



Erasmus+



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



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

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The partners of the project are collecting good practices, experiences and ethical/behavioural codes among partner organisations, i.e. relevant local, national and European stakeholders. This is being done in order to enhance education success and social inclusion, reduce the school dropouts rate and promote volunteering among youth.

The collection of good practices is made in the project in two ways:

1. The questionnaires for coaches and teachers included the question “Do you want to share any good practice in improving social inclusion through grassroots sport?”
2. Setting up a form in Google Forms for partners to fill with good practices that they recognise during their work on the project.

Good practices will be shared on the project website

<https://www.eu-playsport.org/>

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



FROM COACHES TO SPORT ORGANISATIONS

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

FROM COACHES TO COACHES

- Include individuals in group work, make them part of the group; you can use different social games for that.
- Create exercises that build up an individual's self-esteem, that way children and youngsters start to trust themselves, which translates into better group work.
- Care about the development of each individual; be interested in the child's and youngster's life and their problems, school work, etc. This way you become reliable and they turn to you for advice. Understand, support and encourage.
- Be present in the moment, care for the players.
- Take the whole group to a place other than their familiar environment to gather experiences, include different sporting activities with the lessons. Combine training with a different sport.
- Involve the parents, talk to them, and share their child's and youngster's success and problems with them. Also encourage them to support their children and youngsters being involved in sport.
- Involve the players in creating rules for training, this way they will follow them more. Let the players design exercises in trainings; this give them the sense of involvement and importance.
- Use peer-education, make pairs and give them the task to teach and give feedback on their performance to each other. Peer-education can also be used between, the 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 a 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 interest you in different trainings for coaches.

FROM TEACHERS TO TEACHERS AND SCHOOLS

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