corato	simonagatta22@gmail.com	F	18	S	No Presence	
13.	Fortitudo Trani	Francesco Samele	28.06.2019	28.06.2019	Trani	francescosamele1997@gmail.com	M	22	S	0,00Km/0,00 €/20,00€ → 20,00€	
14.	Frassati	Angela Pia Aquilante	28.06.2019	28.06.2019	S. Giovanni Rotondo	apaquilante@gmail.com	F	19	S	183,4 Km con Radeqila/0,00€/ 20,00 → 20,00	
15.	Asd Atletica Andria	Elisa Matera	28.06.2019	28.06.2019	Andria	elil_5@tiscali.it	F	36	S	30Km/10,00 €/20,00€ → 20,00€	
16.	FENICE Basket Foggia	Daniilo Lamacchia	28.06.2019	28.06.2019	Foggia	dslamacchia@yahoo.it	M	34	S	183,8Km/0,00 €/30,00€ → 20,00€	

TRAINING COURSE

SECOND PILOT



MY COMMUNICATION

Communicate effectively during my lesson

MODULE 1: COMMUNICATION (part 1)

Theory and method of an effective beginning

MODULE 2: COMMUNICATION (part 2)

Theory and method of an effective beginning

MODULE 3: I AND COMMUNICATION

Reflections on the proper way to communicate (video analysis)

MODULE 4: GOOD PRACTICES

Reflections on other experiences

MODULE 5: FINAL FEEDBACK

Evaluation of the short training course

Analyses and Results

At the end of 2° Test Pilot, all the YAGs, in accordance with MSV's coordinator they have completed a Quality Survey monitoring that has determined the level of successful training activity.

The results obtained from the survey organized during the various meetings showed cognitive growth and greater self-esteem through the self-motivational management of each participant. The applied methodology has allowed a greater growth of the skills of each participant by strengthening their cognitive process by improving the relationship between colleagues, athletes and their parents.

The 1: 1 ratio between YAGs and Trainer during the various lessons was important, this allowed greater serenity in learning new motivational approaches.

Who have answered ?

Email

davide.dileo@hotmail.it

apaquilante@gmail.com

giuseppe.casamassima@virgilio.it

armandoradeglia@libero.it

eli.5@tiscali.it

francescosamele1997@gmail.com

simonagatta22@gmail.com

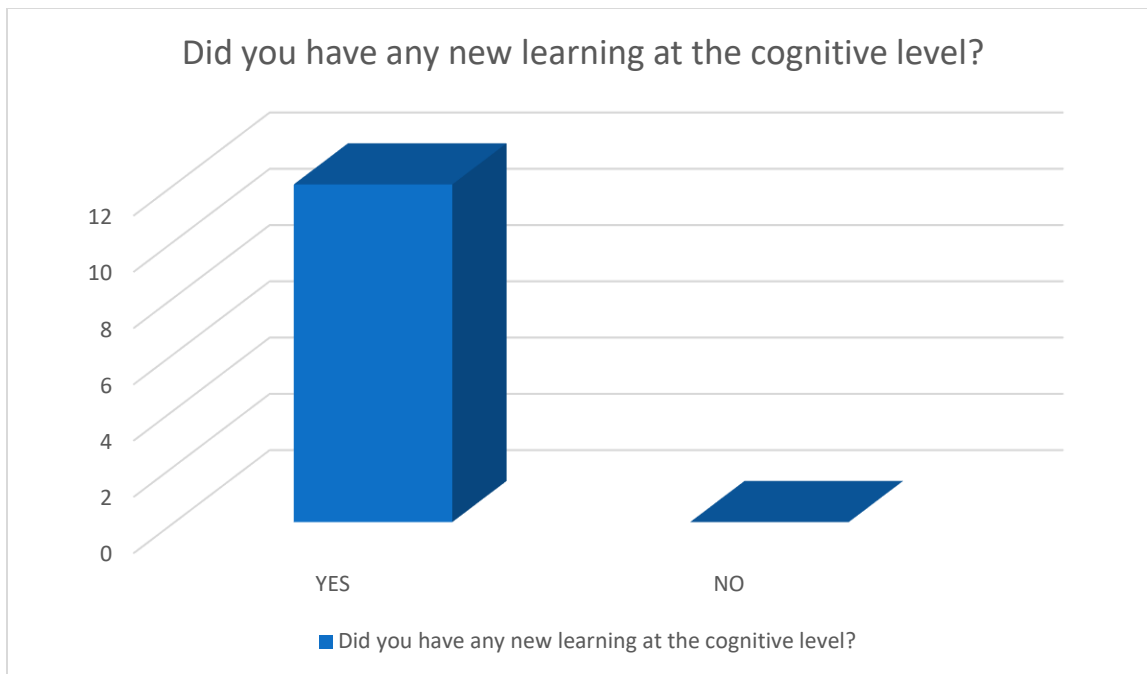
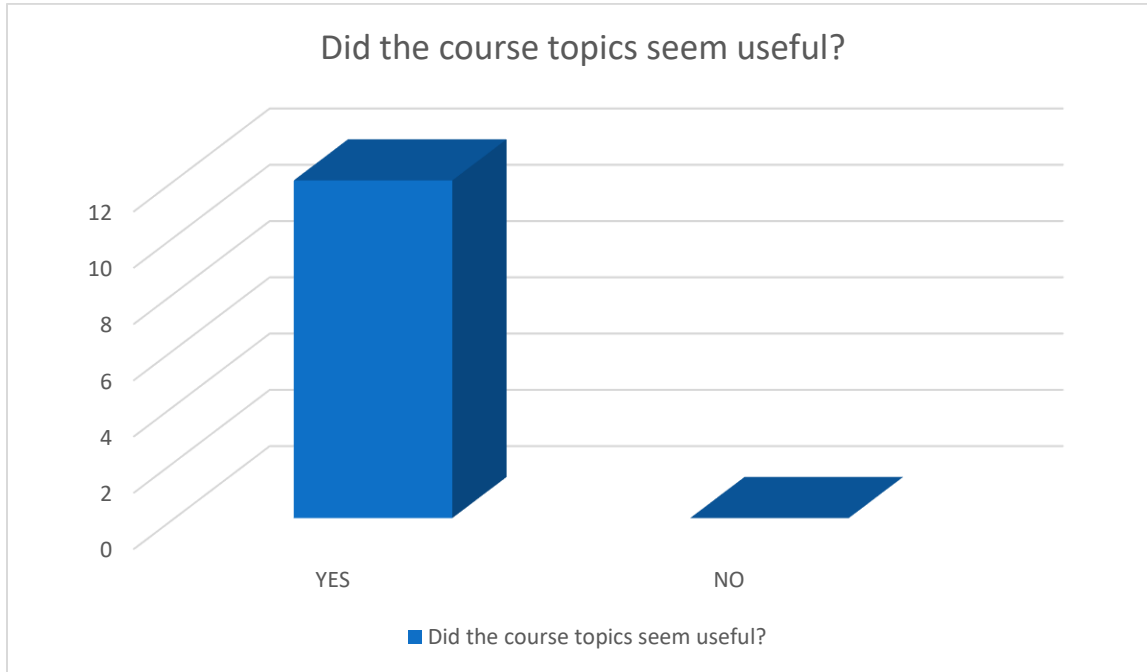
claudio.centrone@gmail.com

m.dige89@gmail.com

d5lamacchia@yahoo.it

jordan_umby95@hotmail.it

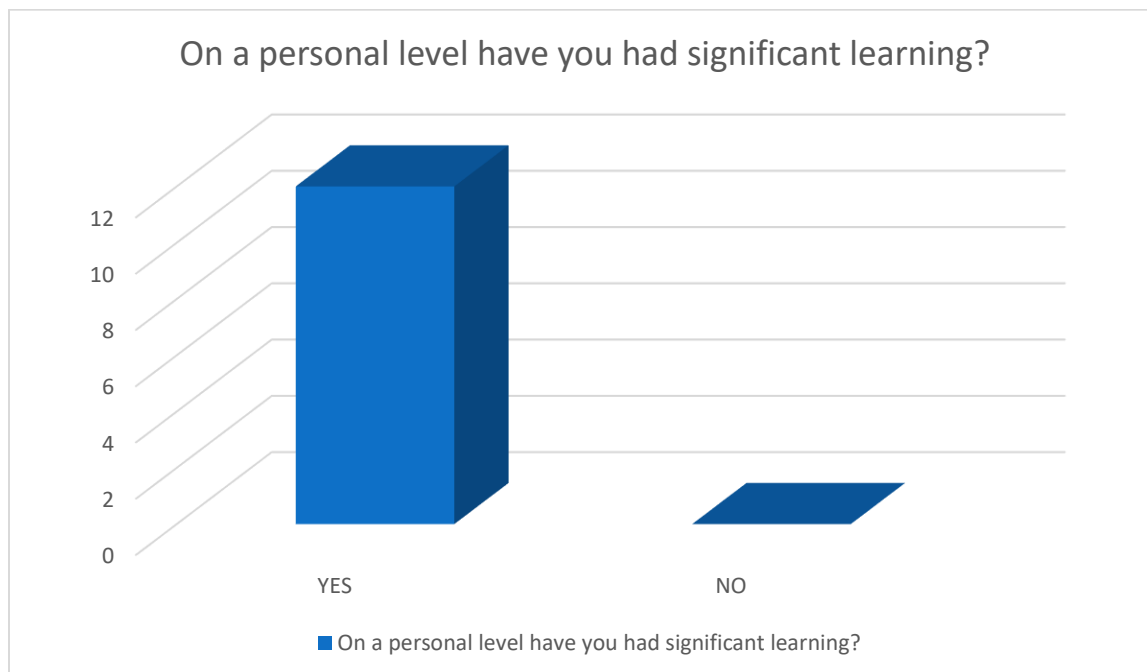
fede.lionetti@live.it



If you answered YES to the previous question, can you explain which ones?

12 answers

- Solve some conflict situations.
- It allowed me to have a report on my communication.
- I learned to listen to different points of view from my own and to reflect.
- Better learning
- Communication
- Group dynamics
- Relate during a discussion
- Knowledge of communication traps
- Certainly, on the various types of communication
- The way of thinking, reflecting and therefore improving the management of a group of boys
- The ability to solve a problem thanks to the experience acquired during the course
- Evaluate yourself before evaluating others. At the level of body language and not always thinking of those in front of us



If you answered YES to the previous question, can you explain which ones?

12 ANSWER

- I discovered that my communication is a generalization communication.
- On a personal level, I understood how essential the way we communicate is.
- The importance of being challenged and facing every situation in the right way
- The so-called sentences (the trap)

- Relationship management
- The traps of my communication
- I have learned to distinguish the attitudes that one person has towards another
- Improvement of communication techniques
- No
- I have improved new communication techniques in order to interact with the guys I train
- The communicative capacity
- I focused a lot on the subject of position in the field and the most suitable way to resolve a conflict; simply waiting for both to be on the same level to be able to confront each other in "equal weapons"

Appreciations for the training path:

12 answer

- It was a unique and interesting journey, it made me understand a lot about myself and how I communicate.
- I really enjoyed the course management, the way the various points of this course were transmitted to me (actively)
- Very useful and of fundamental importance, working every day with children where communication is the main factor
- Great
- Positive, interesting and innovative course
- Very valid in a short time
- Colloquialism
- Trainer's competence
- The family environment
- Well done
- Excellent level
- Satisfied with the space left for us to share personal experiences that in the meantime served as an example to others.

Suggestions for the training path:

12 answer

- More video insights.
- Experience what is transmitted to us
- More practical feedback
- Nothing



- Develop a practical learning path further
- Use concrete examples
- No
- Nobody
- More practice
- Maybe interact more at the social level
- Nobody
- More practice and group workshops

Appreciation to the Trainer:

12 answer

- Professionalism.
- Clear in giving us information, often with the right examples.
- Clarity and simplicity in the exhibition
- An excellent trainer
- Engaging, motivating.
- Very valid and informed
- I appreciated the sympathy
- Clarity in exposure, availability
- Clear and synthetic
- Very prepared person
- Ability to manage a group and to involve everyone during the course as well as being a competent person
- Very prepared on the subject. A lot of respect.

