

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 Bellvitge 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.

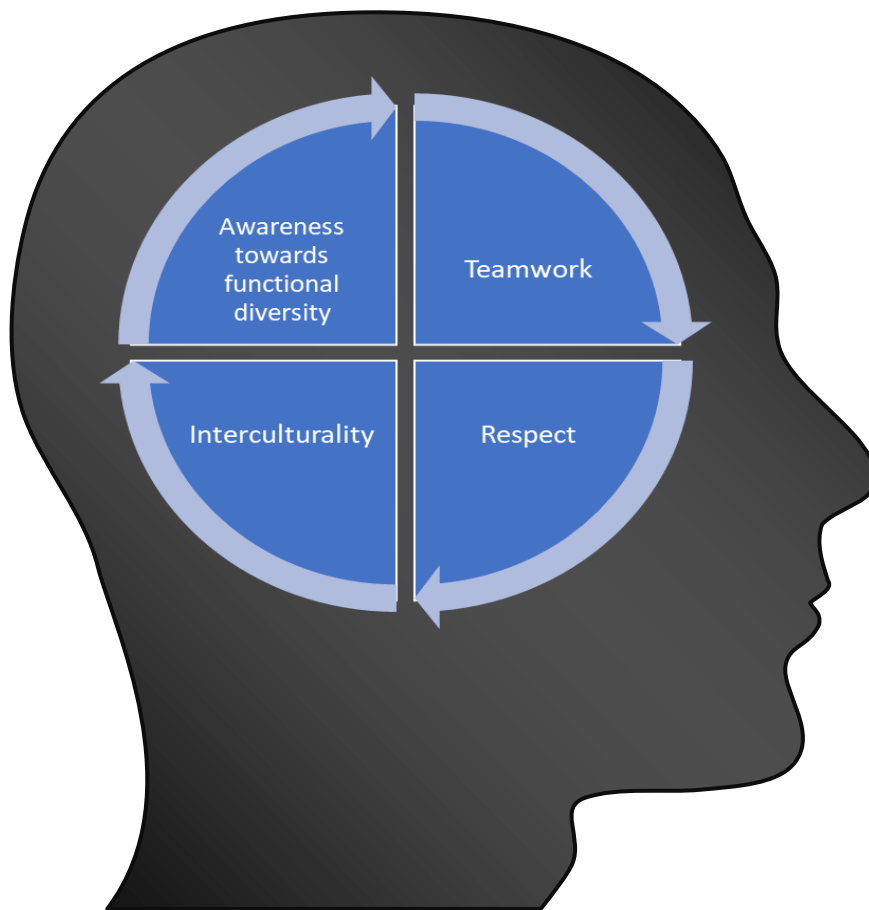
By values, we understand the set of principles or intangible beliefs that mark the behaviour or conduct of an individual to achieve self-fulfilment. These are also the basis to live in society and to establish social relations. Values are intricately linked to the transcendental dimension of people,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

