



Erasmus+



GOOD PRACTICES FOR SOCIAL INCLUSION IN GRASS ROOT SPORTS FROM COACHES AND TEACHERS

Fimu



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During the implementation of the project P.L.A.Y. partners have gathered information of teachers and coaches working with children and youngsters. Their experiences and stories enthralled us to collect their good practices into one file which might be useful for others too.

Responses to question in questionnaire for coaches and teachers “Do you want to share any good practice in improving social inclusion through grass-roots sport?” were analysed and turned into suggestions and tips for sports organisations, coaches and schools.

It is generally known that working with children and students with difficulties, disadvantaged social, economic or migrant background and those having difficulties in speaking or understanding is challenging for both teachers and coaches. As every child or students they also face challenges of being focused in class and having a fear of failure. The difference that makes teaching and coaching harder is that the level of focus and fear is higher and thus more difficult to be handled. Besides that, more children and students are at risk of dropping out of school, depending on the type and the lever of disease or disorder. We are providing good practices separated into three sections:



FROM COACHES TO SPORT ORGANISATIONS

- Cheap or even free trainings for children and youngsters, especially for those coming from disadvantaged economical background.
- Give coaches chance for education to gain skills needed for their work with children and youngsters.
- Collaborate with schools.
- Cooperate with other sport organisations, exchange experiences and make joined trainings for players.

FROM COACHES TO COACHES

- Include individuals into group work, make them part of group; you can use different social games for that.
- Create exercises that build individual's self-esteem, in that way children and youngsters start to trust themselves and that translates into better group work.
- Care about development of each individual, be interested in child's and youngster's life and his problems, school work, in that way you become reliable and they turn for advice to you. Understand, support and encourage.
- Be present in the moment, care for the players.
- Take whole group to a place other than the familiar environment to gather experiences, include different sporting activities to lessons. Join training with different sport.
- Include parents, talk to them, and share their child's and youngster's success and problems with them. Also to encourage them to support their children and youngster being involved in sport.
- Include players into creating rules for training, they will follow them more. Let players design exercises on trainings that makes them more included and important.
- Use peer-education, make pairs and give them task to teach and give feedbacks on their performance to each other. Peer-education can be used also between two groups, younger and older players.
- Change groups and pairs often - mix players, so they get more experience playing with different partners and groups.
- Cooperate with schools, find children and youngsters in school that are not included in any sport and invite them to club trainings.
- Design exercises in advance, keep diary of them. Well-designed exercises are easily adapted when needed. Learn how to change exercises in different situations.
- Search for opportunities of gaining more knowledge about themes, methods and approaches that interests you in different trainings for coaches.

FROM TEACHERS TO TEACHERS AND SCHOOLS

- Give students a chance to be included in planning sport lessons at least few times during a school year.
- Use group and social games to include individuals into sport activities.
- Include also amateur students (those who do not train in clubs) into school sport teams.
- Have active breaks between lessons on school yards, let students play games on playgrounds before and after school.
- Offer students a variety of elective sport courses.
- Teach students about belonging to community, having friends and sense of belonging through sport by respecting limits and rules in sport; teach fair-play.
- Collaborate with sport clubs in a way of offering school halls as a place for trainings. Students will feel safe in a familiar environment, surrounded by schoolmates.
- Make school sport equipment available for borrowing (skates, skis, etc.).
- Include students with learning and other difficulties or socially excluded in sport courses in school, where they can experience success and find friends outside of their class.
- Support non-competitive courses for students including mixed sports to break the barriers between sports and give students chance to find a suitable form of sport activities without competitive goals.
- Include students with disabilities into sport classes by giving them suitable roles.
- Develop a tutoring program for sport.
- Include students with migrant background in class through sport activities, where language skills are not in the foreground.