Suggestions to the Trainer:

11 answer

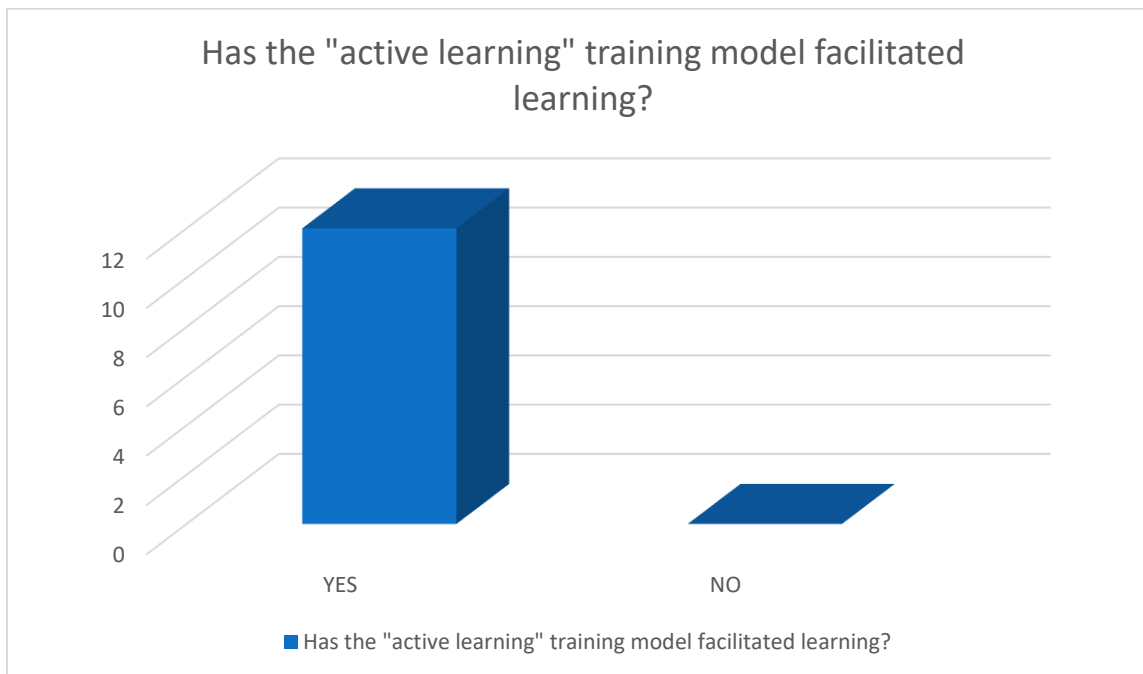
- Nobody
- Anything
- Enter more practical feedback to compare and comment with the group
- Nothing
- Insert, as already done during the course, other moments of practical learning
- Video
- No
- Nothing to suggest.
- I repeat, more practice that "argues" the theory

What is the topic that most interested you?

12 answer

- Communication traps.
- The way we communicate
- The different types of communication and conflict situations

- Monopolization
- Relationship management
- Communication traps
- The different levels that can be of conflict
- Emotional curves in communication
- The levels of communication
- Communication techniques
- The communication
- The one on how to discreetly exit from conflicts



A key word that represents the training path you attended?

12 answer

- Uniqueness.
- Informative
- Awareness
- Fantastic
- Communication style
- Know
- Relationship between people
- Interesting
- Concreteness
- Information
- Effective
- Sharing

A key word that represents your personal training path?

11 answer

- Level up!
- Reflexive
- Enrichment
- Be more patient
- Relationship management
- I listen
- Factotum
- Formative
- Didactics of doing
- Satisfied
- Stubborn

Some Picture of 2° Pilot Edition




How to define a collaborative relationship


- Participation agreement between YAGs and MSV basket - Letter of Intent

Each selected YAG has signed a letter of intent confirming the following points:

- participation in training sessions in presence and in e-learning mode to be able to work with project beneficiaries as tutors and mentors
- preparation and implementation of didactic-sports sessions for secondary school students in collaboration with local sports associations
- provide video recordings and photographs of the groups and activities carried out
- participation in the Transnational Sport Camp which will take place in May 2018 in Rosolina (VE)
- organization of at least one local dissemination event open to citizenship - support in the dissemination and collection of questionnaires among coaches, teachers, students - dissemination

of the objectives and products of the project to their peers, social media, their own networks in order to reach as many people as possible.



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

Adesione al progetto "P.L.A.Y.! - Peer education, Leadership, Action, Youth"

Il/la sottoscritto/a _____
nato/a a _____ il _____ e residente in (via, comune, CAP, provincia) _____
mail _____, telefono _____

avendo espresso interesse a partecipare come componente del Youth Active Group (YAG) del progetto
"P.L.A.Y.! - Peer education, Leadership, Action, Youth – promoting grassroots sport for educational success and social inclusion" [GRANT 2016-2768 (579831-EPP-1-20161-2-FI-SPO-SCP)], di cui MSV Basket è partner, preso atto di quanto segue:

COSA OFFRE IL PROGETTO:

- opportunità di approfondire le proprie conoscenze nell'ambito dei temi legati allo sport e all'inclusione sociale, nel contesto di un progetto internazionale e nello scambio con giovani e organizzazioni sociali e sportive di diversi Paesi Europei, partecipando anche ad un evento internazionale (*Transnational Sport Camp*) che verrà organizzato in Veneto
- possibilità di partecipare ad una formazione per rafforzare competenze ed abilità di mentoring, tutoring tra pari, inclusione socio-educativa ed interculturale, abilità di imprenditorialità sociale, video making e social media
- possibilità di sperimentare quanto appreso in un percorso di tutoring con studenti delle scuole secondarie in collaborazione con associazioni sportive e scuole del territorio, con riconoscimento sociale di quanto realizzato e possibilità di rafforzare relazioni e contatti nel territorio
- certificazione Youthpass, riconosciuta a livello europeo, sulle competenze acquisite nel corso del progetto ed eventuali altre certificazioni e riconoscimenti definiti tramite accordi
- rimborso delle trasferte effettuate per le attività svolte

COSA CHIEDIAMO AI GIOVANI COINVOLTI NEL PROGETTO:

- impegno per la durata del progetto (dicembre 2017- dicembre 2019): i ragazzi garantiranno il



Basket & Music between YAGs and Kids

The working methodology within the Basket Music programming in the following modality:

- 1) Analysis of dynamic video lessons of basketball through the use of music.
- 2) Attribution of cognitive and proprioceptive abilities in the relationship between Instructor and athlete
- 3) Development of sensory and motivational skills through play (leaps and accelerations with the ball, etc.)
- 4) Evaluation and study of the calculation of the beat per minute in a song (bpm)
- 5) Attribution of the type musical to a specific exercise with a ball / without a basketball ball

Target athletes: 11/15 years

Objectives:

- 1) Work on personal skills with/without the ball
- 2) Acquisition of the postural abilities of the body on the playing surface through music
- 3) Improvement of the 4 basketball fundamentals: Passing, Dribbling, Shooting and fundamental position through the use of Music
- 4) Preparation training plan attributing the musical genre to the emotional and motivational goals of the athlete / team
- 5) Export the Basket Music working methodology to the Basketball Sports Club
- 6) Leadership skills and voice calibration during lessons



The instrumentation necessary for the activity of Basket Music is as follows:

- notebook / MP3 player
- 3 preamplified directional speakers
- cables for boxes, power supply, etc.
- n. 1 wireless radio microphone
- n.1 Software for managing mp3 music tracks (no license)
- Definition of the musical genre and attribution of the musical piece for the type of result to be achieved

The choice of songs is personal depending on the musical taste of the Coach. An important element is the knowledge of the group with which you will relate, and depending on the variables expressed by the group of athletes, it is possible to define a playlist but it is advisable to understand which objectives you want to achieve in the group of athletes available.

- examples:

- 1) high impact music play list to improve the athlete's coordination skills -> Disco / HipHop
- 2) motivate the group of athletes to increase self-esteem -> Rock
- 3) improvement of space / time through the use of passage / dribble -> Pop / Reggaeton
- 4) enables the personalization of body movements -> Classic music
- 5) Ability of vertical posture on the playing surface -> New Age

- Template Weekly Lesson between 10 YAGs

Coach	Sport Club	Email	Training Weekly			Sport Gym Address	Kids Number participants	Time Lesson	Music		
Mattia di Pace	MSV Basket	mdipace01@gmail.com	Martedì		Giovedì	"G.Pascoli"	14 bambini 8-10 8 ragazzi dai 11-13	18.30-20.30	POP		
Davide Di Leo	UDAS Cerignola	davide.dileo@hotmail.it	Lunedì			Pavoncelli via dei mille n 38	30 bambini 11/10/9 anni	19.00 - 21.00			RAGGAETON
Elisa Matera	Atletica Andria	eli.5@tiscali.it	Lunedì			polivalente via la Specchia, Andria	15 bambini 7-10 anni 10 bambini 11-13 anni	18.30 - 20.00	PHARREL WILLIAMS-HAPPY		IMAGINE DRAGONS - BELIVER
Armando Radeglia	S.G.Rotondo	armandoradeglia@libero.it	lunedì		mercoledì	Itis Di Maggio via Poerio 146	12 bambini 7-8 anni 17 ragazzi 12-13 anni 23 bambini 9-10-11 anni	16.30-19.30	hip-hop-rock		
Di Gennaro Michele	Fortitudo Trani	m.djge89@gmail.com	Lunedì	Giovedì	Domenica	Sms Baldassarre trani	15-30 bambini 10-11 anni	18.30-20.00 mattina	Hip-hop	Pop	
Giuseppe Casamassima	ASD Trinitapoli	giuseppe.casamassima@virg	Martedì		Giovedì	Via Mandriglia 1	10 bambini	19:30/20:30	Pop	Funky	Hip hop
Rossella Metta	Canusium Basket	roxloconia@gmail.com	martedì		giovedì	giovedì,palazzetto dello sport martedì scuola Carella	10 bambini	16:30/17:30	pop	raggae	rock
Umberto Gramazio	Angel Manfredonia	jordan_umby95@hotmail.it	lunedì	Mercoledì	Venerdì	via barletta n 1	15-25 bambini 12/13 anni	19,30 - 20,30	sun is shining di axwell ingrosso		dexter di sfera
Daniilo Lamacchia	ASD FENICE BASKET	d5lamacchia@yahoo.it	Martedì	Mercoledì	Venerdì	Martedì(via Ugo la Malfa)MOSCAT Venerdì scuola ZINGARELLI	20 bambini 10/12 anni	18:30/19:30	Hip-hop	Raggaeton	

- **Template Pilot Sport**

School Centre : Ist. Compr. Margherita		N° STUDENTS : 10+10 AGES: 11-14	DATE: 21/05/2018
SESSION NUMBERS : 2		RESPONSIBLE: Spartaco Grieco / Felice Carano	Type Sport Lesson: Frontal lesson in dynamic approach with "Basket Music"
OBJECTIVES	<ul style="list-style-type: none"> • Work on personal skills without the ball / with ball • Acquisition of the postural abilities of the body on the playing surface through music • Improvement of the 4 basketball fundamentals: Passing, Dribbling, Shooting and fundamental position through the use of Music • Preparation training plan attributing the musical genre to the emotional and motivational goals of the athlete / team • Export the Basket Music working methodology to the Basketball Sports Club • Leadership skills and voice calibration during lessons 		
CONTENTS	<ul style="list-style-type: none"> • Movements without ball • Dribble • To pass • To Shoot 		
METHODOLOGY	<ul style="list-style-type: none"> • The methodology will be that of guided discovery first and then experiential learning. LEARNING BY DOING • Analysis of dynamic video lessons of basketball through the use of music. • Attribution of psychological and neurogenerative abilities in the relationship between Instructor and athlete (please explain /reformulate using simpler words) • Planning of sensory and motivational skills through play (Please give some examples on this) • Evaluation and study of the calculation of the beat per minute in a song (bpm) • Attribution of the type musical to a specific exercise with a ball / without a basketball ball 		
SPORT COURTS	- Basketball Court / Outdoor Sport Gardens		
SPORT TOOLS	- Balls, cones, obstacles, Sound Devices, etc.		
MUSCULAR REACTIVATION			
TIME: 15 min.	<ul style="list-style-type: none"> - All children must move in the empty spaces, objective: to fill in the empty spaces and to have at least 4 meters away from the other playmates. - Use the entire basketball court as a space and discover all the movements that I can perform to the rhythm of the music proposed by the instructor but above all perform at the same rhythm. - The same thing as the first exercise but with the ball. The boys must dribble around the field, in the empty spaces and 4 meters away from the others, dribbling to the rhythm of the music, also trying to change hands, speed, direction, meaning. 		
MAIN PART - WORKING ON THE OBJECTIVES AND PROPOSED VALUES			