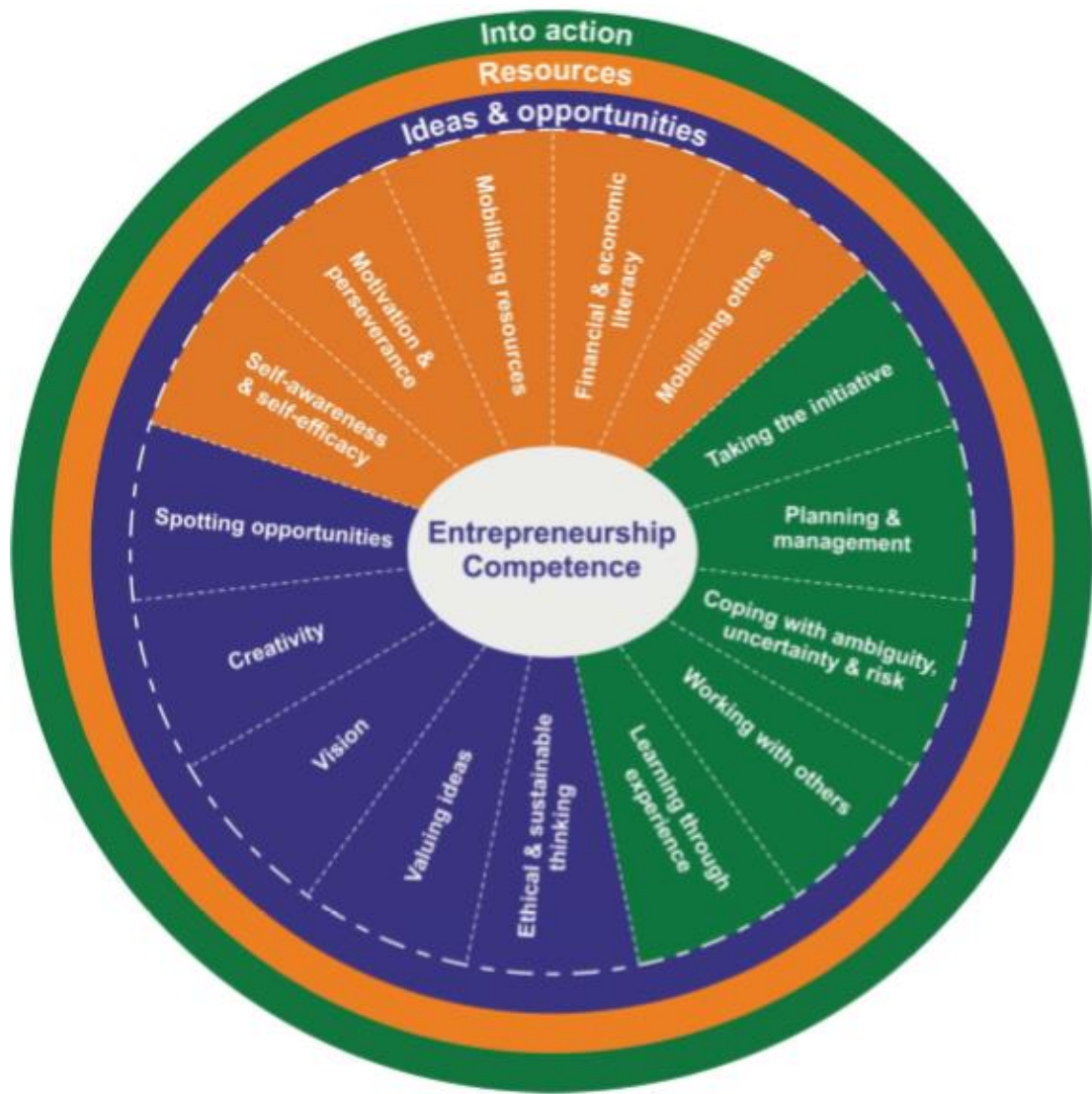
Regarding the different skills developed during the first year of the project, they were based on the proposal from the European Commission on entrepreneurship competence framework.

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 analyzing 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.

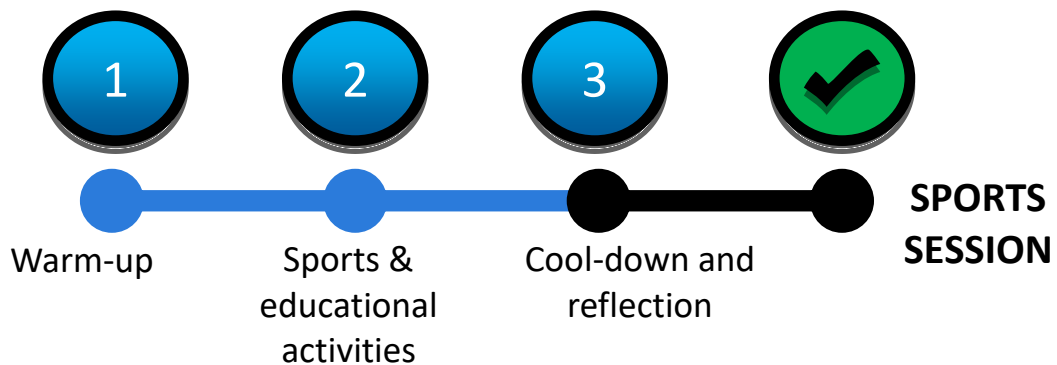
1.4.8. Structure of the sessions.

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:

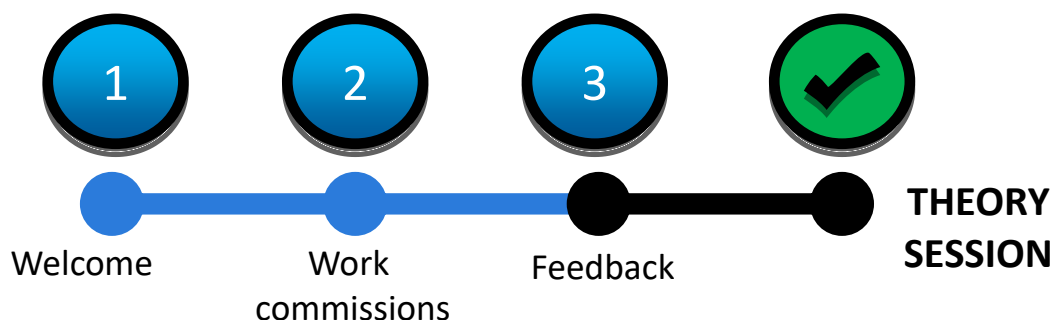
- **Warm-up:** For the first 20 minutes of each session, we welcomed the youths and explained the learning goals for the different activities. Then we explained moderate intensity activities, including joint-movement activities closely linked to the type of sport practiced. The main goal of this session 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.