TIME: 20 min	<ul style="list-style-type: none"> • In pairs, a ball in pairs, perform passage exercises to the rhythm of music (the speed of the music will vary by acting on the bpm and also the musical genre) The children will find out which exercises can be performed with that music, but the instructor will also offer examples. With the same method, perform dribbling and passing exercises by changing the execution variants. • Exercises of shooting in rhythm: with the ball in hand perform 3 hops to the rhythm of music and then shoot for a basket - executive variants - • Dribbling shooting exercises, pair-by-pass shooting exercises - executive variations -
TIME 20 min	
TIME 20 min	
FINAL PART	
TIME: 15 min	Breathing exercises following the musical rhythm (of course the proposed rhythm will be very relaxing)
COMMENTS AND REFLECTIONS:	
At the end of the session there will be a moment of feedback between the participants	

Evaluation and Assessment within WP5

At begin of the PLAY Project there weren't relevant analysis at national level that enable partners to find out and compare the role of grassroots sport organization in supporting schools and educational system in reducing and contrasting school's dropout and failure in integration, even if this problem is extremely relevant and present in all Member States. An exchange of data and analysis, on the one hand, and of good practices developed in partner countries, on the other hand, it been coordinated by an University highly qualified on social education (Pere Tarres) is thus essential to reach the project's goal and assess if volunteering in grassroots sport can contribute to tackle school failure effectively.

Cooperation between partner Member States, with different situation in education and early school leaving , is giving the great opportunity to bring together States with the highest rates of school failures (Italy and Spain) and countries that have showed relevant improvement and strategies to tackle this European problem (Finland and Slovenia), allowing an analysis and exchange of practices and expertise that can actively contribute to improve each partners country commitment on this topic.

A European dimension is fundamental to gain greater effectiveness and potential complementarities among partner organizations and partner countries, since there is no national example of assessed model in the project's topic and project consortium can gain an undeniable added value from a transnational comparison.

The following activities developed by all member partners have been followed up to now, through the classification of the following surveys:

- ongoing and final surveys and activities and final focus groups evaluation at local level
- mid-term assessment and final evaluation and assessment among European partners

The tools used so far have been created through the Google Form application, with which important benchmarks and analytical data have been reproduced in relation to the activities carried out in WP5. Each partner participated through the respective YAGs group in:

Initial Evaluation

- **INITIAL ASSESTMENT - YOUTH ACTIVE GROUPS**
- **FIRST PERIOD EVALUATION OF THE WEEKLY SESSIONS**
- **INITIAL ASSESTMENT - INTERNATIONAL PARTNERS**
- **INITIAL ASSESTMENT - LOCAL PARTNERS**

Intermediate Evaluation

- **INTERMEDIATE ASSESTMENT – Youth Active Groups**
- **INTERMEDIATE ASSESTMENT - International partners**
- **INTERMEDIATE ASSESTMENT - Local partners**
- **SPORTS EVENTS evaluation**
- **PADUA evaluation (partners, YAGs, participants, etc)**

Final Evaluation

- **FINAL ASSESTMENT – YOUTH ACTIVE GROUPS**
- **FINAL ASSESTMENT – INTERNAZIONAL PARTNERS**
- **FINAL ASSESTMENT – LOCAL PARTNERS**
- **ASSESTMENT OF BCN MEETING**

- Development of group activities bringing young athletes, families, teachers and Sport trainers

Within the WP5 they were development of group informal meetings bringing young athletes' families, teachers, grassroots sport trainers/coaches together, guided by a facilitator (tutor, counsellor...) to discuss difficulties, share conflicts contrast strategies, spreading team spirit, healthy living and sport values to ensure a shared knowledge and support of what their children learn and do within grassroots sport organizations, here some experience realized during these 2 years :

- Month of Nutrition Screening and the best life styles in Sport

MSV staff have organized an event called "Month of Nutritional Screening and practices on the best lifestyles" within own Sports venue a path started 5 years ago renewed every year, with the participation of families, the athletes of the MSV Basketball and with an expert nutritionist.

Through a nutrition survey conducted in collaboration with **Dr. Annamaria Paluscio** (Expert Nutritionist Food Staff MSV Basket) the parents of our athletes have collaborated describing the eating habits used during the various times of the day. This method allowed to know how to improve nutritional processes in children aged 5 to 11, monitoring the habits and improvements obtained in previous years in terms of growth and correct food requirements. In the PLAY project, the practice of Sport improves food requirements by educating the correct food lifestyles within the family.

An important occasion for discussing and presenting some results obtained within the PLAY project in the presence of 2 evaluators of the Erasmus + Sport 2018 program, 100 participants among Public Administration executives, Sports Federations, Sport Clubs and non-profit organizations.



- **Opportunities in the field of European Funds through good practices in Sport as a tool for social inclusion**

MSV representing its Project Manager Spartaco Grieco coordinated the 1st International Workshop on European Sports Policies: Strategies and Opportunities held in Trani on 28/11/2018. An important occasion for discussing and presenting the opportunities on European funds in particular within the Erasmus + Sport programs with some results obtained in the PLAY project at the presence of 2 evaluators of the Erasmus + Sport 2018 program, 100 participants among Public Administration executives, Sports Federations, Sport Club and non-profit organizations and over 35,000 visitors to live streaming organized for the event. The comparison and discussion among the participants allowed to show the excellent results obtained to date in the PLAY project in anticipation of the upcoming events in London 2019 and Barcelona 2019.



LE POLITICHE DELLO SPORT EUROPEE: STRATEGIE E OPPORTUNITA'

TRANI, 28 NOVEMBRE 2018

inizio lavori ore 9:30
Saluto Istituzionale del Sindaco: Amedeo Bottaro

Interverranno:

SPARTACO GRIECO *Project manager Erasmus plus*

BRUNO AVELAR ROSA *Project manager esperto valutatore commissione EU*

JUAN MANUEL MURUA *Esperto valutatore settore rendicontazione finanziaria*

incontri BEtoBE dalle ore 15:30
accesso su prenotazione amministrazione@palazzodelleartibeltrani.it - tel. 0883.500044

PALAZZO DELLE ARTI BELTRANI
Via Beltrani, 51 - TRANI

- **Test Pilot developed from PLAY's partners**

During the WP5 activities session, the project partners developed the Test Pilot methodology according to their territory and the selected YAGs group, here DRPDNM (Slovenia):

DRPDNM

COLLECTIONG OF VOLUNTEERING REPORTS – 1° Pilot

At the beginning of the year, in the middle of February we called our permanent volunteers who are already volunteering at other Erasmus+ projects and invite them if they wish to work with children through sport. We introduced them the P.L.A.Y. project, its topic, purpose and the goals. Most of them really liked the idea of working with excluded children and they thought that sport is a great tool to engage children into local society but also that through fun which is part of the sport the diversity between locals and children migrants (who are the main group of excluded people for now) is a great way.

We have been looking for youngsters who are already part of a particular work with children, or are students of relevant education, or even those who already voluntarily train at the particular sports club. We contacted local football club, woman volleyball club and other sports club nearby. Slovenia is very sportive nation, as it is also seen from various successes that we gain around the world, from basketball players and skiing to other sport disciplines. That is maybe the reason why so many youngsters have responded to our invitation for the work with children through sport.



However, it was not easy at the beginning. As we trained them we realized that not every young person is open to new ideas and ways of training that we provided this is also why some of them decided to not be part of the YAG team anymore. While on the other hand some of the YAGs left for some other personal reasons. Anyways, we recruited other youngsters who were willing to participate in such training.

We recruited all YAGs by presenting them the PLAY project and its meaning, as I said already and tell them a bit about the training they will need to take and the way they will need to work with youngsters. Afterwards, we gave them the volunteering contract to be signed.



YAGs met every two months starting with April 2018. This means, they met also in June, August, October and December 2018. The meetings we discussed about the difficulties they have and how they already dealt with it. Moreover, DRPD's trainers Mirjam and Vanesa visited some of their trainings as well to see how they are carrying out the trainings with children.



On 20th November 2018 we prepared the local workshop event in Gymnasium of Novo mesto, Slovenia to disseminate P.L.A.Y! project. During this month we started with the team of YAGs with 7 active volunteers, 60 kids, 5 sports clubs/associations (GYM Novo mesto, Women's volleyball club novo mesto, Association Arabeska, Sport Association Ultra and Skiing association with local department in Novo mesto, led by Aleš Eržen – also our volunteer) and 13 different sports related activities. However, we have reached even more kids and youngsters and also new partners and local institutions/sport associations. The YAGs team coordinator became Snježana Blagojević with the help of Davor Kroflin and other volunteers.

We have also organized some workshops where also other participants from local community take part of as well. And 3 days sports camp for all the YAGs in order to train them, get into touch with them easier and to discuss about further work with them. From 8th to 10th June 2018 and we held the local sports camp at river Kolpa. The implementors of activities were our volunteers, YAGs and employees of DRPD NM (Vanesa Dželadini, Andreja Luštek, Andreja Rodič, Snježana Blagojević, Adnan Mujadžić, Tarik Avdibašić, Jana Zajc, Andreja K. K., Mojca V., Kristina, Nejc, Mojca R., Marica, Davor). And participants were children and youngsters (10-17 years old), families (mainly fathers and mothers), coaches and teachers. We organized the camp as an informal meeting, bringing together young athletes's families, teachers, grassroots sport trainers/coaches and was guided by a few facilitators from DRPD NM to discuss difficulties, share conflicts contrast strategies, spreading team spirit, healthy living and sport values to ensure a shared knowledge and support of what their children learn and do within grassroots sport organizations. The camp was composed of sports activities, games and seminars/discussions on healthy living and sports values, parents, teachers and coaches sharing some difficulties they encounter with children and youngsters, but they mainly shared the positive sides P.L.A.Y.'s workshops bring to kids and youngsters (better school progress, better concentration, greater inclusion in society, getting more friends, having positive behaviour, spending their free-time in a positive environment, feel empowered, having fun etc.).



We also organized parents meeting as it is seen on the right picture. During this meeting we have also made further evaluation at local level about our activities. Therefore, we organized a local meeting between parents, YAGs, and a few coaches and teachers, who are the main stake-holders in our part of the P.L.A.Y. project. We have provided the possibility for parents to meet and talk to YAGs which proved to be a very positive experience for them. They said, they feel very happy about their kids taking part in the P.L.A.Y. project and its activities. Their children's school performance has improved, they feel much more empowered and included in the society, they also got many friends. Their kids now have a quality free-time spending and are very positive in their behaviour. There was also a big discussion and many thanks going on between parents, coaches and teachers. We have organized the event in the near swimming pool area, where children and youngsters could swim and have fun, and we had a meeting with parents in the near conference room. After the meeting we all gathered at the swimming pool area and have further fun with our youngsters, including many sports activities.





These same YAGs were doing sessions with the children at our organization's day center and also at the local partners' place. They participated at local partners' sessions as well, they helped their trainers and engaged in the training of local partners, as they introduced the concept of training YAGs have been taught and asked to use. Since beginning of the project we promoted P.L.A.Y! among young volunteers in our organisation and different local partners (sport associations, clubs, schools etc.) to find the ones interested in participating in YAG's pilot action. We have also made various presentations and meetings of volunteerism in sport in many local associations, schools and institutes.

Branka Bukovec

President

Društvo za razvijanje prostovoljnega dela Novo mesto (DRPDNM)

COLLECTIONG OF VOLUNTEERING REPORTS for the 2nd PILOT

Društvo za razvijanje prostovoljnega dela Novo mesto

Since young people develop in their personal life very quick nowadays, which means changing jobs, availability for being part of NGO, some of them left being YAG since they got a job in another local community or even went abroad. However, I must say that most of them remained in the work on P.L.A.Y. project which is very good. For this reason, we employed new volunteers who we kept meetings with on monthly basis to ensure that their trainings with children go smooth and in accordance to P.L.A.Y. project values. Volunteers feedbacks are always very supportive, very encouraging as they return to us with good news and happy faces. Many of YAGs users, children immigrants and Roma children are always happy to start training with YAGs, they are encouraged by YAGs and feel comfortable as they report.



As I said, we recruited new YAGs by presenting them the PLAY project and its meaning. They took over training of children with high responsibility, sense of voluntarism for the purpose of promotion of equality and acceptance of diversity. They reported from their training that children participate well during the awareness talk and they can see a considerable change during the training from the first day they started training them till now.

Most importantly, many YAGs said report that they will continue in this sense with same methodology further, even when project finishes since they see a great value for the local society and as a contribution to children personal development as they face difficulties because of their social status and environment they live in.



We implemented various sport activities. Different from the first pilot, when we developed more team-building activities, such as football, basketball, volleyball and other, we introduced also a lot of sports activities where children may train and build on personal growth and self-confidence, like gymnastics and dance. The reason we did that was, YAGs acknowledge many talents of children but not so many confidence as they live in an environment that slow them down in this matter.

Overall, we can report that, both, YAGs and children have developed a lot in the sense of their personality. Moreover, as we worked a lot with local partners, Drustvo za razvijanje kreativenga gibanja 'Arabeska?' And TPV Volley Novo mesto, both local partners included in the activities led by YAGs also local children which was an added value to promotion of voluntarism, equality, acceptance and overall promotion of P.L.A.Y. project.



We concluded that beautiful and, in our opinion, very successful sessions with local camp in Dolenjske Toplice, which serves as implementation of WP3, being fully prepared by YAGs under DRPDNM supervision. Both children as participants of the camp and YAGs as leaders have been great. Both of the local partners and also DPM Mojca Novo mesto acknowledge this camp as something completely different yet very successful. We must report that YAGs did overall very good job, not only through this pilot, but overall, through this project in general. We received many good informal feedbacks also from parents which is a great contribution to better society in or local environment.



September 2019
Društvo za razvijanje prostovoljnega dela Novo mesto
President
Branka Bukovec

WP5 NARRATIVE REPORT GEA Coop Sociale

- ***list and in chronological order all the volunteering activities (Date, event, number of participants and local partners)***

Date	N. of Hours	YAGs	Topic	Trainer	Local Partners
06/03/2018	1	Michele Hilary Vanessa Stefania	knowledge of participants, intro to the project and calendar definition	Alice Bruni Marco Siciliani	AttivaMente Onlus
15-mar	1	Michele Hilary Vanessa Stefania	in-depth knowledge of the group: training agreement	Marco Siciliani	AttivaMente Onlus
	1	Michele Hilary Vanessa Stefania Ilaria	coaching elements: self-awareness		AttivaMente Onlus
22-mar	2	Michele Hilary Vanessa Stefania Sara	communication and empathy towards others: communication techniques and tools	Marco Siciliani	AttivaMente Onlus
29-mar	2	Michele Hilary Vanessa Stefania Ilaria	team work: group management and problem solving	Marco Siciliani	AttivaMente Onlus
05-apr	2	Michele Hilary Vanessa Stefania Ilaria	event organization	Silvia Casson	AttivaMente Onlus
12-apr	2	Michele Hilary Vanessa	basic tools for social planning	Alice Bruni	
19-apr	2	Michele Hilary Vanessa	communication with institutions	Claudio Piron	

		Stefania Ilaria Sara			
26-apr	2	Michele Hilary Stefania Ilaria Sara	Interculture: activities with foreign minors and families	Marco Baldini	
03-mag	2	Michele Hilary Stefania Francesca	Event organization: SanPre Fest and Camp Rosolina	Silvia Casson	AttivaMente Onlus
10-mag	2	Michele Hilary Stefania Francesca	Event organization: SanPre Fest and Camp Rosolina	Silvia Casson	AttivaMente Onlus
17-mag	2	Michele Hilary Stefania Francesca	Event organization: SanPre Fest and Camp Rosolina	Alice Bruni Silvia Casson	AttivaMente Onlus
18-mag	6	Michele Hilary Francesca	San Precario Fest - public event of sport and inclusion - ca. 500 participants (citizens, minors, athletes, refugees and asylum seekers, local sports clubs)		.Polisportiva San Precario .Padova Municipality .Criminal Bullets Roller Derby Team .Other local sport clubs and social organizations
19-mag	6	Michele Hilary Francesca Sara	San Precario Fest - public event of sport and inclusion - ca. 500 participants (citizens, minors, athletes, refugees and asylum seekers, local sports clubs)		Polisportiva San Precario .Padova Municipality .Criminal Bullets Roller Derby Team .Other local sport clubs and social organizations
24-mag	2	Michele Hilary	Event organization: Camp Rosolina	Alice Bruni Silvia Casson	AttivaMente Onlus

PLAY SPORT CAMP

Date	N. of Hours	YAGs	Topic	N. of participants	Local Partners
30-mag	8	Stefania	first day Sport Camp Villaggio Tizé (Rosolina Mare) - knowledge of the territory and building theme with outdoor activities	43	AttivaMente Municipality of Rosolina Mare
31-mag	8	Michele Hilary Stefania Francesca	first day Sport Camp Villaggio Tizé (Rosolina Mare) - workshops on sport and social inclusion and sporting events	59	Veneto Region ASSIST – Associazione Nazionale Atleti Raduni Sportivi srl Municipality of Rosolina Mare Confindustria sport Rovigo Asd San Vigilio Adria Rosolina Calcio Adria Sport

NAME	EMAIL	BACKGROUND
Michele Pedrotti	michelepedrotti@gmail.com	Basket coach with migrants and refugees
Hilary De Luca	Hilary.deluca88@gmail.com	Works in a gym, volunteer for San Precario communication
Vanessa Frison	vssfrs@gmail.com	Student – Social theatre
Stefania Pastore	Stefy.past@gmail.com	Social Assistant
Ilaria Faccin	llariafaccin97@gmail.com	Rural / disadvantaged area
Sara Toffoletto	Sara.toffygarcia@gmail.com	Roller derby player

<p>Francesca Masserdotti</p>	<p>fra_masser@yahoo.it</p>	<p>Psychologist and volunteer for San Precario –she just helped with events and some meeting (did not sign the YAG agreement cause of impossibility to commit to all tasks)</p>
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- **names and contact numbers of YAGS, also did any of YAG’s themselves come from at risk of exclusion backgrounds (migrants, minorities, disabilities)**

List of all YAGs involved in different times, with different commitment, in different activities in 2018

- **was the camp meant to be an event the YAG’s organized with children?**

Originally it was, but to match the period feasible for YAGs and location, since it was not possible to ensure the participation of schools due to busy period (May is almost end of the school year) and difficulties in having the school heads on board (despite interest and participation of teachers), we decide to focus the Camp on YAGs, as an opportunity for them to meet among each other, show what they had been doing during the first pilot 2018, get some more information about sport and education.

- **was there a workshop for targeting the educational actors/partners as well?**

During the second day of the Camp (morning session) we had the chance to listen and discuss some issues and experiences from policy makers (Veneto Region, Municipality of Rosolina Mare), national no profit sport organizations (ASSIST) and profit companies that organize sport events (Raduni Sportivi srl) around PLAY project issues (equality and inclusion, organization of sport events, values in sport and education).

Each participants received a PLAY USB key with a collection of most relevant EU guidelines and official documents about sport and education, sport and volunteering, sport and social inclusion, besides documents and materials of PLAY project and Erasmus+ Sport programme.

A specific workshop targeting education in grassroots sport will be organized in May 2019 in collaboration with Polisportiva San Precario.

2019 NARRATIVE REPORT (updated 12th December 2019) GEA Coop Sociale

ORGANIZATION OF 2nd PILOT

GEA organized the second edition of pilot action since beginning of 2019 (having started the recruitment of YAGs since late 2018), focusing on activities directly addressing kids and children, since during the first pilot we focused more on organization of sport and social events with our 1st pilot YAGs (SanPrecario Fest and PLAY transnational sport camp, both held in May 2018).

Our roster of YAGs has seen the involvement and the participation of new, volcanic members, all of them moved by the vocation towards equality, inclusion and respect. As volunteers of the ASD

Quadrato Meticcio, they know very well the peculiarities of the Palestro neighbourhood where all activities are held (a working class / migration neighbourhood with several council houses, high unemployment rates, more than 55% of residents with migrant backgrounds), but even more they know the kids who live there, with their attitudes, passions, desires and necessities.

Given these peculiarities, we couldn't be happier to have them collaborating. It is even more rewarding to see how the equality is here connected to gender: our 10 volunteers are mostly equally divided between female (Paola, Letizia, Caterina, Bròna, Camilla and Francesca) and male YAGs (Tommaso, Stefano, Francesco and Davide), all moved by common goals and passions. They also come from different geographical and social contexts, giving our kids a bright, inspiring example of inclusion, commitment, will to change and improve, at personal and social level. So far (updated 30/05/2019), 10 training sessions were performed, with the regular participation of 12 kids between 8 and 12 years old. Each session usually lasts 1.30 hours, with 10 minutes of initial introduction and explanation of the foreseen activities, sharing values and meaning of the PLAY session, 1.10 hours of exercises, training activities and games, and 10 final minutes of discussion and reflection about the session and the values channelled through it. Each session is managed by 1 or 2 YAGs, depending on the availability.

GEA has organized several meetings with YAGs, before the start of the sessions (4 meetings with referents and all YAGs) and during the implementation of the sessions (taking part to half of the training sessions with the presence of our youth tutor, Stefano), to support YAGs in the planning, the implementation and the evaluation of the sessions.

Interviews with some of the involved kids have been realized, as well as pictures and some video recordings of the training sessions (after we succeeded in collecting parents authorizations forms filled and signed, that was not an easy job!!).

Most of involved kids families are from: Nigeria, Morocco, Tunisia, Italy (including Roma families).

PLAY TRAINING SESSIONS – 2ND PILOT ACTION

Date	N. of Hours	YAG REFERENT	Topic	N° of children / kids attending	Place
28/03	1,5	Francesco	Responsibility	12	Campo sportivo "Scalabrin", via Dottasio, Padova
02/04	1,5	Davide	Responsibility	12	Campo sportivo "Scalabrin", via Dottasio, Padova
11/04	1,5	Tommaso	Fair Play and Respect	11	Campo sportivo "Scalabrin", via Dottasio, Padova
28/04	1,5	Francesco	Sports value and Respect	12	Campo sportivo "Scalabrin", via Dottasio, Padova
30/04	1,5	Davide	Cooperation	10	Campo sportivo "Scalabrin", via Dottasio, Padova

07/05	1,5	Davide	Cooperation	12	Campo sportivo "Scalabrin", via Dottesio, Padova
14/05	1,5	Francesco	Inclusion	12	Campo sportivo "Scalabrin", via Dottesio, Padova
21/05	1,5	Davide	Inclusion and diversity	9	Campo sportivo "Scalabrin", via Dottesio, Padova
28/05	1,5	Francesco	Respect	11	Campo sportivo "Scalabrin", via Dottesio, Padova
30/05	1,5	Davide	Respect	8	Campo sportivo "Scalabrin", via Dottesio, Padova
04/06	2	Paola	Recap of values: sport for education	11	Campo sportivo "Scalabrin", via Dottesio, Padova
11/06	2	Tommaso	Recap of values: sport for education	12	Campo sportivo "Scalabrin", via Dottesio, Padova

OTHER ACTIVITIES

GEA provided contents for newsletters and specific national newsletter, delivered Sport Camp video in project's website and Facebook page as well as in its social media and website. Also, GEA has promoted PLAY project in other projects' events (see dissemination form for more details).

We have organized the PLAY workshop for Italy that was held on 30/06/2019 within Sherwood Festival 2019 (Sherwood for Kids event), together with Polisportiva San Precario and Quadrato Meticcio, the two grassroots sports organization that have been involved in the project so far, and the project's partner MSV Basket, that shared their experience participating with 3 YAGs, the project manager and an expert on health and nutrition for kids. Some of the direct beneficiaries of PLAY sessions attended too, together with YAGs from the 1st and 2nd pilot, social workers involved directly in activities of urban and human requalification and minors education through grassroots sports, with a specific focus on minors coming from disadvantaged social, cultural and economic background.

On 14/12/2019, GEA and Quadrato Meticcio organize the last PLAY dissemination event that will consist in a full day tournaments for kids and children football teams (local and from nearby Regions) to carry on trainings with same contents of the experimented PLAY training sessions, debates and exchange of practices to share education and inclusion's values through sports among YAGs and potential YAGs (coaches from other teams invited) and an open discussion with parents about the methods and the experience of PLAY, through YAGs and kids direct stories, GEA experience and the video that has been realized about the 2nd pilot action.

NAMES AND CONTACT NUMBERS OF YAGS

List of all YAGs that are involved in different activities in 2nd pilot 2019

NAME	EMAIL	ROLE
Tommaso Bellini	tommasobellini@hotmail.it	Organization, planning and implementation of 2 nd pilot

Stefano Allegro	stefano.allegro11@libero.it	Organization, planning and implementation of 2nd pilot
Paola Cosma	cosmapaola7@gmail.com	Organization, planning and implementation of 2nd pilot
Francesco Testolina	fratestolina@hotmail.com	Organization, planning and implementation of 2nd pilot
Letizia Cosma	letizia.cosma94@gmail.com	Organization, planning and implementation of 2nd pilot
Davide Vicini	davideantonio.vicini@gmail.com	Organization, planning and implementation of 2nd pilot
Caterina Vetere Araya	caterina.araya@gmail.com	Organization, planning and implementation of 2nd pilot
Francesca Silvidii	francescasilvidii@gmail.com	Organization, planning and implementation of 2nd pilot
Camilla Baldini	camiris.baldini@gmail.com	Organization, planning of 2nd pilot and workshop
Bròna Kelly	bronakelly85@gmail.com	Organization, planning of 2nd pilot and workshop
Hilary De Luca	Hilary.deluca88@gmail.com	Organization of PLAY workshop 2019
Francesca Masserdotti	fra_masser@yahoo.it	Organization of PLAY workshop 2019
Erica Bruno	bruno.eric92@gmail.com	Final 2019 dissemination event photo, communication , logistics and involvement of local partners

REPORT OF VOLUNTEERING ACTIVITIES 2017-2019, FIMU

Recruiting of the local partners and volunteers

FIMU started contacting local partners to form YAG groups by organizing a workshop in June 16th 2017, where the project and its working methods were presented. During the autumn continued meetings and negotiations with its member and co-operating associations. In the beginning of December 2017 FIMU

opened a call for volunteers to join the project. By January 2018 FIMU had agreed on starting volunteering activities with 3 of its member associations (KOHMU ry, O9HHR and Sahan-seura ry) and 1 co-operating association WAU ry. The info meeting for volunteers was organized on February 1st and FIMU had secured 14 young volunteers for the first pilot.

The training given to volunteers

The training for the volunteers was planned between November 2017 and January 2018 with experts from Kisakeskus Sport Institute, University of Jyväskylä, Faculty of Sport and Health Sciences and O9HHR, an organisation working with inclusion. The tools given by FIMU to the volunteers to become sports tutors who further inclusion and educational skills comprised 1) a model for using physical activity as a vehicle to teach children values and various life skills called TPSR and 2) skills in tutoring multicultural groups.



”Teaching Personal and Social Responsibility, TPSR” is a empowerment-based pedagogical approach, where Physical activity is used as a vehicle to teach students various life skills that they can practice in the gym and transfer to other settings such as school, community, and home life. Life skills are skills that enable individuals to succeed in the different environments in which they live, such as school, home and in their neighborhoods with their peer groups, such as respect, goal-setting, time-management, stress/pressure management, self-regulation, communication, peaceful problem solving, effort (work ethic), cooperation, leadership and motivation. The aim of the TPSR model is to help students develop themselves as people, learning to be responsible for the ways they conduct themselves and treat other people. Teaching strategies used in the TPSR model favor the development of self-efficacy i.e. self-competence. These include the using of modeling with peers, setting expectations, giving power and voice to pupils, giving feedback on their performance, encouraging autonomy and strengthening effort.

The TPSR training comprised 20 hours of tuition divided in 7 meetings (23.2., 24.2, 9.3., 10.3. 24.3., 25.3., 6.4.) including both theory and practise. The volunteers were given a model session acting themselves as participants, and were required to then to draw up a session in pairs and hold a session to children while the expert tutor gave feed back to them. Hanna-Maria Toivonen, the expert in TPSR model from Jyväskylä had designed a [website for teaching the model](#) to help the volunteers use the model in planning their sport sessions with the children and the young.





The volunteers also received 8 hours of training in intercultural communication and tutoring multicultural groups (16.5. and 8.9.) and media training in documenting the sport sessions on videos and editing them. (8.3. and 5.5.).

Sport sessions

Trained volunteers tested their newly acquired skills on training sessions in sport clubs of FIMU's local partners (KOHMU ry, Sahan-seura, 09HHR and WAU ry during the spring 2018 and continued their work as instructors during the autumn. In using the model the volunteers were expected to model respectful behavior and foster social interaction among the children. Giving voice and power to the children meant that the instructor assigned them small tasks in managing and organizing the lesson and engaged them in making decisions and self- and peer assessment. The children were also given the opportunity to take part in instructing a specific game or drill. In every lesson the transfer of the practiced life skills was addressed, i.e. it was discussed where else they need to use those skills.

The volunteers also met in two YAG meetings with the expert of the method (16.9. and 5.11.) where the parts of the method were rehearsed and discussed and the young could exchange their experiences.

List of FIMU's volunteers for the first pilot:

	Name	Local partner	Email
1	Ali Musse	Sahan-seura ry	alimusse@hotmail.com
2	Abdi Hashi	Sahan-seura ry	abdiwahaab194@gmail.com
3	Keyse Maalesh	Sahan-seura ry	keysemaalesh2@gmail.com
4	Hassan Ibrahim	Sahan-seura ry	hassanfinibrahim@gmail.com
5	Nuur Hasi Farsu	Sahan-seura ry	nuur456@hotmail.com
6	Jan Eeken	09HHR ry	janeeken@hotmail.com
7	Hossein Atayi	09HHR ry	atayi.hossein@live.com
8	Tiina Sallinen	09HHR ry	tiina.t.sallinen@gmail.com

List of participants

List of participants, experts and support staff										
Project title	P.L.A.Y.: Peer education, Leadership, Action, Youth –promoting grassroots sport for educational success and social inclusion									
Venue	Matti Peltohalli									
Event	Volunteer training									
Date	23. (4.2.2018)									
Nº	Organisation	Family name, first name	Date of arrival	Date of departure	Country of residence	E-mail address	Female (F) or male (M)	Age (20-24, 25-29, 30-34, 35-39, 40-49, 50+)	Participants (P) NPI- under (L) Expert (E) or Support staff (S)	Signature
1.	Sorajo E	HASAN Ibrahim				hasanibrahim@fimu.com	M		P	
2.		Ahmed, Sundus			Sweden	Sundus@fimu.com	F	20-30	P	Sundus Ahmed
3.	Kohmu ry	Yanis Kuranen			Sweden	yaniskuranen@kohmu.fi	M	17-19	P	
4.	Kohmu ry	Mukhar Ali			Sweden	mukhar.ali@kohmu.fi	M	15-17	P	
5.	Kohmu ry	Mubarak Ali			Sweden	mubarak.ali@kohmu.fi	M	15-17	P	
6.	09HHR	Muay Hussein			Sweden	muay.hussein@09hhr.fi	M	20-30	P	
7.	09HHR	Tiina Sallinen			Sweden	tiina.sallinen@09hhr.fi	F	15-17	P	Tiina Sallinen
8.	09HHR	DAN GEREN			Sweden	dgeren@09hhr.fi	M	20-30	P	
9.	Fimu/KOHMU	DAUD MOHAMMED			Sweden/Lebanon	daud.mohammed@fimu.com	M	30-40	S	
10.	09HHR	Muay Hussein			Sweden/Lebanon	muay.hussein@09hhr.fi	M	30-40	L	

9	Tara Heidari	09HHR ry	tara.suomi@hotmail.fi
10	Mubarak Ali	KOHMU ry	mubarak02d@gmail.com
11	Mukhtar Ali	KOHMU ry	mukhtarali02a@gmail.com
12	Yonis Muhamed	KOHMU ry	yonis.daud@gmail.com
13	Sundus Ahmed	-	sundusd@hotmail.com
14	Deniz Calizkan	WAU ry	denizcaliskan5@gmail.com

International sport camp at Padova

Six of FIMU's volunteers, PM, the tutor and the trainer of the volunteers participated on an international sports camp in Padova organized in the project 29.5.-1.6. The first day was dedicated for getting to know each other and grouping practices. The following day was marked by a conference open to the public, where experts, decision-makers and representatives from sports organizations heard from ASSIST Association National Athletes on the role of sport for gender equality, and learned about the Veneto Region policies and plans on sport, education and inclusion. Then the partners and YAGs presented and held demonstrations on the methodology used in their training sessions, while sharing the experiences on the challenges and outcomes of their work with the beneficiaries.



The volunteers were interviewed of their experiences in project during the autumn of 2018. Some of them were interviewed also a project workshop on November 6th when the method of the project, the volunteering activities and EU guidelines on sport policies and social inclusion were presented to representatives of sport associations, NGO's and education.







Kiinnostaako nuorten osallistaminen vapaaehtoistoimintaan?

PLAY! – vastuuntuntoa ja osallisuutta liikunnan avulla

Kulttuurikeskus Caisa 6.11.2018
klo 13-16

Play-hankkeessa vapaaehtoiset nuoret ohjaavat liikuntakerhoja opettaen samalla vastuullisuutta ja elämäntaitoja.

Tule tutustumaan nuorten kokemuksiin ja hankkeen metodiin!




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



#punainenkorttirasismille #liikuntakuuluukaikille

Erasmus+ PLAY

FIMU: Report of the 2° pilot

The second volunteering activity pilot was organized in FIMU during the year 2019. In the second pilot 6 of our YAG volunteers continued running the weekly sports sessions with the children, but the pilot on the concentrated in developing the entrepreneurial skills of both the children and the young active volunteering group YAG and dissemination of the PLAY methods.

The main activities were thus 3 separate YAG events, organized by the YAGs, the children under their instruction, with the support of the local partners and the PLAY-coordinator from FIMU. Furthermore 2 parents meetings were implemented during spring 2019 (by YAGs and our local partners KOHMU and WAU). In addition to those FIMU disseminated the PLAY! method (TPSR) already at the end of 2018 to new local partners and arranged trainings in the method to the coaches and volunteers of to 2 of them partners: FC Kontu (already 11/2018) and Barreto ry (1/2019).

ACTIVITY	number of participants	girls/women	boys/men
Training of coaches and sports instructors	<ul style="list-style-type: none"> 1 (PLAYTPSR training – FC Kontu 11/2018) 1 (PLAY TPSR trainings - Barreto 1/2019) 1 YAG-trainings 1/2019) 	5 3 4	10 10
Other training	<ul style="list-style-type: none"> planned to the end of 2019 or beginning 2020 a more general training about the resources of the PLAY! project (publications, toolkits, handbooks, E-learning platform, videos etc.) for the member associations of FIMU 		
Sport events and sessions	<ul style="list-style-type: none"> Wintersports day with 1 YAG (2/2019) PLAY! Sports day for kids and families in co-operation with WAU and Kaivoksela school at Vantaa (1.YAG event 4/2019) weekly sports sessions 1-5/2019 (KOHMU, Namika, WAU) 	60 30 150	50 20 200
Tournaments (1. YAG event)	KOHMU basket ball tournament (2. YAG event, played during 2 Sundays 1-2/2019)		60
Networking and dissemination events	<ul style="list-style-type: none"> 2 YAG meetings(1/2019 + 10/2019) 	9 10	9 10



<ul style="list-style-type: none"> • 2 parents' meetings (Kohmu 2/2019, WAU 4/2019) 	2	10
<ul style="list-style-type: none"> • 1 FFPW discussion event 10/2019 (3. YAG event) 	4	1
<ul style="list-style-type: none"> • 1 monitoring meeting 3/2019 	300	300
<ul style="list-style-type: none"> • PLAY! in co-operation with FIMU member associations Puhos Festival with Sports try outs (8/2019) 	70	60
<ul style="list-style-type: none"> • 1 Barceona Final Event 10/2019 with 3 YAGs 	50	50
<ul style="list-style-type: none"> • 3 networking events 10/2019 in the connection of PLAY Final Event 		

Table 1. PLAY! Pilot II. Numbers of participants in activities, by gender (mass events> estimations only).

In all 11 of the 16 YAGs were involved in the PLAY! activities during the second pilot. In the beginning of pilot II, the instructing skills of the YAGs were rehearsed and developed in a training given by our TPSR expert Hanna-Mari Toivonen January YAG. The events were organized independently, apart from the rest of the YAG group, by those YAGs and children/young who were active in a certain local partner association or school. In the autumn the YAGs selected to work as dynamiters in the PLAY! Final Event (only the volunteers were not at the Padova camp in Italy qualified). The reports of the events may be read as blog articles from the PLAY! project web site.

In the national final event of the project #Football is for everyone (3rd YAG event) during Fare Football People Weeks, October 21st at Vantaa Stadium, organized as a panel and discussion event between Vantaa Football Association and immigrant background young, players and families, we sought to find ways in which children from families with disadvantaged socioeconomic background could pursue their dreams also in competitive teams. Many young players need to step aside and stop playing in a team as teenagers so that their younger siblings get their change in a sports hobby. Prospective solutions varied from circulation of sports gear to parents volunteering to work in their spare time for the team as a kind of payment.

REPORT OF VOLUNTEERING ACTIVITIES 2017-2018, PERE TARRES

SUMMARY OF THE FIRST PILOT TEST IN CATALONIA.

1. How was the YAG's selection process?

Firstly, it should be highlighted that the vast majority of volunteers participating in the project were doing work placements for their degree, vocational training or other training studies.

Regarding the selection process, the Human Resources department of the Fundació Pere Tarrés published offers to volunteer for this project. Also, thanks to the pedagogical coordinator of the project we were able to bring onboard several leisure activities instructors and directors.

Once those interested in participating in the project had been identified, personal interviews were conducted with each of these persons to check their personality, their level of knowledge in the field of sports, their level of motivation and commitment with the project and their desire to continue training and gain professional experience.

During the interviews, participants were:

- Welcomed and explained the PlaySports project and the Fundació Pere Tarrés
- Asked to introduce themselves.
- Asked questions to know their level of knowledge in the field of sports (experience practicing sport, parts in sports events...).
- Given a proposal on a practical case relating to sports and facilitating sports events.
- Asked if they had any doubts, and these were clarified.
- Bid farewell.

At a later stage, the Project Manager and the pedagogical coordinator selected the persons that best matched the profile and candidates were notified whether they had been selected or not.

Furthermore, the different work teams were established based on the characteristics and fields of knowledge of each volunteer. The goal was to create multi-disciplinary work teams with volunteers that had complementary characteristics and skills. One lead volunteer was designated for each work group to facilitate communication with the Fundació Pere Tarrés and the different management teams from each sports centre or institution.

Days later, a meeting was held with all volunteers and different activities were organized to get to know each other and thus promote increased interpersonal relations. Volunteers were also

informed of the members that would be in each work team and the YAG peers, as well as the centre where they would be carrying out their educational activity.

2. Meeting with the YAGs.

Regarding the work accompanying the YAGs, this was a process that continued throughout the first year of the project. The person in charge was Héctor Callizo, the project's pedagogical coordinator.

Firstly, monthly visits were organized to the different education centres to observe the educational tasks carried out by the YAGs, and to check if the different planned activities were adequate, the methodological principles were adequately implemented, and to check the links established with the project's beneficiaries, besides providing regular feedback on their educational tasks. Also, with the monthly visits to each education centre, we were able to ensure that information was correctly conveyed from the management teams at each education centre to the Fundació Pere Tarrés.

Secondly, we organized monthly meetings with all volunteers participating in the project at the offices of the Fundació Pere Tarrés so they could exchange experiences and ideas, solve any doubts they had and find solutions to the difficulties related to the project together, and also to provide information on more bureaucratic processes.

Thirdly, we created a Google Drive for YAGs to upload the files for each session (beforehand) and these files were then validated or modified by the pedagogical coordinator.

Finally, Whatsapp groups were created for each work group to notify any incidents and to convey relevant and urgent information on the project.

3. YAGs training process.

Before starting to implement the project at the education institutions, the pedagogical coordinator went through three days of training with all volunteers to ensure they were

sufficiently familiar with the project's methodology. A fourth training session was held on organizing sports events, provided by the members of the Erol play group.

The contents of these training sessions were as follows:

- Session one:
 - A sports session: warm-up, main part and cool-down.
 - Presentation of the session factsheet.
 - Learning goals and assessment criteria: criteria to prepare the assessment and goals, and the linkages between these two concepts.
 - Fact-sheet preparation
- Session two:
 - Methodologies to develop values in education through sport.
 - Inclusive sport methodologies for persons with functional diversity.
 - Examples of best sport practices relating to sports and inclusion.
 - Planning of a sports event by volunteers, based on the methodologies previously explained.
- Session three:
 - Explanation on the characteristics of children at each education institution.
 - Tools to solve conflicts in class.
 - Tools to improve verbal and non-verbal communication.
 - Role-playing
- Session four:
 - The concept of a sports event.
 - Elements to bear in mind when planning a sports event.
 - Working with committees and groups of experts.
 - Examples of sports events planned and managed by children.

Also, it is worth mentioning that, besides the four theory training sessions, during the visits made by the pedagogical coordinator, volunteers were given feedback on the planned activities, their intervention, the group dynamics and other aspects, using the information gathered through direct observation at the sessions.

4. Location and timings for the educational tasks of the YAGs at the education institutions (local partners).

The first pilot project of Play Sports in Catalonia took place in three different education institutions: the Ferran Sunyer School, the Rubió I Ors High School and the Hercules Baseball and Softball Club.

During the first year of the project we had 120 beneficiaries and 15 volunteers who were in charge of planning and facilitating the different activities.

The beneficiaries and volunteers were distributed in the following way:

- The Ferran Sunyer School is a public primary school managed by the Education Consortium and the Catalan Ministry of Education and is located in the Poble Sec neighbourhood.
 - There were 50 children aged 9 and 10, split in two groups of 25 people each.
 - They were supported by three volunteers as well as the school's physical education teacher.
 - Activities took place on Fridays during school hours, during the physical education classes.
 - The ratio was one volunteer for every 8 children.
- The Rubió I Ors High School is a public secondary education and baccalaureate institution that is managed by the Catalan Ministry of Education.
 - There were 55 youths aged 12 to 16 divided in three groups.

- They were supported by six volunteers, one of whom was the contact person for the high school and the YAGs.
- Activities took place outside school hours on Mondays and Wednesdays, from 4.00pm to 17.15pm.
- The ratio was one volunteer for every 9 youths.
- The Hercules Baseball and Softball Club is an emblematic sports club with more than 50 years of history, located in the Bellavitage neighbourhood.
 - There were 15 youths aged 14 to 16.
 - They were supported by three volunteers and the club's after-school activities.
 - Activities took place on Thursdays in the afternoon, from 6.30pm to 8.00pm.
 - The ratio was one volunteer for every four youths.

PROCESS OF CREATION OF THE SPORTS EVENT

“Ferran Sunyer” School

20/06/2019

PAU PARELLADA VENTURA

Fundació Pere Tarrés

The students who were responsible for the explanation and organization of the activities have makes a brief written about explain the activities described in this list :

-Hula-hut / destroy the structure

The activity consists of groups 6/7 people (depending on the volume of students per activity) will have to relay individually through the structure of the hula-hut; it been developed proprioceptive activities.



-Pilla-soccer

It been developed proprioceptive activities and Football games.

-Chinese bubble (if you have time to do it)

It been developed proprioceptive activities and sensory activities in the open air with ball.

- Eagle and turtle

It has been developed proprioceptive activities and development of postural skills

- Obstacle / Relay course

It has been developed proprioceptive activities and development of postural skills

1st Activity:

Jendrel, Joel and Gabriel.

2nd activity 2: Mateo, Ramon and Enjun

3th activity: Julia, Ainara and Fanshan.

4th activity: Gerard, Martí i Adama

Photos: Emma and Jared

-Bolos with the foot

In this game , it been developed the coordination skills and the first steps for Bowling.

- 4 corner corner player

classic traditional game but with the improvement of the sense-perceptive abilities

-I took with pool churros

Simulation of a hockey game and development of team collaboration skills



Activity 1: Moha, Allen, Adri

2nd activity: David and Lourdes

-3th activity: Luciano, Gael and Marc.

Activity: Naiara, Debora and Natza -Photos: Alia, Marta, Julia and Sara -Temps: Adan -Anar to the classes to explain the Day: Nora, Khadija, Tahmir and Julia Accompany the participants: Andres, Nil, Fan-rong and Martina

ROTATION:

The students of the 1st activity go to the 2nd activity, those from the 2nd activity to the 3rd activity, those from the 3rd activity to the 4th activity and those from the 4th activity to the 1st activity. This rotation will be used for the two turns of the Day

Time by activity:

Each activity will last about 15 minutes counting the rotation, explanation, execution of the activity and indication of where to go to the next test.



1. METHODOLOGY FOR THE PLAY SPORT PROJECT IN CATALONIA.

1.1. Background and educational and social needs reflected in the methodology.

The European project Play Sport arises from the need to include several groups at risk of social exclusion into society through physical activity and sports as the main axis.

In Catalonia, we proposed three main and overarching axes with which we have built the project. The axes are the following:

- Promotion of educational values through the practice of physical activity and sports.
- Acquisition of healthy habits and positive pro-active attitudes through sports.
- Development of entrepreneurial skills creating and managing a sports event.

During the first pilot test, the beneficiaries of the project were children and youths aged between 9 and 16 with a medium-low social, cultural and economic background. Most come from dysfunctional families at serious risk of social exclusion.

Around 70% of the children and youths enrolled at the educational institutions we worked with come from countries other than Spain. More concretely, there were large numbers of beneficiaries from Central American countries, African countries, South American countries, Moroccans, Pakistani and Chinese. Consequently, we encountered great cultural diversity in classrooms.

Also, the majority of beneficiaries of the project display some disruptive behaviour at their educational institutions. This is generally a consequence of a low level of motivation with regards to academic knowledge and low self-esteem because they are signalled for their academic performance and their behaviour in class.

We also worked with children and youths in need of Specific Educational Support (NESE, in Spanish) and with Special Educational Needs (NEE, in Spanish).

1.2. Background on the educational and sports institutions that took part in the first pilot test.

The first pilot test of the project Play Sport in Catalonia took place in three educational institutions: Ferran Sunyer School, the Rubió I Ors high school and the Hercules Baseball and Softball Club.

During the first year of the project we had 120 beneficiaries and 15 volunteers who were in charge of planning and facilitating the different activities.

The beneficiaries and volunteers were distributed in the following way:

- The Ferran Sunyer School is a public primary school managed by the Education Consortium and the Catalan Ministry of Education and is located in the Poble Sec neighbourhood.
 - There were 50 children aged 9 and 10, split in two groups of 25 people each.
 - They were supported by three volunteers as well as the school's physical education teacher.
 - Activities took place on Fridays during school hours, during the physical education classes.
 - The ratio was one volunteer for every 8 children.

- The Rubió I Ors High School is a public secondary education and baccalaureate institution that is managed by the Catalan Ministry of Education.
 - There were 55 youths aged 12 to 16 divided in three groups.
 - They were supported by six volunteers, one of whom was the contact person for the high school and the YAGs.
 - Activities took place outside school hours on Mondays and Wednesdays, from 4.00pm to 17.15pm.
 - The ratio was one volunteer for every 9 youths.

- The Hercules Baseball and Softball Club is an emblematic sports club with more than 50 years of history, located in the neighbourhood.
 - There were 15 youths aged 14 to 16.
 - They were supported by three volunteers and the club's after-school activities.
 - Activities took place on Thursdays in the afternoon, from 6.30pm to 8.00pm.
 - The ratio was one volunteer for every four youths.

1.3. Methodological background.

1.3.1. FutbolNet project run by the Fundació Futbol Club Barcelona.

The Fundació Futbol Club Barcelona (Barcelona Football Club Foundation) implements its project FutbolNet in Catalonia and in many countries around the world (Middle East, South America, Africa and India) via the Eduvic Foundation.

The main goal of this project is to try ensuring social inclusion for groups at risk of social exclusion, using football as a tool to make this possible.

To implement this project, they have established five cross-cutting values that they work on through football: effort, respect, teamwork, humbleness and ambition. Also, training sessions include football-related activities that aim to develop the values mentioned above.

They also use a methodology with games split in three periods, created by a Colombian teacher as a consequence of the killing of a player of Colombia's national football team.

These games with three periods are structured as follows:

- First period: The two teams agree to the rules that will apply to the game. They must be related to a specific value and should guide the behaviour of the players so they can acquire this value.
- Second period: Both teams play the game under the same rules they decided previously.
- Third period: Both teams assess their own and each other's performance with regards to the rules of the game and they obtain a score. Both teams also assess their performance in terms



of the level of participation of each team member during the game and they are given a score. Finally, the two scores and the number of goals scored are added up to get the result of the match

1.3.2. European Sport Entrepreneur Project.

Regarding the European Sports Entrepreneur project, this was implemented in Catalonia through the Fundació Pere Tarrés and the Fundació Privada Trinijove. The aim of the project was to develop entrepreneurial skills through the organization of a sports event, conceived and managed by teenagers at risk of social exclusion.

For the development of entrepreneurial skills, they were taken from the European Qualifications Framework, and teenagers were asked to set up the organization and management of a sports event with the help of two teachers; for this they had to engage the education community in their geographic area.

To do this, the reference used was the ten levels of qualifications following a logical progression in terms of difficulty (from basic to more complex) and level of support from teachers (from less to more help).

- Level 1: proposal of ideas, using a brainstorming.
- Level 2: Networking and search for information.
- Level 3: Conceiving the mission for the proposed sports event and structuring the different steps in order to implement the event.
- Level 4: Searching for information on educational activities in their communities and contacting educational and sports institutions.
- Level 5: Managing the financial resources for the project and searching for other finance sources.
- Level 6: Searching for alternatives to develop the mission, and preparing an estimate in terms of human and financial resources, and time needed to implement the sports event.

- Level 7: Creating strategies to publicise the project and start mobilizing financial and human resources.
- Level 8: Starting to organize the project and the logistics.
- Level 9: Implementing the sports project.
- Level 10: Assessing the project and creating new challenges.

It is important to highlight that this project was not finalized due to the lack of motivation and communication by the different European institutions participating in the project.

1.4. Methodological principles of the project.

1.4.1. Constructivist approach.

With regards to the specific methodology for the PlaySport project in Catalonia, we followed a constructivist approach, meaning that we started off from prior knowledge of the students (real development zone) and brought in new education-related experiences with the aim of guiding the teenagers towards developing their potential. In doing so we were able to interconnect their prior knowledge to the new information and the experiences learnt in the sessions, while also fostering the establishment of cognitive structures and the learning of significant lessons.

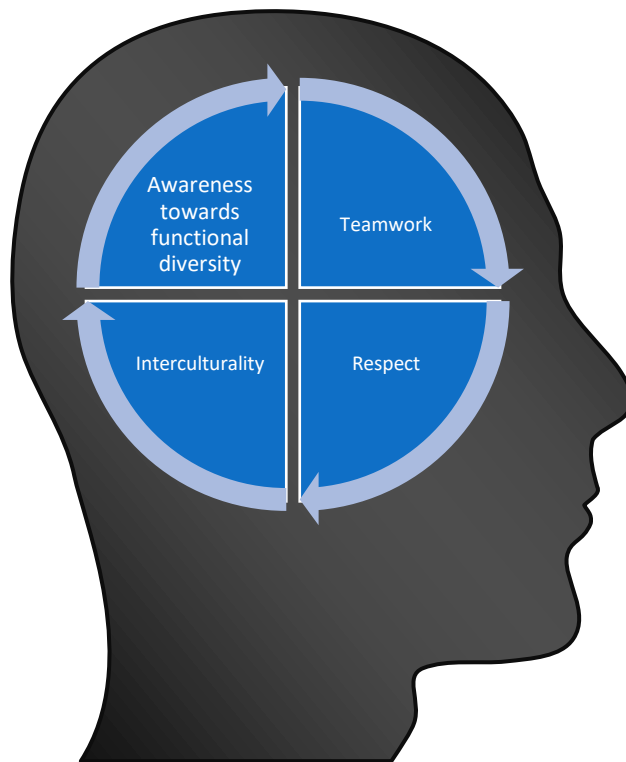
1.4.2. The concept of values in education.

By values, we understand the set of principles or intangible beliefs that mark the behaviour or conduct of an individual to achieve self-fulfilment. These are also the basis to live in society and to establish social relations. Values are intricately linked to the transcendental dimension of people, meaning the most intimate part of each individual.

1.4.3. Structure of the values developed during the project.

The project was structured in different educational units. At the start of the pilot project, we detected the needs of the children at each centre through a period of observation. After this, we were able to identify the most adequate values to be developed at each institution and created an educational proposal that was coherent and adequately contextualized.

Also, approximately every two months we made a proposal to work on a specific value in education through sport, to meet the needs that were detected during the initial phase of the project. The values we worked on during the first year are the following: teamwork; respect; interculturality and awareness of participants towards groups with functional diversity



1.4.4. Educational strategies to develop values in education.

In order to develop the abovementioned values, we made a proposal with several sports activities with a determined educational background. At the end of these activities we asked a set of questions to help students to reflect upon a concrete value, to guide them towards acquiring significant lessons.

To develop the teamwork, our main idea was to share and enjoy, rather than compete; i.e. we tried moving away from competitive activities to favour cooperative challenges and games. Also, during the different sessions, we invited students to think about this value and its importance and applicability in a real situation.



To work on the value of interculturality, students facilitated different sports sessions, using traditional sports, games and dances from their countries of origin. Next, they gave a short oral explanation of the most distinctive features of their culture, to foster a positive and proactive cultural exchange.

As for the work to raise awareness on persons with functional diversity, we encouraged students to try sports adapted to these persons, such as goalball, adapted obstacle courses, football for visually impaired persons and others. At a later stage, children and youths shared their feelings and sensations during the different activities, to work on the value of empathy. They also experimented and gained awareness on the difficulties faced by persons with functional diversity in their daily lives. The students also gave spoken presentations on the characteristics of different forms of functional diversity.

The work done on the value of respect was cross-cutting during the whole first year. We tried to make children and youths aware of the importance of this value in all contexts, through physical activity and sport. Also, we suggested activities where we prioritized respect, and gave extra scores for behaviours showing this value, while we also penalized behaviours that were disrespectful.

Finally, during the practice of some collective sports, we proposed different competitive situations (such as matches, triangular games and tournaments, etc.) but under the premise that students were to propose and agree to a set of rules of conduct autonomously, to develop the values of respect and teamwork.

1.4.5. Concept of educational competency.

We could define competencies as the set of skills, knowledge and attitudes that are necessary to respond to different situations that may arise in class or in a person's everyday life.

1.4.6. Articulation and development of entrepreneurial competencies during the project.

Regarding the different skills developed during the first year of the project, they were based on the proposal from the European Commission on entrepreneurship competence framework.

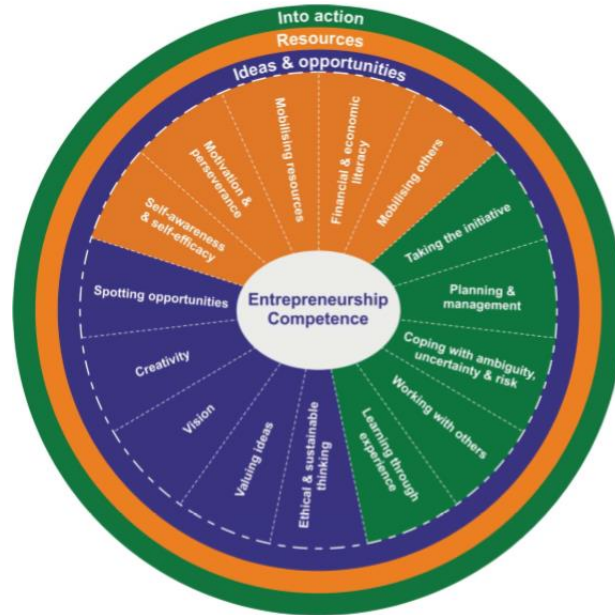
To work with these skills, we suggested the conception, organization and management of a sports event by the project's beneficiaries.

Below is an illustration of how we inter-connected and developed the different entrepreneurship competencies by conceiving a sports event managed by the project's beneficiaries:

- Dimension on ideas and opportunities
 - **Spotting opportunities:** identifying new opportunities and challenges in their community (close environment) to respond to such challenges and opportunities through a creation of a sports event.
 - **Creativity:** combining the knowledge to come up with relevant and valuable ideas relating to the conception of a sports event.
 - **Vision:** planning the future, establishing possible scenarios to implement the ideas discussed previously.
 - **Valuing ideas:** Selecting by groups the most relevant ideas from the ones discussed previously.
- Dimension on resources
 - **Self-awareness and self-efficacy:** reflecting on the needs in the needs in their communities and how to meet these needs. Identify the effects of implementing a sports event on their community.
 - **Motivation and perseverance:** showing pro-active attitudes towards creating a sports event as well as being patient and trying to achieve the goals proposed for the long-term.
 - **Mobilizing resources:** managing the necessary resources to transform the ideas and mission behind the sports event into a something real.



- **Financial and economic literacy:** estimating the cost of creating a sports event and manage and optimize financial resources throughout the process of organizing the event.
- **Mobilizing other institutions:** meeting with sports companies to engage them in the event and find other sources of funding, new materials, sports facilities and equipment, and others.
- Dimension on moving into action
 - **Taking the initiative:** taking responsibility for organizing the sports event and working together to make it happen.
 - **Planning and management:** taking decisions, facing up to uncertainty and risk entailed by organizing a sports event. Being able to adapt and manage unplanned situations.
 - **Working with others:** establish commissions or teams of experts and learn to cooperate with fellow group members to overcome internal conflicts and prioritizing cooperating rather than competitiveness.
 - **Learning through experience:** learning from mistakes and successes during the conceptualization, organization and implementation of the sports event. Assessing and analysing one's learning process.



1.4.5. Educational intentions behind the teaching-learning activities.

As for the educational intentions, all teaching-learning activities were geared towards achieving the different learning goals, as well as towards developing a set of positive values linked to sport (mentioned before), to contribute to a holistic development of children and teenagers.

Also, the educational actions proposed within the PlaySport project were achievable, realistic and adapted to the level of psycho-evolutionary and psycho-motive development of students, increasing the chances of success for youths and fostering improved self-esteem and motivation. At the same time, we diversified the teaching-learning activities with different levels of resolution and progressive changes in the level of support offered by volunteers (from less to more support) and in the level of autonomy of students to solve tasks (from less to more autonomy). We planned open activities that enabled a simultaneous convergence with different working paces at the same time, and also different ways of grouping the students and the use made of the spaces in classrooms. We also suggested tasks that could be planned, developed and assessed by children and youths in a relatively autonomous way.

1.4.6. Teaching – learning strategies for the YAGs during the sports activities.

For the project, in practice we used global strategies: sharing attention on aspects that are important to work on, combining pure and real game situations. The aim of these strategies is to

foster the development of cognitive processes such as perception, decision-making, movement execution and control mechanisms and the development of the values to be worked on. Then, we used exploration-based teaching styles such as guided discovery and problem-solving. The aim behind doing this was to increase the autonomy and motivation of the students, and facilitate the acquisition of relevant lessons. In some sessions we used styles of teaching based on the reception and reproduction of models, for instance when allocating task and modular teaching.

At the same time, we encouraged cooperative work methodologies, as for the groups of experts (fostering teaching among equals) or for cooperative challenges, to increase cohesion in the groups and encourage better interpersonal relations among group members.

At the same time, we welcomed diversity in each group, adapting the sports activities to the individual features of each group member. By this we mean that we ensured that all students could participate in the planned activities, fostering a positive environment. To make this possible, we made the following methodological adaptations. We should stress that the adaptations listed are from low to high and only applied when a child or youth needed this to participate in the activities:

- Adaptations to materials: including complementary or aid materials.
- Adaptations to time: allowing for more time for children and youths to perform the task.
- Adaptations to the level of difficulty of each activity: changing the level of difficulty of the activities.
- Adaptations to the level of help from teachers: helping children and teenagers to solve or do the task.
- Adaptations to the role of students during the activity: changing the role of children with extreme difficulties to perform their task.

In summary, we worked with diversity as part of the PlaySport project as an opportunity for growth and as an enriching experience, trying to minimize the weaknesses of beneficiaries and

promoting their strengths. We could say, to sum up, that: *“if you only look at what you can’t do, you’ll never be able to see what you’re really able to do”*.

1.4.7. The role of activity facilitators.

Last, but not least, throughout the project, the facilitators of the Youth Active Groups (YAGs) didn’t play a main role, but rather they intervened as facilitators of the educational actions, providing guidance. Therefore, the students took the centre stage and were proactive in the education process. So, the YAGs tried creating a welcoming environment in class to encourage students to participate by caring for them, full of positive energy, being assertive, joyful, coherent and responsible, to facilitate a fluid interrelation with the project’s beneficiaries.

1.4.8. Structure of the sessions.

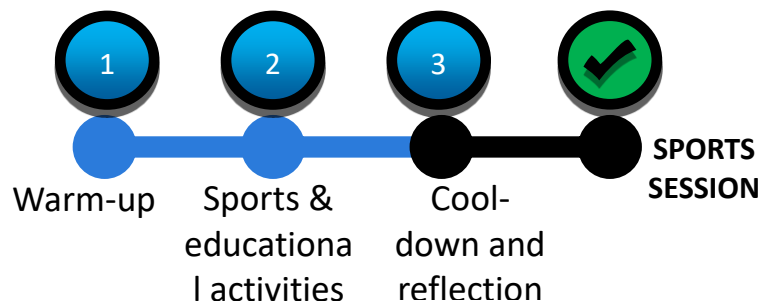
As for the structure of different sessions of the PlaySport project, they were split in two large blocks: sports sessions and sessions geared towards creating a sport event.

Sports sessions were divided into three large parts:

- **Warm-up:** For the first 20 minutes of each session, we welcomed the youths and explained the learning goals for the different activities. Then we explained moderate intensity activities, including joint-movement activities closely linked to the type of sport practiced. The main goal of this session is to avoid any injuries and make any necessary adaptations to the body before practicing sport and doing physical activity.
- **Main part:** During this part of the session we put the sports and educational activities into practice with the aim of reaching the learning goals set out during the session programming part. The intensity during this part of the session was medium-high and increased progressively (from medium to high). Also, at the end of each activity we made space available to share thoughts and experiences based on the activities carried out.
- **Cool down and final reflexion:** In this part of the activity we offered low-intensity activities and stretching (static and dynamic) for the muscle groups activated during the session, to bring people back to a state of homeostasis or balance. To end the session, we

posed a series of questions to get students to think about the importance of the value that was worked on during the session and its impact on their daily lives.

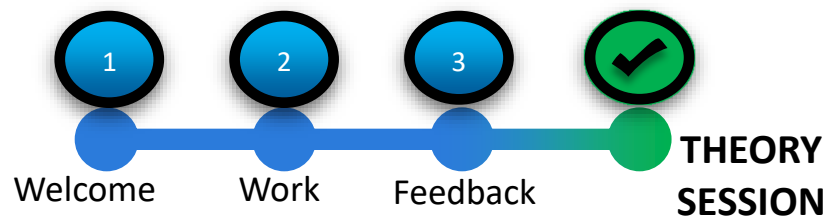
Also, all sports sessions were planned upfront by the YAGs and were supervised by the pedagogical coordinator. For each session we also established a set of learning goals to develop the different values that had been selected and a set of assessment criteria that were closely linked to the learning goals so as to evaluate the acquisition of different cognitive, motion, emotion and attitude-related lessons.



As for the theory sessions relating to the conception and organization of a sports event, they were structured as follows:

- **Welcome:** For this part of the session we welcomed the children and youths making them feel at home, creating an environment of trust. We also shared with them the goals for the session and, to conclude, one youth from each commission explained to the rest of the group the work done in the previous session.
- **Work commissions:** Here we have grouped the beneficiaries into groups of experts or commissions and they started to develop their theme. Each group of experts had the help of a YAG to guide the group and facilitate the work and learning process of the children/youths.
- **Feedback:** Finally, we mixed the different groups of experts; we created new groups where all of their members came from different groups of experts to have an exchange

on the progress they had achieved during the session and come up with proposals for improvements in each commission.



1.5. Implementation stages of the methodology. Firstly, we should mention that the PlaySport project in Catalonia was organized around two main pedagogical axes that were implemented simultaneously:

- Sports activities to develop positive values.
- Sessions on the conceptualization and organization of a sports event proposed by the beneficiaries from each education institution.

Every month, two sports practice sessions were organized and two sessions to conceptualize and organize a sports event.

As for the process to implement the different sports activities, they followed these stages:

- **1st stage:** searching for education institutions and volunteers to implement the project.
- **2nd stage:** Studying the context and the reality at each participating institution and detecting different educational needs for each group of beneficiaries.
- **3rd stage:** Establishing jointly with the education institutions and centres the values to be developed and the learning goals in order to reach a coherent and contextualized response to the needs detected beforehand, while also ensuring that the educational proposals are adapted to the context of each institution and the groups of beneficiaries.
- **4th stage:** Preparing teaching programmes for each education institution using the inclusive methodology drafted by the project's pedagogical coordinator.

- **5th stage:** Implementing the teaching-learning activities set out in each teaching programme at the different education institutions.
- **6th phase:** Impact assessment of the project at each education institution and assessment of the project's impact in terms of academic performance and attitudes of the beneficiaries.

1ST STAGE	Search for sports centres, education institutions and volunteers.
2ND STAGE	Context analysis for each education institution and detection of needs in each context.
3RD STAGE	Determining the educational values and learning objectives to be developed at each education institution.
4TH STAGE	Drafting of the teaching programmes.
5TH STAGE	Implementation of sports activities at each education institution.
6TH STAGE	Impact assessment for the project at each education institution.

As for the development of the stage to conceive, manage and implement a sports event by the beneficiaries, the following steps were used:

- **1st step:** Brainstorming of ideas.
- **2nd step:** Searching for information on the web.
- **3rd step:** Conceiving the mission for the sports project and structuring the different steps to follow in organizing the event and later implementation.
- **4th step:** Searching for information on educational activities within the community and establishing new contacts with education institutions and sports centres via networking.

- **5th step:** Searching for alternatives to develop the project's mission and estimating the human and financial resources and time needed to implement the sports project.
- **6th step:** Setting up work commissions or groups of experts to start developing the sports project:
 - Finance and dissemination commission: manage the financial resources for the project and search for alternative funding sources; create strategies to disseminate the project.
 - Human resources commission: manage the available human resources and search for volunteers.
 - Space and timing commission: manage the different available spaces to organize the sports event and establish rotations, etc.
 - Activities commission: organize different activities to be carried out during the sports event.
- **7th step:** initial testing for the implementation of the sports event, assessing the activities and logistics.
- **8th step:** assessing the initial testing. Each commission looks at the strengths and weaknesses for their theme and propose improvements for the weaknesses detected.
- **9th step:** implement the sports event.
- **10th step:** assessing the sports event, self-assessment and joint evaluation of the work done by each commission.

1ST STEP	Brainstorming.
2ND STEP	Searching for information on the web.
3RD STEP	Conceiving the mission for the sports event and structuring the steps to be followed.
4TH STEP	Analyzing the background and networking with sports centres and education institutions in the area.
5TH STEP	Estimating the resources needed to implement the sports event.
6TH STEP	Setting up commissions or groups of experts to develop the sports event.
7TH STEP	Initial testing for the implementation of the sports event.
8TH STEP	Assessing the initial testing and reaching conclusions to then implement improvements.
9TH STEP	Implementing the sports event.
10TH STEP	Assessing the whole process.

1.6. Selection, training and accompaniment process (YAGs).

Here we explain the selection and training process for the volunteers that participated in the first pilot test.

Selection process: Firstly, it should be highlighted that the vast majority of volunteers participating in the project were doing work placements for their degree, vocational training or other training studies.

Regarding the selection process, the Human Resources department of the Fundació Pere Tarrés published offers to volunteer for this project. Also, thanks to the pedagogical coordinator of the project we were able to bring onboard several leisure activities instructors and directors.

Once those interested in participating in the project had been identified, personal interviews were conducted with each of these persons to check their personality, their level of knowledge in the field of sports, their level of motivation and commitment with the project and their desire to continue training and gain professional experience.

During the interviews, participants were:

- Welcomed and explained the PlaySport project and the Fundació Pere Tarrés
- Asked to introduce themselves.
- Asked questions to know their level of knowledge in the field of sports (experience practicing sport, parts in sports events...).
- Given a proposal on a practical case relating to sports and facilitating sports events.
- Asked if they had any doubts, and these were clarified.
- Bid farewell.

At a later stage, the Project Manager and the pedagogical coordinator selected the persons that best matched the profile and candidates were notified whether they had been selected or not.

Furthermore, the different work teams were established based on the characteristics and fields of knowledge of each volunteer. The goal was to create multi-disciplinary work teams with

volunteers that had complementary characteristics and skills. One lead volunteer was designated for each work group to facilitate communication with the Fundació Pere Tarrés and the different management teams from each sports centre or institution.

Days later, a meeting was held with all volunteers and different activities were organized to get to know each other and thus promote increased interpersonal relations. Volunteers were also informed of the members that would be in each work team and the YAG peers, as well as the centre where they would be carrying out their educational activity.

Training process: Before starting to implement the project at the education institutions, the pedagogical coordinator went through three days of training with all volunteers to ensure they were sufficiently familiar with the project's methodology. A fourth training session was held on organizing sports events, provided by the members of the Erol play group.

The contents of these training sessions were as follows:

- Session one:
 - A sports session: warm-up, main part and cool-down.
 - Presentation of the session factsheet.
 - Learning goals and assessment criteria: criteria to prepare the assessment and goals, and the linkages between these two concepts.
 - Fact-sheet preparation
- Session two:
 - Methodologies to develop values in education through sport.
 - Inclusive sport methodologies for persons with functional diversity.
 - Examples of best sport practices relating to sports and inclusion.
 - Planning of a sports event by volunteers, based on the methodologies previously explained.
- Session three:
 - Explanation on the characteristics of children at each education institution.
 - Tools to solve conflicts in class.

- Tools to improve verbal and non-verbal communication.
- Role-playing
- Session four:
 - The concept of a sports event.
 - Elements to bear in mind when planning a sports event.
 - Working with committees and groups of experts.
 - Examples of sports events planned and managed by children.

Accompaniment: As for the accompaniment, it was a continuous process throughout the first year of the project. The person in charge was Héctor Callizo, the project's pedagogical coordinator.

Firstly, monthly visits were organized to the different education centres to observe the educational tasks carried out by the YAGs, and to check if the different planned activities were adequate, the methodological principles were adequately implemented, and to check the links established with the project's beneficiaries, besides providing regular feedback on their educational tasks. Also, with the monthly visits to each education centre, we were able to ensure that information was correctly conveyed from the management teams at each education centre to the Fundació Pere Tarrés.

Secondly, we organized monthly meetings with all volunteers participating in the project at the offices of the Fundació Pere Tarrés so they could exchange experiences and ideas, solve any doubts they had and find solutions to the difficulties related to the project together, and also to provide information on more bureaucratic processes.

Thirdly, we created a Google Drive for YAGs to upload the files for each session (beforehand) and these files were then validated or modified by the pedagogical coordinator.

Finally, Whatsapp groups were created for each work group to notify any incidents and to convey relevant and urgent information on the project.

